

***“Enhancing the Teaching of Composition Skill among  
High School Teachers in Thiruvallangadu Block”***

***ACTION RESEARCH REPORT (2023-2024)***



***SUBMITTED BY***

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**(S.RENUKA DEVI)**

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## **DECLARATION**

I hereby declare that the Action Research entitled ***“Enhancing the Teaching of Composition Skill among High School Teachers in Thiruvallangadu Block”*** submitted is my own study and it has not been taken from any of the research of its kind.

**Place:**

**Signature**

**Date:**

**(S.RENUKA DEVI)**

# Certificate

This to certify that the Action Research entitled ***“Enhancing the Teaching of Composition Skill among High School Teachers in Thiruvallangadu Block”*** submitted by S.Renuka Devi. M.A., M.Ed., Ph.D (Edu)., Lecturer, District Institute of Education and Training, Tirur, Thiruvallur is an original work done by her during the year 2023-2024 under my supervision .

**Principal,**

**District Institute of Education and Training,**

**Tirur, Thiruvallur- 602025.**

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# ***“Enhancing the Teaching of Composition Skills among High School Teachers in Thiruvallangadu Block”***

## **1.1 Introduction**

***“Learning gives creativity, creativity leads to thinking, thinking provides knowledge and knowledge makes you great”***

***- A.P.J.Abdulkalam.***

The first thing that strikes in our minds when we think about education is gaining knowledge. Education is a tool which provides people with knowledge, skill, technique, and information that enables them to know their rights and duties toward their family, society as well as the nation. It expands vision and outlook to see the world. It develops the capabilities to fight against injustice, violence, corruption and many other basic elements in the society.

Education gives us knowledge of the world around us. It develops a perspective of looking at life. It is the most important element in the evolution of the nation. Without education, one will not explore new ideas. It means one will not be able to develop the world because without ideas there is no creativity and without creativity, there is no development of the nation.

## **1.2 Importance of Composition skill**

Developing Composition Skill focuses on narrating, describing, analysing, comparing and contrasting, classifying, and evaluating at the paragraph level and offers a complete introduction that bridges the gap between the paragraph and the essay level. Apart from this there are the different types of composition as picture composition, story narration picture composition etc.

Refining composition skill develops essay writing skills needed for success among the students. By teaching the composition in simple way, by using the PowerPoint and presenting the following rhetorical modes:

- Compare and contrast,
- Example,
- Classification,
- Process analysis,
- Cause and effect, and
- Argument among the students.

It enables the students to grasp the importance of composition skill and develop the creative skill both in thinking and also in writing.

In the present situation composition skill is considered as the basic skill that each and every children need to present themselves as the basic skill that helps to kinder their creativity. To trigger the students to write composition interestingly is in the hands of the teachers to create various activities that stimulate student's interest to write composition very interestingly in various mores irrespective of the traditional way of teaching.

The main importance of composition is to make the students think in creative and to develop divergent thinking by that they can narrate or write in the target language.

### **1.3 Meaning of Composition**

In the literary sense, a composition (from the Latin "to put together") is the way a writer assembles words and sentences to create a coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing.

### **1.4 Definition of Composition**

According to James Bruce, "Just like a musician and an artist, a writer sets the tone of a composition to his or her purpose, making decisions about what that tone should be to form a structure. A writer might express anything from the point of view of cool logic to impassioned anger. A composition might use clean and simple prose, flowery, descriptive passages, or analytical nomenclature".



## 1.5 Types of Composition Writing

Since the 19th century, English writers and teachers have been grappling with ways to classify forms and modes of writing so beginner writers can have a place to start. After decades of struggle, rhetoricians ended up with four categories of writing that still make up the mainstream of Composition as:

- *Description,*
- *Narration,*
- *Exposition, and*
- *Argumentation.*

The four classical types of composition as above mentioned are description, narration, exposition, and argumentation. They would almost never stand alone in a piece of writing, but rather are best-considered modes of writing, pieces of writing styles that can be combined and used to create a whole. That is to say, they can inform a piece of writing, and they are good starting points for understanding how to put a piece of writing together.

Examples for each of the following composition types are based on the American poet Gertrude Stein's famous quote from "Sacred Emily," her 1913 poem:

*"A rose is a rose is a rose."*

### 1.5.1 Description

A description, or descriptive writing, is a statement or account that describes something or someone, listing characteristic features and significant details to provide a reader with a portrayal in words. Descriptions are set in the concrete, in the reality, or solidity of an object as a representation of a person, place, or thing in time. They provide the look and feel of objects, a simultaneous whole, with as many details as you'd like.

A description of a rose might include the colour of the petals, the aroma of its perfume, where it exists in your garden, whether it is in a plain terracotta pot or a hothouse in the city.

A description of "Sacred Emily" might talk about the length of the poem and the facts of when it was written and published. It might list the images that Stein uses or mention her use of repetition and alliteration.

### **1.5.2 Narration**

A narration, or narrative writing, is a story that the writer tells his or her reader. It can be an account of a series of facts or events, given in order and establishing connections between the steps. It can even be dramatic, in which case you can present each individual scene with actions and dialogue. The chronology could be in strict order, or you could include flashbacks.

