CHAPTER 5
SUMMARY, FINDINGS & CONCLUSION

CHAPTER 5

SUMMARY, FINDINGS & CONCLUSION

5.0 Introduction

It is rightly said by Australian poet Judith Wright, "**Feelings & emotions are the universal language and are to be honored. They are the authentic expression of who you are at your deepest place.**" People of all lands and of all degrees of culture share and use this universal language of feelings and emotions; even the brute animals in some measure understand it. This Natural language is the language of cries, laughter, facial expression, gestures and postures. Word language is used to communicate ideas & thoughts. Word language is made of words. Natural language precedes word language.

The need of the hour in present educational scheme is the encouragement for expression of dreams and imagination of learners with the use of these two kinds of languages. There is a necessity to not only teach but learning properly both these languages to express oneself and to perform day-today functions which can be done by providing exposure for Creative writing.

5.1 Present status of English Language Teaching in India

The increasing demand for English – both as a language and as a medium has compelled most governments at the State level to introduce English as a language from class One. 26 out of 35 States and Union Territories have introduced English as a language from class I and the remaining States have introduced the language either from class three or five.

English language teaching situation presents a mixed picture from top to very low level in terms of Teacher Proficiency (TP) and the exposure of pupils to English in and outside school, i.e. the availability of English in the Environment of language acquisition (EE). Kurien (2005) identifies four types of schools as given below:

↑↑**TP,**↑↑**EE** (English-medium private / government-aided elite schools): Proficient teachers; varying degrees of English in the environment, including as a home or first language.

↑TP, ↑EE (New English-medium private schools, many of which use both English and other Indian languages): teachers with limited proficiency; children with little or no background in English; parents aspire for upward mobility through English.

↓TP,↓EE (Government-aided regional-medium schools): schools with a tradition of English education along with regional languages, established by Educational Societies, with children from a variety of background.

↓↓TP, ↓↓EE (Government regional-medium schools run by district and municipal education authorities): they enroll the largest number of elementary school children in rural India. They are also the only choice for the urban poor. Their teachers may be the least proficient in English of these four types of schools. (Position Paper Teaching of English-NCF - 2005- NCERT) (p 2)

English language teaching involves teaching of all the four skills of language i.e. L-S-R-W. As soon as the child enters the school, he learns all these skills together. But writing is the last and most difficult skills of the four basic skills of language. Among all the four skills, writing is considered as highly technical, most difficult and comes after great practice. Writing skill demands great labour on the part of learner. Writing always has become difficult to teach or to learn because it involves a different kind of mental process which includes the sub-skills like – drafting, editing, revising, organizing etc. There are different approaches to teaching of writing which are as given below:

5.2 Approaches to teaching of Writing

There are various approaches to teaching writing that are presented by Raimes (1983) as follows:

1. Controlled to Free Approach
2. Free Writing Approach
3. Paragraph Pattern Approach
4. Grammar-Syntax Organization Approach
5. Communicative Approach
6. Process Approach
7. Genre Approach

5.3 Creative Writing

A creative act can be expressed in a variety of ways, such as, painting, a piece of sculpture, a musical composition, dance or drama, and various art forms that can express a creative thought. Similarly, "writing" is a vehicle of expressing ideas, thoughts and feelings which can take many forms.

According to Maley & Duff (1989), "Creative Writing is not just writing something down. On the contrary, Creative Writing is a process, the writer redrafting and reformulating ideas until he gets his/her message conveyed. In fact, the writer does not know what his/her writing will be until the end of the process."

Creative writing is the process of presenting your thoughts in an appealing way. The writer thinks critically and reshapes something known into something that is different and original. It is organized cohesively with a clear beginning, middle and an end. Attention is paid to choice of apt vocabulary, figurative use of language and style.

Creative writing stimulates students' imagination and originality helping them to feel the thrill of expressing their own ideas in forms which are different from the usual writing tasks. It allows students to focus on specific ideas, forms or literary texts which can be divided into two main forms – Prose which includes Essays, novel, short-story, autobiography etc. and Poetry which Includes different types of poems, like, Diamante, Haiku, Free-verse, and Acrostic. The teacher and students should follow principles of Creative Writing as the procedure of drafting, editing, redrafting and presentation of the piece of writing.

Fiction is simply prose that tells a story. Prose is writing presented in sentence form. An essay, a newspaper article, a novel and novella are forms of prose. The majority of writing is presented in prose form. Thus, fiction takes two primary forms: the short story and the novel. Fiction is probably the most popular form of Creative Writing. However, this has not always been the case. For centuries, Poetry was the primary mode of literary expression. A poem can be recognized by its form. Form is the presentation a literary work takes. Unlike prose, which is written in sentences like the text presented here, a poem is presented in lines. And these lines are frequently organized into stanzas.

The final genre of Creative Writing is creative non-fiction. Creative Non-fiction is writing that presents the true experiences of the author. Another very popular form of

creative non- fiction is a personal essay, which presents a writer's description or commentary regarding some aspect of his or her personal life.

5.4 Poetry

The easiest way for the students to try their hand at composing their own pieces of 'poetry' is, according to O'Dell (1998), Carter & Long (1987) "to write something with a very clear structure, such as acrostics, haiku, and limericks poems". For students, writing of poems can become rather impressive once they realize that formal constraints, especially rhyme, are not indispensable for a good poem.

Elements of poetry can be defined as a set of instruments used to create a poem. The following are each important element of poetry (Abrams, 1993):

1. Speaker, Subject, Theme, Tone
2. Figures of Speech
3. Symbolism
4. Line and Syntax

5.5 CREATIVE NON-FICTION

Creative Non-fiction (also known as literary or narrative non-fiction) is a genre of writing that uses literary styles and techniques to create factually accurate narratives. Creative nonfiction is an umbrella term for memoir, travel writing, biography, science writing, nature writing, personal essays, and other genres and refers to many styles of writing that discuss times, places and events creatively. The elements of Non-fiction are as given below

The Elements of Non-fiction

1.   Characters, Plot, and Setting
2.   Purpose
3.   Tone

5.6 PRINCIPLES OF CREATIVE WRITING

The following principles and beliefs form a foundation for teaching Creative Writing (Saskatchewan Education, 1998):

 1. Students learn language through experiences with language.
 2. The focus of the creative writing program should be on ideas and meaning.
 3. Discussion about the structure of writing genres and use of language should be on how meaning is constructed or revealed, rather than on rules or formulas.

