

Participatory Research on Written Communicative Competence

By

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Abstract

Participatory research involves researcher and participants working together to identify the problem and search for solution through collective active participation in research. This is context-specific and will focus on needs of the target participants. It is iterative cycle of research in the field of teaching learning process. It is totally associated with action and reflection. Communicative competence especially in written form is poor among students of secondary education at Doimukh of Arunachal Pradesh. The present article looks into solutions for promoting expected written communicative competence through participatory research. The study adds that writing skills can be enhanced in pupils; i) By allowing them for constant practice, ii) By giving them the matter directly to compose, and iii) By taking the pupils through a graded. A person who can express himself in written English can: 1) Write the letters of the alphabet in reasonable speed. 2) Spell the words correctly. 3) Recall appropriate words and put them in sentences. 4) Use appropriate punctuation marks. 5) Link sentences with appropriate sentence connectors and sequence signals. 6) Organize thoughts and ideas in logical sequence and suitable paragraphs around topic sentences. 7) Use the form and register appropriate for the subject matter and the audience. 8) Evaluate the significance of a word or a sentence in the overall content of the written passage. At all events, teachers need awareness on communicative approach so that they can prepare variety of strategies to develop communicative competence in written English.

Key words: Participatory Research Communicative Competence, Competency Based Test and Specially Designed Strategy

Introduction

Participatory research involves researcher and participants working together to identify the problem and search for solution through collective active participation in research. This is context-specific and will focus on needs of the target participants. It is iterative cycle of research in the field of teaching learning process. It is totally associated with action and reflection. Communicative competence especially in written form is poor among students of secondary education at Doimukh of Arunachal Pradesh. Arunachal Pradesh is a multilingual and multi tribal state. Each tribe has a unique dialect of its own and has no common connection with other tribal language. This phenomenon led the major difficulty in imparting education to learners through mother tongue. It has resulted into adopting English as a common medium of instruction at the school stage by Government of Arunachal Pradesh. English being a foreign language to the school level learners, there are common and contextual problems faced by the children in learning. Being second generation learners, there is very little home support in learning English language. Learning and acquisition of English language skills for learners at secondary level has become a challenging task in schooling. Because, secondary education has become the process of preparation for life by cultivating social, economical and cultural values through English language acquisition skills. In English language learning at secondary level, learner needs four language skills namely, listening, speaking, reading and writing skills (LSRW). The former two skills are known as oracy and the later two are known as literary;

both oracy and literary form linguacy. Among these four skills, listening and reading are used as the channel of receiving information. Thus, these two skills are called as receptive skills. The remaining two skills, speaking and writing are used as channels of sending information. Thus, these two skills are labeled as productive skills.

Writing is viewed as a communicative social act. It is a manual skill and an individual effort with certain rules. Individuals compose their thoughts often in privacy and then induce their thoughts to writing, using the strict conventions followed in the language. Writing is to be taught as a process of self-discovery. From the researches carried out by Gautam (1988), Klein (1986), Savignon (1983), Widdowson (1983), Bachman and Palmer (1982), Little Wood (1981), Canale (1980), Canale and Swain (1980), Corder (1973), Hymes (1972), Savignon (1972), Widdowson (1978), it is clear that communicative approach has been acting as an effective approach for developing written competence among 9th grade secondary school students. It is an integrative, linguistic, instrumental, and educational effort to develop spoken and written communication. It helps to develop grammatical competence in socio-linguistic competence, discourse competence and strategic competence in both spoken and written communication.