A narration about a rose might describe like mentioned below:

- *How you first came across it,*
- *How it came to be in your garden, or why you went to the greenhouse that day.*

A narration about "Sacred Emily" might be about how you came across the poem, whether it was in a class or in a book lent by a friend, or if you were simply curious about where the phrase "a rose is a rose" came from and found it on the internet.

### **1.5.3 Exposition or Expository Writing**

Exposition is the act of expounding or explaining a person, place, thing, or event. The purpose is not to just describe something, but to give it a reality, an interpretation, the ideas on what that thing means. In some respects, you are laying out a proposition to explain a general notion or abstract idea of the subject.

An exposition on a rose might include its taxonomy, what its scientific and common names are, who developed it, what the impact was when it was announced to the public, and/or how was it distributed.

An exposition on "Sacred Emily" could include the environment in which Stein wrote, where she was living, what her influences were, and what the impact was on reviewers.

#### **1.5.4 Argumentation**

Argumentation is also called as argumentative writing; this argumentation is basically an exercise in comparing and contrasting. It is the methodological presentation of both sides of an argument using logical or formal reasoning. The end result is formulated to persuade why thing A is better than thing B. What you mean by "better" makes up the content of your arguments.

Argumentation over "Sacred Emily" could compare it to Stein's other poems or to another poem covering the same general topic.

#### **1.6 Importance of Teaching of Composition skill**

It is very essential for the teachers to know about the various composition skills and simple way of teaching. The main reason for knowing the simple way of teaching the composition skill makes the teachers to teach the creative way of approaching the students and to make them involve more in composition writing. Basically, the students are struggling to write composition. There are various types of composition but in the students mind what they are thinking is if the composition means they need to copy something and write as a paragraph.

So in the present situation teacher's role to create more trouble freeways among the students to make them involve in composition writing. The main importance's of enhancing composition skill among teachers are as follows:

1. To develop simple ways in teaching composition skill.
2. It helps the teachers to approach the students by teaching them in creative way.
3. It helps them to create more interest among students.
4. It will develop curiosity among them to identify several more ways to teach composition skill.
5. It helps teachers to think and create various ways of teaching composition skill among students according to the situation.

### **1.7 Aim of Teaching the Composition Skill**

The main aim of this study is to make the teachers to understand and create the composition skill in creative way using the various simple and creative techniques that will kindle students spark to think in English, i.e., by preparing simplest composition skill activity, approaches and techniques by using some easily accessing composition skill applications.

### **1.8 Need of Composition Skill**

School is the place where the teachers and students can have plenty of interactions and share their knowledge's. Inside the school the main need for the student is to make themselves prepare to face the future world with all information, knowledge and discipline. In the present scenario the important thing is to develop creative thinking among the students. Among these qualities the teachers need to adopt new innovative techniques that involve students to teach composition skill among the students to create more interest and also to develop more curiosity in identifying and reading the paragraph to identify the main concept of the composition skill. This can be happen once the students reads all the concepts provided by the teacher in the composition but while they are reading they get bored after some extent so that they are skipping and reading only for answering the questions asked in the composition. So, to eradicate this type of approach it is in the hands of the teachers to make the students completely involved in the composition skill with full involvement. It can be happen only by using present

technological factor. It helps them to develop their knowledge and interest about to know more things the particular continent and countries.

- It helps teachers to teach simply with various simple techniques and create more interest among the students
- It helps the teachers to involve all the students in same path and to think innovatively among the students.
- It helps and also functions as the reinforcement among teachers to create more involvement in the composition class by pre-planning the activities.

### **1.9 Identification of the Problem**

During the class time it was observed by the investigator that there was a problem faced by the teachers in teaching the composition skill to the students in monotonous way. Students are showing only less attention and interest during the composition class and what they fixed in their mind is to just identify the correct answer in the paragraph and write for the questions asked by the teachers. Teachers also facing lots of problems inside the class during the teaching of composition skill. So the investigator of the study took this problem.

### **1.10 Statement of the problem**

The problem can be stated as to what extent is the composition activity; techniques with various simple approaches by the teachers will create more interest among the students.

### **1.11 Objectives of the Study**

The objectives of the study are stated as follows:

- a) To find out the possibility of using cooperative activities and also various creative activities inside the classroom teaching to think creatively by the students.
- b) To find out the effectiveness of creating cooperative activities that can improve the teachers more involvement in teaching composition skill for the students' in composition class.

C) To understand the developmental importance of creative and innovative way of teaching composition skill.

### **1.12 Significance of the Study**

The advantages that can be required from this study are as follows:

#### **A. For students**

Students can develop creative and more interactive with other students and teachers during the composition class with the teachers.

#### **B. For teachers**

Teachers can prepare their own cooperative activities for the teaching of composition in their class with simple materials.

### **1.13 Sample of the study**

For this study 10 High School Teachers from Thiruvallur District, were taken as the sample.