4. Reading is essential to students' development as writers.

5. Teachers must provide latitude in allowing students to choose their own writing models.

6. Teachers must be sensitive to the variety of language use that exists within social and ethnic cultures.

7. Writing activities should be planned around students' interests and student-selected topics.

8. Creative writing should be seen as a product of the imagination.

9. Creative writing should be seen as a "way of knowing" about the world and humanity.

10. The organic nature of the writing process must be recognized.

11. There should be an abundance of discussion about writing in the creative writing classroom.

12. The teacher should write along with students in the classroom.

5.7 Classroom Environment for Creative Writing

It is essential that student writers work in an atmosphere that inspires confidence, knowing that they can take risks without fear of criticism or ridicule. Many students will find their voices in an atmosphere where risk-taking is encouraged and respected.

The teacher can make creative writing classes more productive by participating in the activities and tasks of creative writing, which can be done through the use of Participatory Approach.

5.8 The present scenario of teaching of Creative Writing in India

As far as the teaching of Creative Writing in India is concerned at secondary and higher education level, the courses for Creative Writing are not available. At higher secondary level, C.B.S.E. offers course of Creative Writing in English at Std. XI, and XII. And the minimum eligibility to pursue a course in Creative Writing is 10+2. In India, IGNOU offers courses in Creative Writing, namely Diploma in Creative Writing. A number of open universities and institutions offer PG and post – plus two Creative Writing diplomas. None of the colleges in India offers a Creative Writing degree course like Creative Writing master degree or Creative Writing graduate degrees.

5.9 Participatory Approach (P.A.)

Paulo Freire is an internationally known educator who has helped initiate, develop, and implement national literacy campaigns in a number of developing countries. His ideas have been adopted by government-sponsored literacy programs and by nongovernmental organizations throughout the world. Also called participatory or liberatory education, Freirean approaches revolve around the discussion of issues drawn from learners' real-life experiences.

The participatory approach advocates literacy as a vehicle for personal transformation and social change. Learners discuss issues in class that are significant to them and determine ways of dealing with these issues in real life.

The following concepts are central to the Participatory Approach:

1. Generative words and themes.
2. Collaboration and dialogue among equals.
3. Problem posing.

5.10   Participatory Curriculum Development (PCD)

Freire (1970) contrasts participatory learning with the traditional banking model of education where the teacher is all knowing and passes information to blank-slated students. In Freire's theory the teacher acts as a facilitator not as the one and only source of knowledge (Frederick, 1998). A teacher's role in this approach is to first help learners identify real life issues, then guide learners in Comparing and contrasting experiences, looking at their root causes, and imagining possibilities for change (Auerbach, 1992).

5.11   Fundamentals of Participatory Approach to English as Second Language (ESL)

The primary adaptation of the Freirean theory to Teaching of English to Speakers of other Languages is Elsa Auerbach's idea of *emergent curriculum* where learners identify their own problems and issues and seek their own solutions. This process is based on five steps:

1.Engage in ongoing needs assessment;
2.Present a code-picture or representation of a problem or concern that the students face;

3.Involve students in analysis of the problem and decision making;

4.Help students take action and plan to overcome the problem; and

5.Treat learners as partners to teachers in the evaluation of their progress (Auerbach, 1993).

A key factor in the participatory approach is flexibility, in that the teacher must be willing to be open to student involvement, dialogue, and possible criticism, and ready to make adjustments in the class curriculum. Participatory approaches can be and have been incorporated into E.S.L. programming.

Creative Writing can be taught in the most effective way by using participatory approaches. And the best part of it is the teacher himself takes part in writing activities and enjoys the learning and teaching of Creative Writing along with the students.

5.12   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. Adlier (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, Hilldenbrand (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 E.L.T. (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.

5.13 RATIONALE

A language is a skill-oriented subject. It has got two dimensions- the practical and the creative. On the whole, the language goals, curriculum and methodology are centered around the practical communicative level, and mastery of the language which consists of the acquisition of the basic skills – listening, speaking, reading and writing. There is some provision for literature-teaching. But it stops at the appreciation level only. Least importance is given to self expression. Students do learn certain essays and answer and reproduce them in the examination. Lesser scope is given for original expression; the compositions are teacher-dictated, little encouragement is given for original thinking and ideas. The prosody, and figures of speech teaching is only for examination purpose; rarely an opportunity is given to compose a poem using those elements. So, the English language teaching tends to become dull, dry and monotonous. This is the reason why students lose interest in language. The present goals, curriculum and methods of language teaching, do not allow the students to reach the higher goal of Creative Writing. They are putting restraints on the creative urge or impulse of self-expression of the students. The students should be given an opportunity for self-discovery, and expression of their own ideas, feelings and emotions, like, joy and sorrow, anger and sympathy, hatred and love, so that, there can be some creative exercises through which their aesthetic sense is triggered up and get to a start of writing creatively. The ultimate aim of teaching Creative Writing is to

enable the child to express his thoughts and ideas correctly in a logical sequence. He should be able to present his emotional feelings accurately and judiciously, either orally or on writing. At the same time, the presentation may be effective and precise.

Creative Writing is an ongoing process which includes drafting, redrafting and reformulating of the ideas arranged to logical and coherent manner. To compose a good piece of Creative Writing the student also needs continuous feedback and encouragement from the teacher which can be done by the use of participatory approach. Creative Writing can also be taught by facilitating effective and joyous environment using participatory approach in context of ESL teaching. By following the steps of participatory approach, the learner can get feedback from his peers and teacher and can improve his writing. One of the most important characteristics of participatory approach is the teacher himself becomes one of the participants of learning group. By being a participant in the activities, the teacher can also understand the difficulty confronted by the learners. To address the questions regarding selection of different genres of Creative Writing as proposed for the present study, one can apparently justify that it is not practically possible to study all genres in limited time duration. As the investigator wants to facilitate environment to develop Creative Writing ability in learners which should be done from the very grass root level, the investigator has selected some of the genres in poetry and prose (Non-fiction essays) of the beginning level of Creative Writing. The investigator wants know the different steps of development of Creative Writing and to find out that which activities stimulate or prevent development of Creative Writing in the learners with the help of participatory approach. In different researches conducted in the area of Creative Writing, the tools and techniques like participatory observation, rating scales, rubrics, analysis of written documents, field notes were used so the investigator is also considered to use tools and techniques like participatory observation, analysis of written documents, field notes, and rubrics.

It has been found from review of related literature that there are rare attempts made so far to study Creative Writing at the secondary school education level in India, along with the focus on studying development of Creative Writing in the context of poetry and non-fiction essay composition in the field of ESL. With this understanding, and out of his interest in this area the investigator intends to carry out a study on the use of participatory approach to develop Creative Writing skills among the students in

secondary school education programme, keeping in view both the aspects i.e. being a participant in group and as teacher in enhancement of Creative Writing.