As per the present researcher's experience through observation and face to face to interaction with teachers and students, it is evident that there are many students at secondary level, have been facing problems in written English in connection with identification of sounds and letters, identification of word meanings, application of word meaning in phrases and sentences, letter writing and composition. Hence, the researcher visited the senior secondary school at Doimukh and consulted teachers who are dealing with 9th grade learners of senior secondary school, Doimukh. The concerned teachers admit that there are many children at 9th grade level suffering from writing difficulties. The researcher has thought to frame a specially designed strategy (writing package) through communicative approach in order to develop the written competence in English among 9th grade students. Thus, the investigator has stated the problem as: "Specially Designed Strategy to develop Communicative Competence in Written English among 9th grade secondary school students"

Objectives of the Study

1. To find out significant difference between pre-test scores and post-test scores in the competency based achievement test of 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach.
2. To find out significant difference between pre-test scores and post-test scores in the competency based achievement test of male 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach.
3. To find out significant difference between pre-test scores and post-test scores in the competency based achievement test of female 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach.

Hypotheses of the Study

1. There exists no significant difference between pre-test scores and post-test scores in the competency based achievement test of 9th grade secondary school students in written

- English in connection with overall performance due to implementation of specially designed strategy through communicative approach.
2. There exists no significant difference between pre-test scores and post-test scores in the competency based achievement test of male 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach.
 3. There exists no significant difference between pre-test scores and post-test scores in the competency based achievement test of female 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach.

Design of the Study

Participatory research is the process of studying the practical problems in teaching-learning process and finding out solutions at local level. For meaningful and successful completion of participatory research, adopting scientific method with empiricism is needed. The investigator has planned to identify nature and extent of problem. For identification of problem, the investigator conducted series of face to face interaction with teachers and students and has observed students' behaviour in connection with written competence. By looking into the nature of the problem, the investigator had adopted the one group pre-test and post-test design for completing the participatory. The study was delimited to: i) 9th grade learners, ii) Government higher secondary school at Doimukh, Arunachal Pradesh, iii) Papumpare district of Arunachal Pradesh, iv) Written competence in English v) Competency based achievement. In this study, Competency based Achievement was operationalised as the level of proficiency attained in work or formally acquired knowledge in school subjects, assessed by marks obtained by the students in examination. Specially Designed Strategy was operationalised as writing package which is prepared in the light of communicative competence in written form followed by introduction, preparation, presentation, practice and evaluation.

Participants and Instruments of the Study

The population of the study was all the 9th grade learners of Govt. Higher Secondary School, Doimukh, Arunachal Pradesh. Depending upon regular presence of the students in class room situations, 50 tribal students were selected as a representative sample by using simple random sampling technique. Out of 50 there were 25 male students and 25 female students. Competency Based Achievement Test and Specially Designed Strategy were used in this participatory research. The present investigator used these tools in with a view to develop written English among 9th learners of Government Higher Secondary School, Doimukh, Arunachal Pradesh.

Competency Based Achievement Test: The investigator meticulously followed systematic steps to prepare Competence Based Achievement Test. In step -I: The investigator planned to test the competency based achievement of 9th grade learners in written English through the various sources and experiences. An outline of the test was prepared based on NCF-2005, state curriculum and textbook of class IX in the light of teaching and learning objectives. In step -II, based on the objectives of teaching English at secondary level and by looking in to the difficulties of the secondary school students in written competence, the components namely components i) Identification of sounds and letters, ii) Identification of words and meanings, iii) Application of word meanings in phrases and sentences, iv) Letter writing and v) Composition were included in Competency