### **1.14 Tool**

The investigator of the study used the Composition Assessment Rubrics for the observation and its maximum score is 20 and the minimum score is 5 with the five different assessment areas as Ideas, Organization, Understanding, Word Choice and Sentence Structure.

The investigator choose Observation method for the tool.

### **1.15 Methodology**

The detailed description of the tool used for this study was mentioned below;

- Pre-test tool
- Intervention strategy
- Post-test tool

#### **1.15.1 Pre- test**

A pre-test was administered for assessing the present status of teachers by observation method using composition rubrics.

#### **1.15.2 Intervention strategies**

Teachers were provided with the following interventions for two days. The investigator of this study used some of the cooperative strategy and also some other technique's for the intervention.

### 1.15.3 Reason for choosing the activities

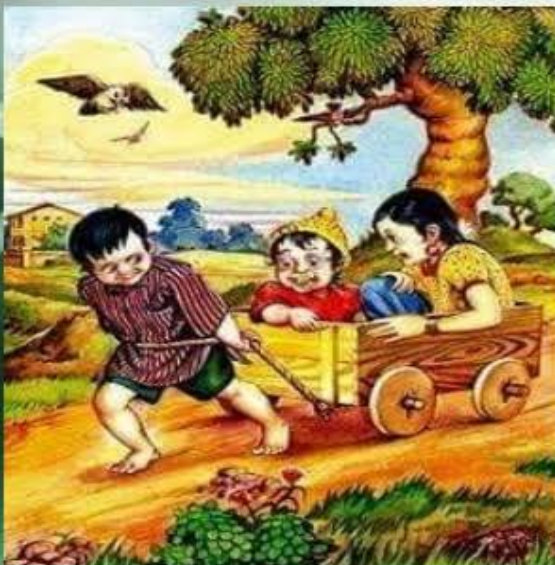
The reasons for choosing Collaborative or Cooperative techniques based composition skill activity in order to improve teachers confident level in teaching and approaching the students very easily are:

- a. Cooperative based activities with sentence, jumbled sentence, picture composition activities is considered as good instrument for teachers to know how to create more interest and enhance creativity during the composition class.
- b. It helps teachers to approach the students during the composition class with easy way by that students will interact among themselves.
- c. It involves very easy, understandable activities and games for students that can be developed by the teachers very easily in the simplest way.

### 1.15.4 Activities

#### Activity 1(Picture Composition Activity (through PowerPoint)

## Picture Comprehension



1. What do you see in the picture ?
2. what is the boy doing?
3. How many birds are flying?
4. Are they happy?
5. How do you feel if you travel in the cart?

#### Tips for answering:

1. Observe the picture carefully .
2. Count the figures and objects.
3. Understand the concept and situation.
4. Read the questions and answer accordingly.

Step by step process of the activity1:

1. As the first step the investigator of the study showed the activity towards the teachers and asked to observe for one minute.
2. Later she asked the question from the picture.
3. Finally, the investigator instructed the teachers to sit as a group of three and frame one story with questions for that story.

### Activity 2:



The investigator of the study showed this picture to the teachers,

1. First step the investigator asked to list the words on the picture,



2. Second step, later she asked the teachers to frame ten sentence with the words provided by them and finally asked them to discuss and frame two paragraph framed by them.

The investigator of the study explained that the composition can be thought in this way, as the present generation is mostly nuclear family with the single child. So if the child interacted with other team members means their way of interaction, conversation, listening skill and writing by listening can be enhanced.

### Activity 3:

#### Poem Composition

## I Have A Little Frog

I have a little frog,  
His name is Tiny **Tim**.  
I put him in the bathtub,  
To see if he could **swim**.

He drank up all the water.  
He gobbled up the **soap**.  
And when he tried to talk,  
He had a bubble in his **throat**.



Teacher Resources

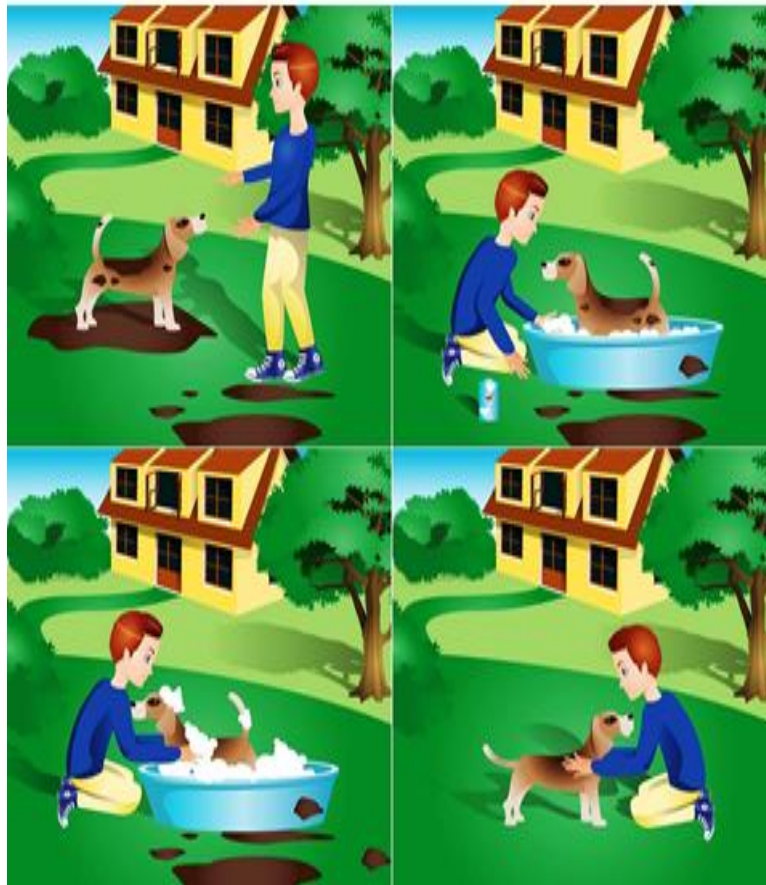
The investigator of this asked the teachers to write parallel poem and asked them to present before others. The investigator later asked the teachers to exchange the poem and expand the poem according to their wish. Later the investigator instructed the