5.14   RESEARCH QUESTIONS

1.How far the secondary school students can appreciate English poems and non-fiction essays?

2.What is the process of development of creative writing ability of secondary school students in poetry and prose through participatory approach?

3.How far the secondary school students can compose poems and non-fiction essays in English?

4.What is the relative status of creative composition of English poetry, such as, Diamante, Acrostic, Limerick, and Free-verse poems?

5.What is the relative status of creative composition of English essays, such as, Autobiography, Biography, Travelogue, and Review of movie essays ?

6.How far the participatory approach can facilitate creative writing in the form of Prose (Non-fiction essays) and Poetry?

5.15   STATEMENT OF THE PROBLEM

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

5.16   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.

5.17 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.

5.18 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, Acrostic, limerick, diamante, free-verse and non-fiction essays like Autobiography, Biography, Travelogue, Review of Movie.

Limitation

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.

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

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

5.21 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.

5.22 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.

5.23 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   and **"Stopping by Woods on a Snowy Evening"** by Robert Frost 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 express 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 collected 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 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 collected from students by 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. 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 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 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 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 of them rated the poems on rubric. After the presentation by 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 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, 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 ambiguous 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 data were collected by teaching creative writing to the students for 33 days and on 18th and 35th day; the reaction of the students towards participatory approach for Creative writing respectively poetry and Non-fiction essays with the help of reaction scale was collected. The students were given rubric for poetry and explained different components of Creative writing in the poems "The River", "The Daffodils", and "Stopping by Woods on a Snowy Evening" for six days to identify different components of Creative writing. Then the students were taught how to compose Diamante poems using model diamante poems and the students composed Diamante poems in groups on 7th day and the students composed Diamante poems individually on 8th and 9th day. On the 10th, day, the investigator discussed the Acrostic type of poems with students using model acrostic poem and the students composed Acrostic poems in groups and on 11th and 12th day, the students composed Acrostic poem individually from home. The students discussed about Limerick poems using model limerick poem and composed limerick poems in groups on 13th and individually from home on 14th day. On the 15th, the students discussed about free-verse poems with investigator with the help of model free-verse poems and composed free-verse poems in groups and on 16th and 17th day, individually. On the 18th day, the students were given reaction scale of participatory approach for Creative writing of poetry to get their reactions on participatory approach.

On 19th, 20th, 21st and 22nd day, the students were explained different elements of Creative writing of Non-fiction essays with the help of the passages from "The Great fire of London" and "The Story of My Experiments with Truth" and they were distributed rubric for Non-fiction essays to identify different components of Creative writing of Non-fiction essays. Then, the students were explained different characteristics of Autobiography using model Autobiography "A Visit to Cambridge" and students composed autobiographies in group on 23rd day, and the students composed autobiographies individually from home on 24th and 25th day. On 26th day, the investigator discussed and explained nature and characteristics of Biography using model biography – "The Kite Maker" and the students composed biographical essays

in group. The students composed biographies individually from home on 27th and 28th day. On 29th, the students were explained about nature and characteristics of Travelogue by the investigator with the help of model travelogue – "Travelogue" and the students composed travelogues in groups. The students composed travelogues individually from home on 30th and 31st day. On 32nd, the investigator explained about Review of movie with the help of model Review of a movie – "The spider man" and the students composed Reviews of movie in group. The students composed Review of movie individually from home on On 33rd and 34th day. On the 35th day, the students were given reaction scale to get their reactions on participatory approach for creative writing of Non-fiction essays.

5.24   Data analysis

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 : 4 Objective wise data analysis

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).

5.25 Findings and Discussion

In analyzing the students' poems, the investigator was primarily interested in exploring how the students created poems in groups and individually and intervened in each other's progress in peer-group discussions. The findings of the study are as given below:

5.25.1 Objective - wise Findings

Objective 1: To analyse selected poems of English in terms of Elements of Creative Writing.

1. It was found that the students were able to identify various components of Creative Writing in the poem "**The River**" by Caroline Southey in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the poem "**The River**" has been found to be effective. So, it can be said that most of the students could identify different components of Creative Writing of poetry on the rubric in the orientation programme.

2. It was found that the students were able to identify various components of Creative Writing in the poem "**The Daffodils**" by William Wordsworth in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of

Creative writing of poetry using the poem "**The Daffodils**" has been found to be effective. So, it can be said that most of the students could identify different components of Creative Writing of poetry on the rubric in the orientation programme.

3. It was found that the students were able to identify various components of Creative Writing in the poem "**Stopping by Woods on a Snowy Evening**" by Robert Frost in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the poem "**Stopping by Woods on a Snowy Evening**" has been found to be effective. So, it can be said that most of the students could identify different components of Creative Writing of poetry on the rubric in the orientation programme.

Objective 2: To analyze selected Essays of English in terms of Elements of Creative Writing.

1. It was found that the students were able to identify various components of Creative Writing in the essay "**The Great Fire of London**" by Samuel Pepys in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the poem "**The Great Fire of London**" by Samuel Pepys has been found to be effective. So, it can be said that most of the students could identify different components of Creative Writing of Non-fiction essays on the rubric in the orientation programme.

2. It was found that the students were able to identify various components of Creative Writing in the autobiographical passage from "**The Story of My Experiment with Truth**" by M.K.Gandhi in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of

340

poetry using the autobiographical passage from "**The Story of My Experiment with Truth**" has been found to be effective. So, it can be said that most of the students could identify different components of Creative Writing of Non-fiction essays on the rubric in the orientation programme.

Objective 3: To identify the Creative Writing Ability of the Learners.

Objective 4: To enhance the Creative Writing Ability of the Learners.

1. A small number of students were understandably wary in the first stage of composing different types of poems and essays, but later on they also tried to compose poems and Non-fiction essays.

2. A large number of students found difficulty in composing the Limerick poems and Review of movies.

3. Some students were finding it difficult to compose poems and they labeled their work as "little poem" or "very very rough draft".

4. Some students were feeling very shy in presenting their poems in front of the class. But repeated presentation made by other students boosted their confidence and they also started presenting their poems in front of the class with confidence. By the time, the students presented their Non-fiction essays, the students were confident in presenting their Non-fiction essays in groups as well as individually. The students who presented poems and essays were even ready to explain their poems and Non-fiction essays whenever other students criticized their poems and essays.