Based Achievement Test. In step -III: Test items were selected on the basis of above five components as a preliminary draft. In a preliminary draft, 20 items for written English with 100 marks were prepared along with five components. Out of 20 items, 3 items were included in the component of identification of sounds and letters, 5 items were in identification of word meaning, 5 were in application of word meaning in phrases and sentences, 2 items were in letter writing and 5 items were in composition. Experts were requested to validate content in the test items. This was done with a view to establishing content validity of the test items. On the basis of their opinions and comments, 5 items were reframed and 5 items were deleted due to ambiguity. A list of 15 items (including in all five components) were finalized. In step -IV: The draft was modified and removed its shortcomings. Then pilot study was conducted on 20 students of secondary school students at Doimukh. Necessary instructions and directions were provided to the sample of students to give their responses in test. In step -V: The draft of test items was analyzed using Likert procedure. Based on item validity and discrimination power, 15 items with five components were retained in final draft. In final draft, competency based achievement test carried out for 100 marks along with five components. The time limit was fixed for 3 hours. 15 marks for identification of sounds and letters, 15 marks for identification of word meaning, 40 marks for application of word meaning in phrases and sentences, 10 marks for letter writing and 20 marks for composition. Weightage was given for type of questions and difficulty level of questions. These were given in the form of tables as given below. In step-VI: Scoring procedure was followed per the weightage; Co-efficient of the reliability of the test came out as 0.76 which was considered satisfactory. The validity of the questionnaire was established in view of the problem under investigation. The questionnaire has satisfactory content validity.

Specially Designed Strategy: A specially designed strategy (writing package) was prepared to develop communicative competence in written English. The instructional material of Writing Package has been prepared and implemented based on principles of written communicative approach. The investigator used the principles of Communicative Approach like the “information gap”, “information transfer” and “task dependency” in the preparation of the instructional material. The instructional model consists of 5 steps namely: 1. Introduction, 2. Presentation, 3. Practice, 4. Production and 5. Evaluation. The first step of every teaching item was set apart for introduction. The students were made aware of the different competencies that they need to communicate effectively in a second language in order to develop written competence. In the second step, the teaching item was presented through different situations such as pictures, photographs, using a tape recorder, substitution tables etc. The role of the teacher was flexible. S/he too interacted with the students, explained and made the students to interact. These prompts from the teacher provided the students with opportunities for developing awareness of the learning strategies. While monitoring the classroom activities, s/he encouraged the shy students to ensure everybody’s participation and at the same time controlled the talkativeness. Often s/he rewarded the students with a smile or a word of praise to create a positive socio-emotional climate in the classroom, so that they would interact confidently. In the third and fourth steps, the activities were planned to enable the students’ use the language freely and express their ideas. They were given more opportunities to talk and engage themselves in pursuit of problem solving tasks, which demanded from them skills like – describing reasons, offering suggestions and alternatives, choosing solutions, explaining things and processes etc. In the last step, evaluation was needed to test learners at what extent students had followed the writing package. The students were assigned with homework. Care was taken to check the assignment.

Pre-Testing:

The present action research is concerned with areas in which students feel writing difficulty in English. In order to identify the areas in written English in which students feel difficulty and to list out the causes for lack of written competence, competency based achievement test was administered on 9th grade secondary school learners. The pre test answer scripts of all the students were checked systematically. And marks were allotted out of 100. Pre-test scores were shown as given below. The pre-test results revealed poor performance of 9th grade learners in written English.

By using pre-test scores, the investigator calculated mean and standard deviation. These results were shown as given below.

Table-1: Mean and SD of Pre-Test Scores:

Numbers of Students	50
Mean	17.34
Standard Deviation	7.46

From above table-1, it is clear that the mean is Quite Low and SD was less dispersed. While checking the copies of the students, the areas where students feel difficulty in writing were also identified and noted down. The causes or problems were also identified. They were:

1. The hand writing of most of the students was poor in nature.
2. Hand writing was illegible and inappropriate.
3. Strokes of hand writing were wayward
4. Punctuation marks were not followed by the students
5. Students were unable to recall proper words to express their ideas
6. Wrong pronouns and wrong formation verbs were identified
7. Tenses were not applied appropriately
8. Transformation of sentences could not be solved rightly
9. Indirect speech and direct speech were not applied properly

Actions Taken:

After looking into the pre-test results the following interventions were put into action.