teachers that through this type of activity their creative thinking and the new way of approaching the composition can be analysed among the students.

#### **Activity 4 (Picture Sequence):**

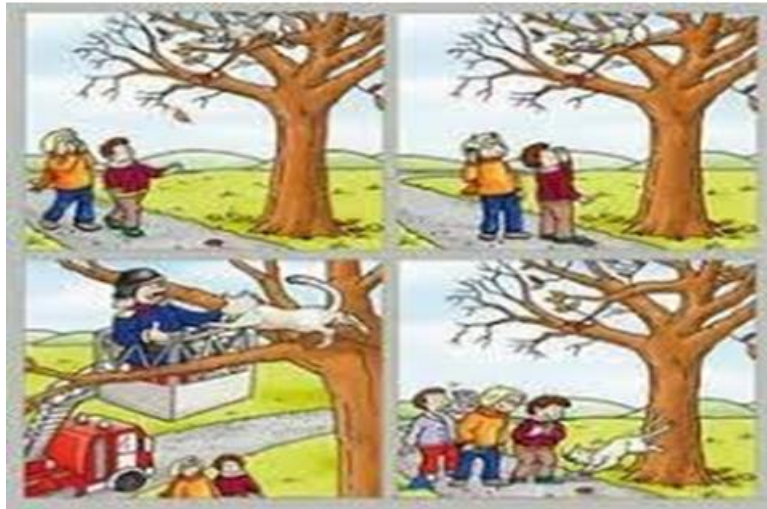
The investigator of the study showed this picture sequence to the teachers and asked them to interpret this picture sequence individually by random calling. Each and individual shared about their opinion, but the perception of each and every individual varies. Finally the investigator of this study explained that now we can create so many essays based on the story. And the investigator instructed that by this way they can create some good stories from the students in the collaborative way by continuous method as engaging so many characters and also good essay can be written from this with different types of conclusions.

### Picture Sequence



### Activity 5 (Story Composition):

#### Story Composition



The investigator of the study showed this picture to the teachers and asked them to sit in the group of three. The investigator asked the teachers to create a story with giving proper names for the characters and gave some rules as it need to have good interesting introduction and conclusion. From the group any one need to narrate the story and the other group want to write questions for that story and they need to ask to other group. By this way their composition, listening, writing, narration, imagination can be enhanced.

### Activity 6 (Picture Composition):

#### Picture Composition



First step, the investigator of the study showed this picture to the teachers and asked them to frame more questions about this picture as in pair. As the second step, they need to present before the other group and other group need to write their answer for those question and all the pairs need to frame two paragraph with the words they got as the answers and they need to present before the other groups.

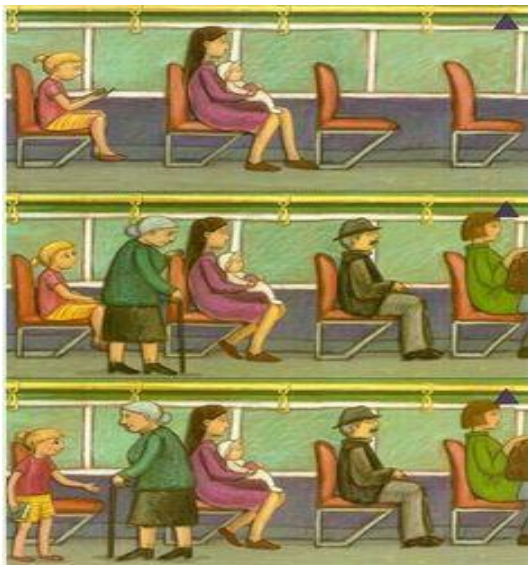
**Activity 7 (Story Jumbled Composition):**

The investigator of this study cut the following story and distributed among the teachers and divided them as two groups and asked them to arrange the story and frame story in the narrative format and present them before the other group with the questions.