5. The investigator found that the students could develop sufficient skills to recognize good poetry writing, even if themes of the poems "The River", "Daffodils" and "Stopping by Woods on a Snowy Evening" were not clear to them.

6. The Diamante poems composed in different groups were very good in terms of use of different components of Creative Writing.

7. It was Acrostic type of the poem that most of the students found easy to compose as well as most enjoyable for them. In this type of poem as the students had to write about themselves and their near and dear ones, the students enjoyed themselves in creating Acrostic poems in groups. They responded very well individually also. The students were taking interest in discussing about how to

compose Acrostic poems in groups. They were not even hesitating in sharing their suggestions with the students who had presented their poems in class situation.

8. It was found that the students were able to compose Limerick poem in terms of different components of Creative Writing. But it was also drawn to the attention of the investigator that the students were finding difficulty in creating rhyming lines but after the use of the rhyming dictionary by the investigator, the students created limerick poems enthusiastically.

9. Almost all the students enjoyed creating Free-verse poems in groups as well as individually. They also used different components of Creative Writing in their Free-verse poems. The students were also giving suggestions to the group of students who had presented their poems in class situation.

10. It was found that the students were able to identify various components of Creative Writing in the Diamante poem "**Season**" which indicates that the students were able to identify various components of Creative writing in the Model Diamante poem whereas the students were able to identify various components of Creative writing of poetry in the Diamante poem composed by a group of students which indicates that the students were able to compose Diamante poem in small group.

11. It was found that the students were able to identify various components of Creative Writing in the Acrostic poem **"An Acrostic"** by Edgar Allen Poe which indicates that the students were able to identify various components of Creative writing in the Model Acrostic poem whereas the students were able to identify various components of Creative writing of poetry in the Acrostic poem composed by a group of students which indicates the students were able to compose Acrostic poem in a small group.

12. It was found that the students were able to identify various components of Creative Writing in the Limerick poem "**A Man from Beijing**" which indicates that the students were able to identify various components of Creative writing in the Model Limerick poem whereas the students were able to identify various components of Creative writing of poetry in the Limerick poem composed by a group of students which indicates the students were able to compose Limerick poem in a small group

13. It was found that the students were able to identify various components of Creative Writing in the free-verse poem "**Sunday Night Meltdown**" which

indicates that the students were able to identify various components of Creative writing in the Model Free-verse poem whereas the students were able to identify various components of Creative writing of poetry in the Free-verse poem composed by a group of students which indicates the students were able to compose Free-verse poem in small group.

14. It was found that the students were most interested in sharing their own personal life story to the peers through Autobiographical essays.

15. The students were able to compose Biographical essays of famous personalities in groups as well as individually.

16. The students were able to compose Travelogue essays in groups and individually. They also enjoyed presenting their experiences of travels in class situation without any hesitation.

17. It was found that the students found some difficulty in composing Review of movie due to their misunderstanding of Review of movie only as plot or story of movie. Later on, the students composed good pieces of reviews with the help of discussion with the investigator.

18. The students were able to identify different elements of Non-fiction essays through Model essays like, "The story of my experiments with truth", and "The Great fire of London".

19. It was found that the students were able to identify various components of Creative writing in the model autobiographical essay **"A Visit to Cambridge"** which indicates that the students were able to identify various components of Creative writing in the Model Autobiographical essay whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the Autobiographical essay composed by a group of students which indicates the students were able to compose Autobiographical essay in a small group.

20. It was found that the students were able to identify various components of Creative writing in the model Biographical essay **"The Kite Maker"** which indicates that the students were able to identify various components of Creative writing in the Model Biographical essay whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the

Biographical essay composed by a group of students which indicates the students were able to compose Biographical essay in a small group.

21. It was found that the students were able to identify various components of Creative writing in the model travelogue essay **"Travelogue"** which indicates that the students were able to identify various components of Creative writing in the Model Travelogue whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the Travelogue essay composed by a group of students which indicates that the students were able to compose Travelogue in a small group.

22. It was found that the students were able to identify various components of Creative writing in the Model Review of movie **"The Amazing Spider Man"** which indicates that the students were able to identify various components of Creative writing in the Model Review of movie whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the Review of movie composed by a group of students which indicates that the students were able to compose Review of movie in a small group.

23. From the group activities and peer group discussions on poems and Non-fiction essays, it can be said that they learn best from one another.

24. Peer editing of poems and essays composed in small groups worked much better than at the beginning of the teaching of Creative Writing. It also helped the students in composition and presentation of their individual poems and essays.

Objective 5: To study the enhancement of Creative Writing Ability of learners in a.) Poetry, and b.) Essays.

1. x^2 value of diamante poems composed by students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and Proficient which indicates the group discussion helped the students in creating their own Diamante poems.

2. It was Acrostic poems that most of the students tried to compose individually. Overall, 20 students composed Acrostic poems. x^2 value of Acrostic poems composed by the students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and

Proficient which indicates the group discussion helped the students in creating their own Acrostic poems.

3. It was found that the students found it difficult to compose Limerick poems due to its structure and rhyming scheme. 5 students composed their limerick poems. x^2 value of Limerick poems composed by the students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and Proficient which indicates the group discussion helped the students in creating their own Limerick poems.

4. It was found that the students enjoyed most the composition of free-verse due to its nature. x^2 value of Free-verse poems composed by the students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and Proficient which indicates the group discussion helped the students in creating their own Free-verse poems.

5. Overall, 45 poems were composed by students individually.

6. x^2 value of Autobiographical essays composed by the students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and Proficient, which indicates that the group discussion helped the students in creating their own Autobiographical essays. It was also found that the students enjoyed most composing their own Autobiographical Essays as it was about their life, family and relations.

7. x^2 value of biographical essays composed by the students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and Proficient which indicates the group discussion helped the students in creating their own biographical essays.

8. x^2 value of travelogue essays composed by students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and Proficient which indicates that the group discussion helped the students in creating their own travelogue essays.

9. x^2 value of Review of movie essays composed by the students was found to be greater than the table value against 4 degrees of freedom, and the most of the students were rated at Capable and Proficient which indicates the group discussion helped the students in creating their own Review of movie essays. It was also

found that the students found it difficult to compose review of movie. But later on they were able to compose review of movie with the help of group discussion.

10. Overall, 38 Non-fiction essay were composed by the students.

Objective 6 :

1. Reactions on Participatory Approach for Creative Writing of Poetry

The computed x^2 value against each one of the 45 statements was found to be greater than table x^2 value at 0.01 level against 4 degrees of freedom. So, the null hypothesis 'There will be no significant difference between observed frequencies and expected frequencies against equal probability on various statements of Reaction Scale on Participatory Approach for Creative Writing of Poetry is rejected at 0.01 level against all statements.