- Specially designed strategy through communicative approach was developed on the basis of errors committed in written English.
- Maximum practice time was given for students in connection with writing package for written competence.
- Guidance was given to students whose writing was illegible for letters and strokes.
- Students were encouraged to write and rewrite questions and answers with easy flow in fair hand till they achieve perfection.
- Guidance was given in a positive socio-emotional and academic learning environment.
- For further improvement in writing, students were asked to have practice at home daily.
- For vocabulary and structures, sufficient practice was given to students in class room itself till the teacher is satisfied.
- Periodical revision of vocabulary and structures by the teachers is also followed
- For dealing with questions, proper knowledge, understanding and application of words, structures and sentences were instructed students. Students were motivated for revision and practice.

Implementation of Writing Package

Specially designed strategy was applied for two months to see the desired change in written English among 9th grade learners. The class was given opportunities to do pair work and group work. This strategy was implemented in the light of classroom practices of communicative approach. This strategy was followed by introduction, preparation, presentation, practice and evaluation.

Post-Testing and Out Comes

After implementing the specially designed strategy in order to develop communicative competence in written English, Post-test was conducted for 9th grade learners particularly in written English. By comparing with pre-test scores, post-test scores are quite high. It means, the impact of specially designed strategy on performance of 9th grade learners is positive and significant. The Post-test scores were shown as given below.

Table-2: Mean and SD Values of Post-Test Scores

Number of students	50
Mean	55.10
Standard Deviation	15.26

By comparing with mean value of pre-test scores, the mean value of post-test scores is quite high. It means, the actions taken during the application of specially designed strategy have carried out positive and desired result on performance of 9th grade learners.

Table-3: Mean and SD of Pre-test scores on Competency Based Achievement Test

Sl. No.	Components	Mean	SD
1	Identification of sounds and letters	6.34	1.41
2	Identification of word meanings	8.04	2.00
3	Application of word meaning in phrases and sentences	6.14	1.41
4	Letter writing	2.22	1.20
5	Composition	4.32	1.32

From the above table-3, it is clear that the Mean and SD scores in ‘identification of sounds and letters’ of competency based achievement test are 6.34 and 1.41. In ‘identification of word meanings’, the Mean and SD are 8.04 and 2.00. It tells the mean (6.34) of ‘identification of sounds and letters’ is less than the mean (8.04) of the ‘identification of word meanings’ in competency based achievement test. The Mean and SD scores of ‘application of word meaning in phrases and sentences’ in competency based achievement test are 6.14 and 1.41. In ‘letter writing’ of competency based achievement test, the Mean and SD are 2.32 and 1.20. It tells the mean (6.14) of ‘application of word meaning in phrases and sentences’ is higher than the mean (2.22) of ‘letter writing’ in competency based achievement test. The Mean and SD scores in ‘composition’ in competency based achievement test are 4.32 and 1.32. The mean (4.32) of ‘composition’ is higher than the mean (2.22) of ‘letter writing’ in competency based achievement test. It also indicates that 34.30 and 5.14 are the Mean and SD scores of overall pre test scores in competency based achievement test. The scores in identification of sounds and letters, application of word meaning in phrases and sentences, letter writing and composition are less dispersed (1.14.,1.41.,1.32) than the corresponding element like identification of word meanings(2.00).

Table-4: Mean and SD of Post-test scores on Competency Based Achievement Test

Sl. No.	Components	Mean	SD
1	Identification of sounds and letters	11.34	1.82
2	Identification of word meanings	16.84	2.24
3	Application of word meaning in phrases and sentences	14.32	2.58
4	Letter writing	10.39	1.23
5	Composition	12.25	2.67