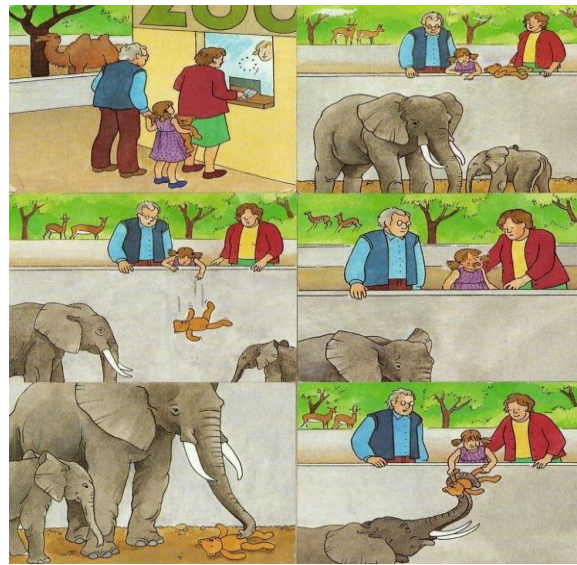


### Activity 8 (Jigsaw Activity):

The investigator of this study used Jigsaw Cooperative Learning strategy for enhancing the composition of the teachers. For this purpose the investigator instructed about the Jigsaw strategy towards the students. The investigator divided teachers in to five groups. Then from each group called one teacher and these teachers need to form one group as the expert group and other teachers remained as the home group. The investigator provided each group with sequencing story as picture with words related to the pictures. The pictures and words were provided to the expert group. The expert group member with their home group discussed about the information related to the picture and they need to debrief before all. For this activity the investigator provided below sequence of picture with words as follows:



**Bus, old lady, small girl, woman, lady with kid**



**Zoo, mama elephant, baby elephant, doll, crying, grandpa, grandmonther, deer**

## Activity 9 (Think-Write -Pair-Share):



This is a simple and quick technique; “Pair” and “share” components encourage learners to compare and contrast their understanding with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class.

### Procedure

The investigator of this study develops and poses following questions based on the picture,




1. What are they doing in the picture?

2. Why they are gathered together?
3. What is the purpose of looking into the sky?
4. What is the mood of people in the picture?

The investigator based on the above question asked the teachers to think few minutes and give a response about it, and then asks teachers to share their ideas with their partner silently. This task gives them opportunity to collect and organize their thoughts on their own for a moment and write what comes to mind about the concept or problem (keep that fairly open-knowledge they have about it, questions they have about it, etc). Give them a moment to do this (be patient so they can get the creative juices flowing). Once everyone has something written they can pair up (people in front of them, beside them or you can pair them up in a number of different ways). The teachers should share what they are thinking about it, what they have written about it and the investigator wrapped up the activity in a different ways as made pairs join with another pair to share.

### **Activity 10 (Paragraph Jumbled Composition):**

#### **Jumbled composition**

It had been a long winter. When spring came, Ben was so excited to go outside. He went for a walk in the woods with his mom. He smelled the fresh clean air. He saw lots of little critters like baby bunnies, deer, and butterflies. Then Ben saw some flowers. He picked the flowers and hid them. Ben shouted, "Surprise!" He gave the flowers to his mom. Ben's mom smiled! 

For the teachers the above give paragraph were provided as the single sentence in the cut format and asked the teachers to assemble and explain the concept.

**Activity 11:**



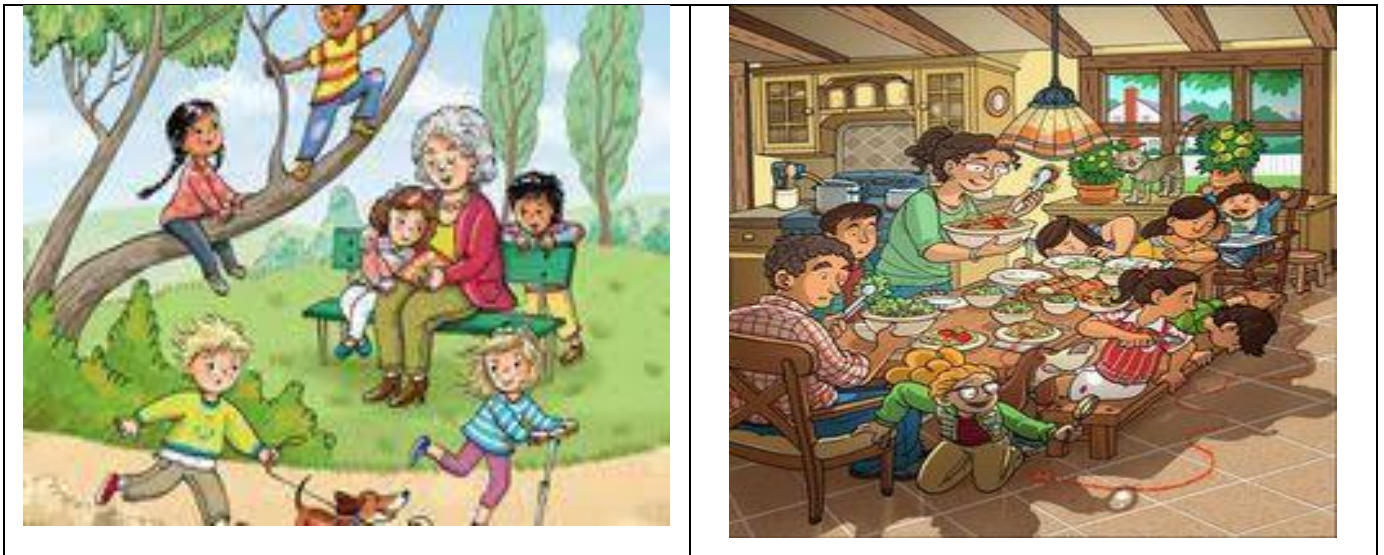
The investigator for the study provided the above pictures in the cut format towards the teachers and asked them to assemble them as the next step instructed the teachers to write one narrative type paragraph based on the above picture with the simple questions