➢ The School Students were found to have favourable reactions towards the developed programme based on Participatory Approach for Creative Writing of Poetry.

➢ It indicates that the students were able to understand the elements of Creative writing of poetry.

➢ It indicates that the analysis of various model poems by entire class was helpful to most of the students in understanding the nature and structure of different types of poems.

➢ A large number of students were able to understand the components of Creative writing of poetry by analyzing different types of model poems of Diamante, Acrostic, limerick and free-verse poems.

➢ It can be inferred that most of the students found it difficult to compose a poem.

➢ It can be inferred that the students progressively gained confidence in composing a poem.

➢ It was a thrilling experience for most of the students to compose a poem in group as well individually.

➢ It was an eductaining experience for most of the students to listen to the poems created by the classmates.

➢ Analysis of the poems presented by the class was highly rewarding for most of the students.

➢ Most of the students could develop abilities to pick up appropriate words for composition of poems.

- Most of the students could realize rhyme, rhythm and coherence in their poems.
- Most of the students cooperated with others in order to compose poems.
- Most of the students liked to work in groups to compose poems.
- Different activities for composition of poems were most joyful for most of the students.
- Most of the students were satisfied with their performance in the composition of poems.
- Most of the students found the subject matter selected for creative writing of poetry interesting.
- Most of the students got equal opportunity for the participation in group work for composition of poems.
- The time available for composition of poem in group was sufficient for most of the students.
- The Study Material provided to students in group task of creating poem was much supportive for most of the students.
- Most of the students liked to present their composed poems in class situation.
- Most of the students could develop love for creative writing of poems.
- Most of the students could appreciate the poems composed by others.
- Most of the students could appreciate figures of speech in poetry.
- Most of the students could fluently use figures of speech in poetry.
- Most of the students felt that every poet is unique in one way or the other.
- Most of the students became more sensitive towards creative expression through poetry.
- Most of the students could express personal feelings, imagination and novel ideas by writing poems.
- Most of the students could do original composition of poems.
- Most of the students felt that their creative writing manifests sensitivity to the environment.
- Most of the students had learnt to do original production through the exposure on creative writing.
- Most of the students could establish relationship amongst remote elements and express.
- Most of the students felt that creative writing had made them sensitive to the self and others.

➢ Most of the students developed interest in creation and expression.

➢ Most of the students tried to strike an equation amongst reality and expression.

➢ Most of the students felt at ease after creative expression.

➢ Most of the students gained a lot through sharing.

➢ Most of the students developed affect attributes through creative writing.

➢ Most of the students became sensitive towards creative expression.

➢ Vocabulary of most of the students was enriched.

➢ Most of the students got a lot of opportunity to express their ideas freely.

➢ The classroom environment and ambience for learning was conducive, motivating, and enthusiastic for most of the students.

➢ Most of the students understood the instructions properly during activities.

➢ This programme helped most of the students to enrich the knowledge of English literature and language.

➢ The programme was most useful in enhancement of creative writing skills of most of the students.

➢ Putting tick mark in rubrics was a tedious task for most of the students.

➢ Creative writing ability in English of most of the students improved in this programme.

2.   Reactions on Participatory Approach for Creative Writing of Non-fiction

The computed χ^2 value against each one of the 45 statements has been found to be greater than table χ^2 value at 0.01 level against 4 degrees of freedom. So, the null hypothesis 'There will be no significant difference between observed frequencies and expected frequencies against equal probability on various statements of Reaction Scale on Participatory Approach for Creative Writing of Non-fiction' is rejected at 0.01 level against all statements.

➢ The students were able to understand the elements of Creative Writing of non-fiction.

➢ The analysis of various essays by entire class was helpful to most of the students in understanding the nature and structure of essays.

➢ A large number of students were able to understand the components of Creative writing of Non-fiction essays by analyzing different types of model essays of autobiography, biography, travelogue and Review of movie.

➢ Most of the students found it difficult to compose a Non-fiction essay.

- The students progressively gained confidence in composing a non-fiction essay.
- It was a thrilling experience for most of the students to compose an essay in group as well individually.
- It was an edutaining experience for most of the students to listen to the essays created by the classmates.
- Analysis of the essays presented by the class was highly rewarding for most of the students.
- Most of the students developed abilities to pick up appropriate words for composition of essays.
- Most of the students could realize grammatical structure, logical sequence and coherence in their non-fiction essays.
- Most of the students cooperated with others in order to compose non-fiction essays.
- Most of the students liked to work in groups to compose essays.
- Different activities for composition of essays were most joyful for most of the students.
- Most of the students were satisfied with their performance in composition of essays.
- Most of the students found the subject matter selected for creative writing of non-fiction essays interesting.
- Most of the students got equal opportunity for the participation in group work for composition of non-fiction essays.
- Time available for composition of non-fiction essays in group was sufficient for most of the students.
- Study material provided to students in group task of creating non-fiction essays was much supportive for most of the students.
- Most of the students liked to present their composed Non-fiction essays in class situation.
- Most of the students developed love for creative writing of non-fiction essays.
- Most of the students could appreciate the non-fiction essays composed by others.
- Most of the students could appreciate figures of speech in non-fiction essays.
- Most of the students could fluently use figures of speech in non-fiction essays.
- Most of the students felt that every creative writer is unique in one way or the other.

- Most of the students became more sensitive towards creative expression through non-fiction essays.
- Most of the students could express personal feelings, imagination and novel ideas by writing non-fiction essays.
- Most of the students could now do original composition of non-fiction essays.
- Most of the students felt that their creative writing manifests sensitivity to the environment.
- Most of the students learnt to do original production through the exposure on creative writing.
- Most of the students could establish relationship amongst remote elements and express.
- Most of the students felt that creative writing made them sensitive to the self and others.
- Most of the students developed interest in creation and expression.
- Most of the students tried to strike an equation amongst reality and expression.
- Most of the students felt at ease after creative expression.
- Most of the students gained a lot through sharing.
- Most of the students developed affect attributes through creative writing.
- Most of the students became sensitive towards creative expression.
- Vocabulary of most of the students was enriched.
- Most of the students got a lot of opportunity to express their ideas freely.
- The classroom environment and ambience for learning was conducive, motivating, and enthusiastic for most of the students.
- Most of the students understood the instructions properly during activities.
- This programme helped most of the students to enrich the knowledge of English literature and language
- The programme was most useful in enhancement of creative writing skills of most of the students.
- Putting tick mark in rubrics was a tedious task for most of the students.
- Creative writing ability in English of most of the students improved through this programme.