From the above table-4, it is evident that the Mean and SD scores in ‘identification of sounds and letters’ of competency based achievement test are 11.34 and 1.82. In ‘identification of word meanings’ of competency based achievement test, the Mean and SD scores are 16.84 and 2.24. It tells that the mean (11.34) of ‘identification of sounds and letters’ is less than the mean (16.84) of ‘identification of word meanings’ in competency based achievement test. The Mean and SD scores of ‘application of word meaning in phrases and sentences’ in competency based achievement test are 14.32 and 2.58. In ‘letter writing’ of competency based achievement test, the Mean and SD are 10.39 and 1.23. It tells the mean (14.32) of ‘application of word meaning in phrases and sentences’ is higher than the mean (10.39) of ‘letter writing’ in competency based achievement test. The Mean and SD scores of ‘composition’ in competency based achievement test are 12.25 and 2.67. The mean (12.25) of ‘composition’ is higher than the mean (10.39) of ‘letter writing’ in competency based achievement test. The scores in identification of sounds and letters as well as letter writing are less dispersed (1.82; 1.23) than the corresponding elements namely identification of word meaning, application of word meaning in phrases and sentences, and composition (2.24, 2.58 and 2.67). The overall Mean and SD scores of post test in competency based achievement test are 54.20 and 6.50.

Table-5: Means, SDs, SEd and t-values of Pre-test and Post-test scores of 9th grade secondary school students in Competency Based Achievement test

Sl. No.	Components	Pre-test (N ₁ = 50)		Post-test (N ₂ = 50)		SE _D	t-values
		M ₁	SD ₁	M ₂	SD ₂		
1.	Identification of sounds and letters	6.34	1.41	11.34	1.82	0.33	15.55*
2.	Identification of word meanings	8.04	2.00	16.84	2.24	0.42	20.95*
3.	Application of word meaning in phrases and sentences	6.14	1.41	14.32	2.58	0.41	19.95*
4.	Letter writing	2.22	1.20	10.39	1.23	0.24	34.04*
5.	Composition	4.32	1.32	12.25	2.67	0.42	18.88*

*=significant

From the above table-5, it is evident that t-value (15.15) with regard to identification of sounds and letters (M₁ = 6.34, SD₁ = 1.41; M₂ = 11.34, SD₂ = 1.82); SE_D = 0.33; df = 98, p < 0.01 level is significant. H₀ is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of 9th grade secondary school students in written English in connection with identification of sounds and letters due to implementation of specially designed strategy through communicative approach.

Mean score in pre test ($M_1=7.38$) is less than Mean score in post test ($M_2=10.54$) with regard to identification of sounds and letters in written English. SD value of pre test ($SD_1 =1.41$) is less dispersed than the SD value of post test ($SD_2=1.82$) with regard to 'identification of sounds and letters' in written English. From this analysis, it is clear that specially designed strategy through communicative approach has acted as key factor to develop written English in the dimension of identification of sounds and letters.

The t-value (20.95) with regard to identification of word meanings ($M_1 = 8.04$, $SD_1 = 2.00$; $M_2 = 16.84$, $SD_2 = 2.4$); $SE_D = 0.42$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement of 9th grade secondary school students in written English in connection with identification of word meanings due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=8.04$) is less than Mean score in post test ($M_2=16.84$) and SD value of pre test ($SD_1 =2.00$) is less deviated than the post test ($SD_2=2.24$) with regard to 'identification of word meanings' in written English. From this analysis, it is clear that specially designed strategy through communicative approach is a significant factor to develop written English in the dimension of identification of word meanings.

The t-value (19.95) with regard to application of word meaning in phrases and sentences ($M_1 = 6.14$, $SD_1 = 1.41$; $M_2 = 14.32$, $SD_2 = 2.58$); $SE_D =0.41$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of 9th grade secondary school students in written English in connection with application of word meaning in phrases and sentences due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=6.14$) is less than Mean score in post test ($M_2=14.32$) and SD value of pre test ($SD_1 =1.41$) is less dispersed than the post test ($SD_2=2.58$) with regard to application of word meaning in phrases and sentences in written English. From this analysis, it is clear that specially designed strategy through communicative approach is a key element to develop written English in the dimension of application of word meaning in phrases and sentences.