After the narration they need to ask questions among the teachers of other group and they need to answer by their observation.

### Activity 12 (Question Framing):

The investigator provided the teachers with the A4 sheets and asked them individually to frame as much as questions for the picture individually and as the next step asked the teachers without the pictures to ask questions to the others and others need to write answers for those questions with one sentence based on the question answer by comparing the pictures.



### Activity 13:

#### DREAMS - LANGSTON HUGHES

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.  
Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

Based on the above given poem the investigator asked the teachers to discuss in group and write the main essence of the poem and narrate before other groups.

**Activity 14 (Parallel Sequence):**

**OLD POND**

**An old silent pond...**

**A frog jumps into the pond,**

**Splash! Silence again.**

The investigator of the study provided the above lines towards the teachers and instructed them to write similar sentence with some other content so the lines can be replaced parallel.

**1.16 Data collection**

High School teachers were subjected to the pre-test with the help of Composition Assessment Rubrics through the observation method during the composition class and the scores were provided by the investigator of the study. All the scores were measured and item wise gaps were found by the investigator. After adopting suitable strategy as the intervention, the post-test were measured by the investigator during the composition class and the investigator found that the teacher's adopted the activities provided by the investigator after the intervention. After the analysis clear picture of the pre-test and post-test were derived by the investigator and it was provided in the below mentioned table.

**1.1 TABLE 1**

<b>DATA ANALYSIS</b>			
<b>PRE-TEST AND POSTT-EST AVERAGE SCORE ANALYSIS</b>			
<b>SL.NO</b>	<b>NAME OF THE TEACHER</b>	<b>PRE-TEST SCORE</b>	<b>POST- TEST SCORE</b>
		<b>OUT OF 20</b>	
<b>1</b>	<b>Mrs.Lokeshwri, GHSS, Arcot</b>	<b>12</b>	<b>15</b>
<b>2</b>	<b>Mrs.D.B.Deva Prasuna, GHSS, Arcot</b>	<b>14</b>	<b>18</b>
<b>3</b>	<b>Mrs.T.D.Sakunthala, GHS, Chivvada</b>	<b>13</b>	<b>16</b>
<b>4</b>	<b>Mrs.Selvi GHS, Chivvada</b>	<b>14</b>	<b>18</b>
<b>5</b>	<b>Mrs.P.Shanmugam GHS, Nemili</b>	<b>13</b>	<b>17</b>
<b>6</b>	<b>Mr.C.Gajendran GHSS, Arungulam</b>	<b>12</b>	<b>15</b>
<b>7</b>	<b>Mrs.D.Kalpana GHSS, KKC</b>	<b>13</b>	<b>18</b>
<b>8</b>	<b>Mrs.P.Mageswari GHSS, KKC</b>	<b>14</b>	<b>12</b>
<b>9</b>	<b>Mrs.L.Raginidevi GHSS, KKC</b>	<b>13</b>	<b>17</b>
<b>10</b>	<b>Mrs.V.Manjula GHS, Thumbikulam</b>	<b>12</b>	<b>16</b>
<b>TOTAL SCORE</b>		<b>130</b>	<b>162</b>