5.25.2 Emergence from the participants' writings & Findings about Genres

A majority of the students wrote about concerns related to their immediate families, love relationships or past setbacks.

Every student tends to have a favourite and a non-favourite genres. The students with analytical bents preferred the Non-fiction essay over the poetry. The students with analytical mindsets admitted their difficulties with some of the poetry assignments like limerick poem. It was also found that the students were more comfortable with free metrical forms of poetry like free-verse.

The investigator could get the vivid picture into each participant's rhetorical style, work habits and values. The investigator got the most evidence for the poetic assignments because the genre's economic use of language packed with meaning both emotionally and logically: because each poetic assignment requested that each student draft a short poem, the students were able to consider seriously and to write thoroughly about a wide variety of subjects in a short period of time.

5.25.3 Discussion

In order to achieve the objectives of the present study, the researcher collected data through participatory observation on write ups, worksheets, field notes, rubrics of poetry, nonfiction essays and reaction scales. The data were analyzed qualitatively and quantitatively. Through the collected data from the rubrics of poetry for objective one, it was found that the students were able to identify various components of Creative Writing in the poems "**The River**" by Caroline Southey, "**The Daffodils**" by William Wordsworth and "**Stopping by Woods on a Snowy Evening**" by Robert Frost in a better way on Day-2 in comparison with Day-1. So, the orientation of students to components of Creative writing of poetry using the poems "**The River**", "**The Daffodils**" and "**Stopping by Woods on a Snowy Evening**" has been found to be effective. So, it can be said that most of the students could identify different components of Creative Writing of poetry on the rubric in the orientation programme.

For objective two, the data were collected through rubrics of nonfiction essays. It was found that the students were able to identify various components of Creative Writing in Non-fiction essays in the passages **The Great Fire of London** by Samuel Pepys and **The Story of My Experiment with Truth** by M. K. Gandhi in a better way on Day-2 in comparison with Day-1. So, the orientation of students to components of nonfiction essays using the passages **The Great Fire of London** by Samuel Pepys and **The Story of My Experiment with Truth** by M. K. Gandhi has been found to be

effective. So, it can be said that most of the students could identify different components of Creative Writing of Non-fiction essays on the rubric in the orientation programme.

For the objectives three and four, it was found that a small number of students were watchful and suspicious in the first stage of composing different types of Poems and Non-fiction essays, but later on they also tried to compose Poems and Non-fiction essays.

Some students were finding it difficult to compose poems and they labeled their work as "little poem" or "very very rough draft". Some students were feeling very shy in presenting their poems in front of the class. But repeated presentation made by other students boosted their confidence and they also started presenting their poems in front of the class with confidence. The students presented their Non-fiction essays confidently in groups as well as individually. The students who presented poems and essays were even ready to explain their poems and Non-fiction essays whenever other students criticized their poems and essays. All these findings support the similar findings of the studies reviewed namely, Sarma (1989), Boughey (1997), Paulus T. M. (1999), Lambert, G. M. (1999), Weber (2001), Bassett et. al. (2001), Hopkins (2002), Agesilas (2002), Kamala (2003), Franco (2008), Dufrene (2010), Troester (2015).

It was Acrostic type of the poem that most of the students found easy to compose as well as most enjoyable for them. In this type of poem as the students wrote about themselves and their near and dear ones. So, they enjoyed creating Acrostic poems in groups. They responded very well individually also. The students were taking interest in discussing about how to compose Acrostic poems in groups. They were not hesitating in sharing their suggestions with the students who had presented their poems in class situation.

It was found that the students were most interested in sharing their own personal life story with the peers through autobiographical essays. The students were able to compose Biographical essays of famous personalities in groups as well as individually. The students were able to compose Travelogue essays in groups and individually. They also enjoyed presenting their experiences of travels in class situation without any hesitation.

From the group activities and peer group discussions on poems and Non-fiction essays, it can be said that they learn best from one another. These findings support

the findings of the study conducted by Lamberts (1999) that shared learning and review conferences improved students' writing skills effectively.

Peer editing of poems and essays composed in small groups worked much better than at the beginning of the teaching of Creative Writing. It also helped the students in composition and presentation of their individual poems and essays. These findings are in congruence with the findings of the study by Boughey (1997) that many students commented that working in groups meant they had said and written things they would not normally have done, because of 'shyness'. The group writing provided a means of engendering the confidence necessary for students to write. The findings of the study corroborate with the Action research conducted by Bassett et.al. (2001) that strategy for teaching writing skills are through Parents Association, Newspapers and Articles, use of e-mail, letter writing, free option of topics, the literature to read writing, interactive journals or notebooks, allowing inventive spelling, cross curricular writing and encouraging home writing. The findings of the study are in congruence with the Action research by Bassett et. al. (2001) that there is an increase in targeted students' writing abilities, a positive attitude towards the writing process, an increased self-confidence in the editing and revising of students work and increased parental involvement in the area of writing.

For objective five, the data were collected through written documents and rubrics of Poetry and Non-fiction essays. It was found that the Chi Square value of Diamante poems, Acrostic poems, Limerick poems and Free-verse poems composed by students were found to be greater than the table value against 4 degrees of freedom, and most of the students were rated at Capable and Proficient which indicates the group discussion helped the students in creating their own poems. In connection to this finding, the study of Prabhavathamana (1987) found 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. The finding of the present study supports the study by Dymoke & Hughes (2009) which investigated the affordances that a multimodal, wiki environment offered the teachers for learning about poetry writing and teachers' collaborations for the poetry they wrote. It was found that the wiki helped pre-service teachers in shaping themselves as writers and intervention in each other's poems online also helped them in their professional learning of poetry writing.

It was found that Chi Square value of Autobiographical passages, Biography, Travelogue and Reviews of movies composed by students were found to be greater than the table value against 4 degrees of freedom, and most of the students were rated at Capable and Proficient which indicates the group discussion helped the students in creating their own Non-fiction passages. This finding are in congruence with the findings of the reviewed study namely, Agesilas (2002) that there was a significant positive difference in composition skills based on pretest and posttest for the the writing workshop and the students perceived classroom environment, peer response, collaborative writing and speaking as the components that helped them most in improving their writing skills.

These findings supports the recommendation made by Hopkins (2002)that the time spent on peer editing clustering methods and writings portfolios be increased and rubrics be used to help students in essay writing.

For objective six, the data were collected through Reaction Scales on Participatory Approach for Creative Writing of Poetry and Non-fiction essays. It was found that the computed Chi Square value against each one of the 45 statements was found to be greater than table Chi Square value at 0.01 level against 4 degrees of freedom. So, the null hypothesis 'There will be no significant difference between observed frequencies and expected frequencies against equal probability on various statements of Reaction Scale on Participatory Approach for Creative Writing of Poetry is rejected at 0.01 level against all the statements.

It was found that the computed x^2 value against each one of the 45 statements has been found to be greater than table x^2 value at 0.01 level against 4 degrees of freedom. So, the null hypothesis 'There will be no significant difference between observed frequencies and expected frequencies against equal probability on various statements of Reaction Scale on Participatory Approach for Creative Writing of Non-fiction' is rejected at 0.01 level against all the statements.

The School Students were found to have favourable reactions towards the developed programme based on Participatory Approach for Creative Writing of Poetry. This finding is in congruence with the study done by Agbulul & Idu (2008) that the participatory approach was more effective than expository approach. The findings of the present study further supports the study conducted by Vaniya (2010) that the

students were found to have favourable opinion towards participatory approach as instructional method for development of creative writing ability.

It indicates that the students were able to understand the elements of Creative writing of poetry and non-fiction. Analysis of various model poems by entire class was helpful to most of the students in understanding the nature and structure of different types of poems. A large number of students were able to understand the components of Creative writing of poetry by analyzing different types of model poems of Diamante, Acrostic, limerick and free-verse poems.

Most of the students, initially, found it difficult to compose a poem and non-fiction essay. The students progressively gained confidence in composing a poem and non-fiction essay. It was a thrilling experience for most of the students to compose a poem and non-fiction essay in group as well individually. These findings support the findings of the reviewed studies namely, Tranopolsky (2005), Dymoke & Hughes (2009), Akdal & Sahin (2014), Troester (2015).

It was an edutaining experience for most of the students to listen to the poems and non-fiction essay created by the classmates. Analysis of the poems presented by the class was highly rewarding for most of the students. This finding supports the finding of the study conducted by Cetinavci & Tutunis (2012).

Most of the students could develop abilities to pick up appropriate words for composition of poems. Most of the students could realize rhyme, rhythm and coherence in their poems. These findings are in congruence with the study by Azar & Talebinezhad (2013).

Most of the students cooperated with others in order to compose poems and non-fiction essays. Most of the students liked to work in groups to compose poems and non-fiction essays. Different activities for composition of poems and non-fiction essays were most joyful for most of the students. Most of the students were satisfied with their performance in the composition of poems and non-fiction essay.

Most of the students found the subject matter selected for creative writing of poetry and non-fiction essays interesting. Most of the students got equal opportunity for the participation in group work for composition of poems and non-fiction essays.

The time available for composition of poem & non-fiction essays in group was sufficient for most of the students. This finding corroborates with the finding of the study conducted by Latha (2013) that implementation of activities was found convenient with a schedule fixed for each class. The Study Material provided to

students in group task of creating poem and non-fiction essays was much supportive for most of the students. The finding of the present study is in corroboration with the study of Bassett et.al. (2001) & Cetinavci & Tutunis (2012). Most of the students liked to present their composed poems and non-fiction essays in class situation. Most of the students could develop love for creative writing of poems and non-fiction essays. Most of the students could appreciate the poems and non-fiction essays composed by others. Most of the students could appreciate figures of speech in poetry and non-fiction essays. Most of the students could fluently use figures of speech in poetry and non-fiction essays. These findings are in support of the studies reviewed, namely, Tarnopolsky (2005), Hughes (2006), Fox & Lannin (2007), Azar & Talebinezad (2013).

Most of the students felt that every poet and creative writer is unique in one way or the other. Most of the students became more sensitive towards creative expression through poetry and non-fiction essays. Most of the students could express personal feelings, imagination and novel ideas by writing poems and non-fiction essays. These findings further supported finding of the study conducted by Akkaya (2014) that creative writing is a process that develops children's creativity, confidence, feelings and opinions. The finding also reveal that creative writing develops student's 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. Most of the students could do original composition of poems. This finding supports the finding of the study conducted by Akkaya (2014).

The students were able to understand the elements of Creative Writing of non-fiction essays. The analysis of various essays by entire class was helpful to most of the students in understanding the nature and structure of essays. A large number of students were able to understand the components of Creative writing of Non-fiction essays by analyzing different types of model essays of autobiography, biography, travelogue and review of movie. Analysis of the essays presented by the class was highly rewarding for most of the students. This finding of the present study is in congruence with the study of Fox & Lennin (2009). Most of the students developed abilities to pick up appropriate words for composition of essays. The finding of the present study supports the findings of the reviewed study of Akkaya (2014). Most of the students could realize grammatical structure, logical sequence and coherence in

their non-fiction essays. This finding is in congruence with the study of Hopkins (2002).

The programme was most useful in enhancement of creative writing skills of most of the students. This programme helped most of the students to enrich the knowledge of English literature and language. Creative writing ability in English of most of the students improved through this programme. These findings of the present study are in congruence with Vaniya (2010), Cetinavci & Tutunis (2012), Azar & Talebinezad (2013), and Akdal & Sahin (2014).

In the present study, the researcher studied enhancement of Creative Writing ability of Secondary school students through participatory approach. The students were able to compose poems and non-fiction essays through participatory approach. The present findings reveal that the proagramme for enhancement of Creative Writing ability of Secondary school students has been found to be effective.

5.26 FINDINGS

➢ Analysis of model poems by entire class was found to be helpful to most of the students in understanding the nature and structure of poem such as Diamante, Acrostic, Limerick poems.

➢ Analysis of model essays by entire class was found to be helpful to most of the students in understanding the nature and structure of non-fiction essays such as autobiography, biography, travelogue and review of movie.

➢ The students could identify various components of Creative Writing in the poems recursively such as organization, sensitivity, originality and richness, symbolism, interest, figures of speech and line and syntax. It can be attributed to the conceptual clarity and revision and recitation of poems.

➢ Analysis of poems presented by class was found to be highly rewarding for most of the students.

➢ Analysis of the essays presented by the class was highly rewarding for most of the students.

➢ Most of the students could develop abilities to pick up appropriate words for composition of poems.

➢ Most of the students could develop abilities to pick up appropriate words for composition of essays.