## 1.2 Table 2

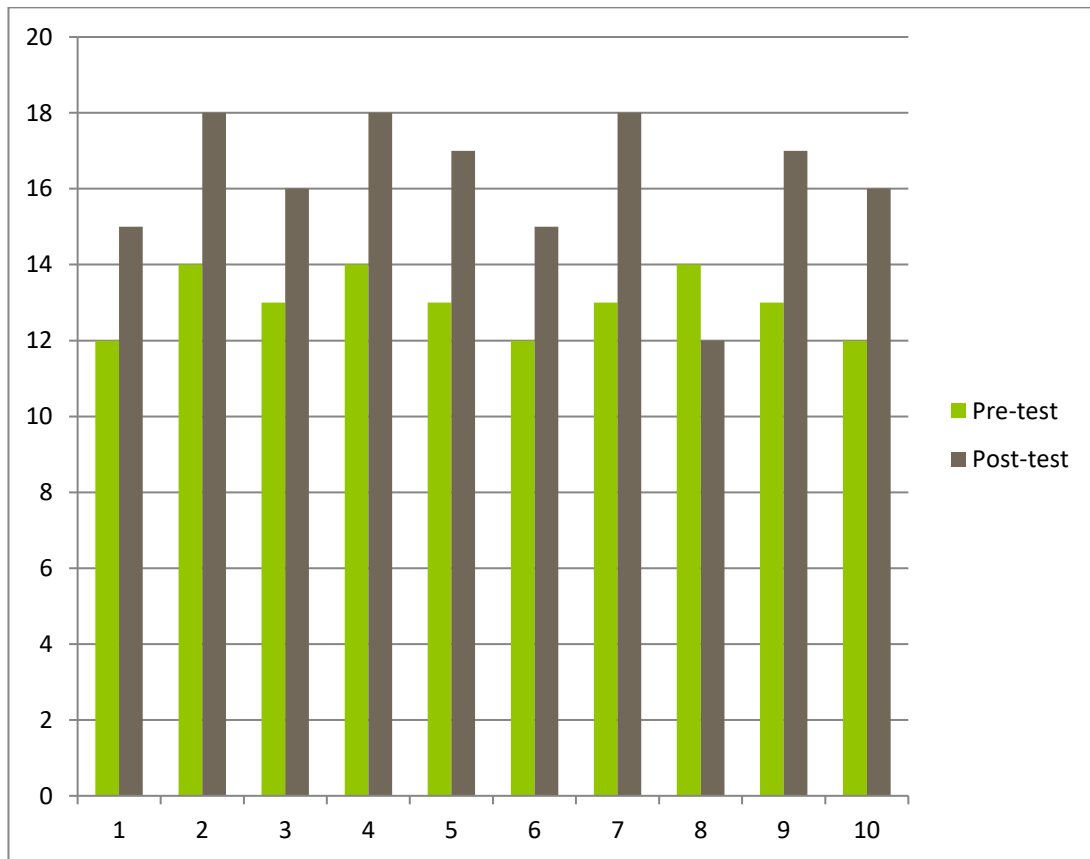
### Average of the Total Score of the Pre-test and the Post-test

	<b>TOTAL SCORE</b>	<b>Average</b>
<b>Pre-test</b>	<b>130</b>	<b>13%</b>
<b>Post-test</b>	<b>162</b>	<b>16.2%</b>

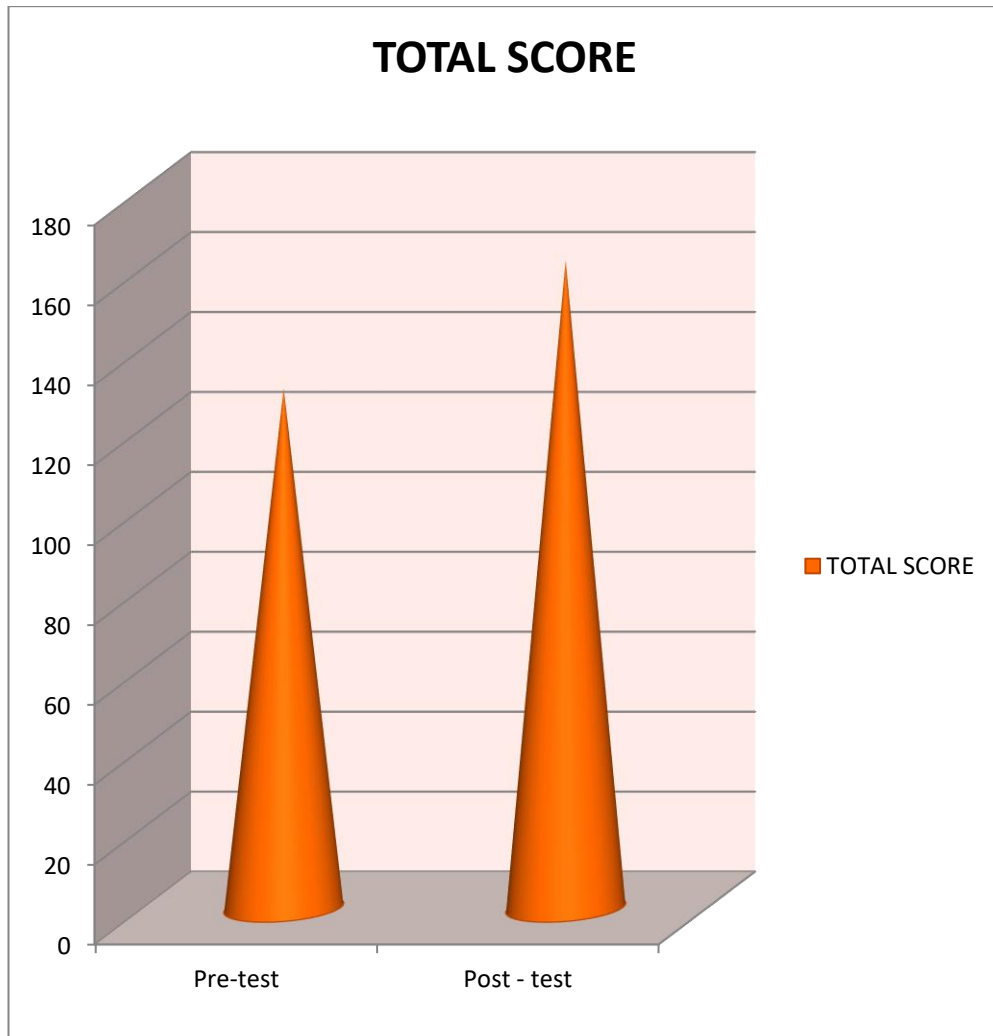
## 1.17 Findings

The scores of pre-test and post-test were analyzed quantitatively and qualitatively to arrive at conclusions. After the intervention strategies, it was observed that the performance in the post test was comparatively better as the post test score is 162 and its average is 16.2% while the pre-test score is 130 and its average is 13%.