- The time available for composition of poem and non-fiction essays in group was found to be sufficient for most of the students.
- In composing poems or writing non-fiction essays, there was a perceptible shift from diffidence to confidence.
- Similar was the state with respect to presentation of poems and non-fiction essays.
- Group-activities and peer-group discussions on poems and non-fiction essays could improve students creative writing significantly.
- They could realize rhyme, rhythm and coherence in their poems.
- Most of the students could realize grammatical structure, logical sequence and coherence in their non-fiction essays.
- Most of the students liked to work in groups to compose poems and non-fiction essays.
- Most of the students were satisfied in their composition of poems and non-fiction essays
- Most of the students got equal opportunity for their participation in group work for composition of poem.
- Most of the students could develop their love for creative writing in poems and non-fiction essays as well as appreciate poems and non-fiction essays composed by others.
- Most of the students could appreciate figures of speech in poems and non-fiction essays as well as fluently use figures of speech.
- It was thrilling experience for most of the students to compose a poem and non-fiction essay in group as well as individually.
- Not at ease with limerick but relatively at ease with free-metrical forms like free-verse.
- They could satisfy the critics of the creations precisely and joyfully.
- The students were found to be intimate with respect to the stimuli in their proximity, temporally, spatially and touchingly.
- They were found to share their creations and compositions openly and meaningfully.
- Small group constellations stimulated and promoted creative writing with linguistic and emotional support.

➤ Participatory approach was found to enhance students' writing ability through revisiting and revising the write ups through positive attitude and added confidence.

➤ The participatory approach employed by the investigator was found to enhance capability and proficiency of the students significantly in creating their own poems with respect to various elements such as rhyme, rhythm, metaphor, form, symbolism, organization, sensitization, figures of speech, interest, originality and richness, line and syntax.

➤ Similar was the scenario with respect to non-fiction essays. The participatory approach enhanced the capabilities and proficiency of the students in creating their non-fiction essays. Classroom environment and peer feedback helped a lot in improving writing skills.

➤ Their sensitivity towards creative composition increased significantly. They could express personal feelings, imagination, novel ideas by composing poems and non-fiction essays.

➤ The creative composition was found to develop students' imagination, creative ability, thinking skills, ability to express themselves freely and their written ability skills while also helping them to realize certain level of self-confidence.

➤ Peer-editing methods, portfolios writing and rubrics do help students in essay writing.

➤ Most of the students could do original composition.

➤ The students were found to have favourable reactions toward participatory approach.

➤ The programme was most useful in enhancement of creative writing skills of most of the students.

➤ Most of the students could enrich their knowledge of English literature and language with the help of this programme.

➤ Most of the students could improve their creative writing ability in English.

5.27 Implication of the present study

1. Different kinds of poetry related material should be provided to the students. The material should be prepared keeping in mind age level and edutainment of the students.

2. The students should be given enough opportunity and exposure in the class situation to present their ideas, feelings and imaginative thoughts which foster the creativity of the students.

3. Even if the students response in diverse ways to one question, they should be encouraged and explained that there is not only one answer to a question. The students should not worry about being right or wrong, rather they should be encouraged to concentrate on the writing and on their visceral reactions.

4. The teacher should make students to use rhyming dictionary, thesaurus during activities of composing poems and essays.

5. Participatory approach should be promoted as one of the essential teaching approach in the schools.

6. School Education should provide the congenial environment for both teachers and learners suitable for integrating Participatory Approaches.

7. Creative Writing should be viewed as a process rather than product.

8. In schools freedom should be given to students to design their own lessons rather than sticking to textbooks syllabus.

9. The administration in the school should provide the facility of conference room as well as allot time to students especially to discuss problems they encounter during learning of any subject.

10. The schools should provide a platform to budding writers by publishing the articles and poems written by the students in their school magazines.

11. There should be one period of discussion of articles and poems written by students every week.

12. School administration should organize workshops on Creative Writing for students in which famous Creative Writers and Poets should be invited as experts.

13. The schools should also organize Essay and poetry writing competition to encourage the students who are interested in writing.

14. English language teachers should be trained to teach through Participatory Approaches.

15. English language teachers should get more orientation and workshops on teaching of Creative writing from the experts.

16. The students should not be taught English using only grammar rather they should be provided activities like writing small poems and diary writing through which they learn to express their own feelings through the medium of English language.

17. Research and development is needed in the area of Creative Writing in English language through Participatory Approach at the National level.

18. Teacher Educators and School Teachers should undertake Action Research on teaching of English language through Participatory Approaches.

5.28 Conclusion

There is still a strong bias in Indian academic cultures against the use of creative writing pedagogies in the composition classroom. Indian secondary education has focused more upon preparing students primarily for the workplace, where many educators feel that practical writing skills are sorely needed, and not the flowery language of literature.

The variety of eloquent works which were attempted and written enthusiastically by the students meant that this programme was more effective in motivating students to write than teaching only poems and essays.

Students had shown positive, enthusiastic participation for activities of creating different types of Poems and Non-fiction essays. It is evident that most of the students had began to write poetry in Diamante, Acrostic, Limerick and Free-verse poems, to gain confidence in their ability to write poetry and reflect on themselves as writers. The students also enthusiastically composed group and individual Non-fiction essays like Autobiography and Travelogue as they were based on their own past experiences. The students also participated in composition and discussion activities of Biography and Review of movie Non-fiction essays. They had witnessed and experimented use of Participatory Approach in intervening in draft experiences which could enhance their own creativity, criticality and emerging classroom craft.

1. The students were able to understand and identify the creative writing components in the model poems and essays.

2. A large majority of the students were found to have concordance in their ratings on the various components of creative writing.

3. 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 and the rhyming scheme of words. The investigator helped the students in finding the rhyming words with the use of rhyming dictionary. They were able to use most of the creative writing components in different types of poems.

4. The students were able to compose Autobiography, Biography, Travelogue and Review of movie. They were able to use most of the creative writing components in different types of Non-fiction essays. But they were finding it difficult to write Review of movie as it was not based on their personal past experiences, and they had to write reviews based on characteristics of movies. Later on, after the discussion with the investigator and with the help of suggestions by all, the students were able to modify and composed their own Reviews of movies.

5. The participatory approach facilitated creative composition of Poems and Non-fiction essays through peer group discussion, and editing by the peers.

5.29 Suggestions for further Research

1. Further researches can be conducted on students of Primary level and higher secondary and tertiary level of Education.
2. The same kind of research can be conducted by increasing the samples for the study.
3. Further researches can be conducted using different types of poems like Haiku, lyrics, and Sonnet at tertiary level of Education.
4. Further researches can be conducted on different forms of Creative Writing like short story, essay, personal writing, journal writing, blog writing.