### 1.1 GRAPHICAL REPRESENTATION OF DATA SHOWING INDIVIDUAL DIFFERENCE OF PRE-TEST AND POST-TEST



## 1.2 GRAPHICAL REPRESENTATION OF DATA SHOWING OVERALL DIFFERENCE OF PRE-TEST AND POST-TEST



### **1.18 Result**

The investigator of the study after providing the intervention programmes, there was a good change among the teachers. The investigator of this study during the pre-test it was observed as the teacher's maximum not adopted techniques while during their teaching of composition.

After the intervention teachers during the post-test adopted the same activities provided by the investigator. From this the investigator analysed that teachers are not aware of the techniques for the teaching of composition skill.

For 'Teaching Composition' not only the interventions provided by the investigator can be adopted but also various strategies can be adopted. So, various ways strategies and techniques can be adopted by that it would invoke student's interest by that the distraction can be avoided and the usage of various PowerPoint inside the classroom to create more curiosity and interest among the students.

Teachers learnt techniques easily because all the methods were very easy to adopt. For the sake of continuity, the investigator of the study instructed the teachers to prepare PowerPoint and activities using applications for everyday in classroom. Based on the findings, the following suggestions are developed awareness should be raised for all teachers related to framing of activities.

### **1.19 Educational Implications**

This Action Research has motivated the teachers through various strategies towards the teaching of composition skill based on various cooperative activities and using various techniques through pictures as well as poems for the composition skill. The teachers were engaged vibrantly in these activities. Various examples were given to the teachers for preparing the activities and the investigator of the study made the teachers to participate in all the activities and also the investigator instructed the teachers for the usage of PowerPoint and how to present it among the students.

The teachers understood the strategies and also about the usage of PowerPoint, if these strategies were adapted to teach composition class means the students will be fully interested in the class and also they will have more interaction with the teachers for the better advancement and also if these activities provided to the teachers as the module through online in the EMIS portal means it will be more useful for the to adopt because these strategies can be adopted in the easiest way in the lower classes also.

The investigator of this study provided these activities as the module to the teachers.

## **1.20 Conclusion**

From this study it can be clearly identified that teachers need to be trained in various techniques, because they are not aware of so many methods and techniques of teaching if they are aware also they don't know where to adopt those techniques. So, if they got proper training means they will create new and creative ways of teaching by that student's interest and creativity towards divergent thinking can be increased.



# **ANNEXURE**

## *Reference*

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***“Enhancing the Teaching of Composition Skills  
among High School Teachers in Thiruvallur District  
Block”***

- **S.RENUKA DEVI, LECTURER IN ENGLISH, DIET,  
TIRUR, TIRUVALLUR DISTRICT – 602025.**

NAME OF THE TEACHER :

NAME OF THE SCHOOL :

GENDER : MALE / FEMALE

Areas of Assessment	4	3	2	1
<b>Ideas</b>	Presents ideas in an original manner	Presents ideas in a consistent manner	Ideas are too general	Ideas are vague or unclear
<b>Organization</b>	Strong and organized beg/mid/end	Organized beg/mid/end	Some organization; attempt at a beg/mid/end	No organization; lack beg/mid/end
<b>Understanding</b>	Writing shows strong understanding	Writing shows a clear understanding	Writing shows adequate understanding	Writing shows little understanding
<b>Word Choice</b>	Sophisticated use of nouns and verbs make the essay very informative	Nouns and verbs make essay informative	Needs more nouns and verbs	Little or no use of nouns and verbs
<b>Sentence Structure</b>	Sentence structure enhances meaning; flows throughout the piece	Sentence structure is evident; sentences mostly flow	Sentence structure is limited; sentences need to flow	No sense of sentence structure or flow

# PHOTO GALLERY



**Mr.Ravi Block Resource Supervisor, Thiruvallangadu Block during the Action Research Intervention session.**



**Presentation during the intervention**



**Teacher during the Pre-test**



**Mrs.S.Renuka Devi the investigator of the study during the intervention among the teachers.**



**Teachers participation during the intervention.**



**Teachers participation during the Intervention provided by the Investigator of the study Mrs.S.Renuka Devi, Lecturer, DIET, Tirur.**





**Teachers participation during the intervention.**



**During the intervention presentation of the teachers**



**Teacher during the Post-test**



**Teacher during Post-test**



**Teacher during Post-test**



**Teacher during Post-test**



**Teacher during Post-test**