The t-value (34.04) with regard to letter writing ($M_1 = 2.22$, $SD_1 = 1.20$; $M_2 = 10.39$, $SD_2 = 1.23$); $SE_D =0.24$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of 9th grade secondary school students in written English in connection with letter writing due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=2.22$) is less than Mean score in post test ($M_2=10.39$) and SD value of pre test ($SD_1 =1.20$) is very less dispersed than the post test ($SD_2=1.23$) with regard to letter writing in written English. From this analysis, it is clear that specially designed strategy through communicative approach is very important to develop written English in the dimension of letter writing.

The t-value (18.88) with regard to composition ($M_1 = 4.32$, $SD_1 = 1.32$; $M_2 = 12.25$, $SD_2 = 2.67$); $SE_D = 0.42$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of 9th grade secondary school students in written English in connection with composition due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=4.32$) is less than the Mean score in post test ($M_2=12.25$) and SD value of pre test ($SD_1 =1.32$) is less dispersed than the post test ($SD_2=2.67$) with regard to composition in written English. From this analysis, it is clear that specially

designed strategy through communicative approach is essential to develop written English in the dimension of composition.

It is evident that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach. The Mean score in pre test is less than the Mean score in post test and SD value of pre test is less dispersed than the post test with regard to overall performance in written English. From this analysis, it is clear that specially designed strategy through communicative approach is essential to develop written English in the dimension of overall performance.

Table-6: Means, SDs, SEd and t-values of Pre-test and Post-test scores of Male Learners in Competency Based Achievement test

Sl. No.	Components	Male Learners				SE _D	t-values
		Pre test		Post test			
		M ₁	SD ₁	M ₂	SD ₂		
1.	Identification of sounds and letters	5.12	1.35	12.24	1.67	0.42	16.95*
2.	Identification of word meanings	4.34	1.66	15.12	2.64	0.62	17.39*
3.	Application of word meaning in phrases and sentences	5.20	1.54	16.12	2.48	0.58	18.83*
4.	Letter writing	3.14	1.96	8.56	1.23	0.46	11.78*
5.	Composition	7.12	1.24	13.06	2.23	0.51	11.65*
6.	Overall	38.40	5.24	56.20	5.62	1.54	11.55*

*=significant

From the above table-6, it is evident that t-value (16.95) with regard to identification of sounds and letters ($M_1 = 5.12$, $SD_1 = 1.35$; $M_2 = 12.24$, $SD_2 = 1.67$); $SE_D = 0.42$; $df = 98$, $p < 0.01$ level is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of male 9th grade secondary school students in written English in connection with identification of sounds and letters due to implementation of specially designed strategy through communicative approach. Mean score in pre test ($M_1 = 5.12$) is less than Mean score in post test ($M_2 = 12.24$) with regard to identification of sounds and letters in written English. SD value of pre test ($SD_1 = 1.35$) is less dispersed than the SD value of post test ($SD_2 = 1.67$) with regard to 'identification of sounds and letters' in written English. From this analysis, it is clear that specially designed strategy through communicative approach has acted as key factor to develop written English in the dimension of identification of sounds and letters.

The t-value (17.39) with regard to identification of word meanings ($M_1 = 4.34$, $SD_1 = 1.66$; $M_2 = 15.12$, $SD_2 = 2.64$); $SE_D = 0.62$; $df = 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement of male 9th grade secondary school students in written English in connection with identification of word meanings due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1 = 4.34$) is

less than Mean score in post test ($M_2=15.12$) and SD value of pre test ($SD_1 =1.66$) is less deviated than the post test ($SD_2=2.64$) with regard to 'identification of word meanings' in written English. From this analysis, it is clear that specially designed strategy through communicative approach is a significant factor to develop written English in the dimension of identification of word meanings.

The t-value (18.83) with regard to application of word meaning in phrases and sentences ($M_1 = 5.20$, $SD_1 = 1.54$; $M_2 = 16.12$, $SD_2 = 2.48$); $SE_D=0.58$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of male 9th grade secondary school students in written English in connection with application of word meaning in phrases and sentences due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=5.20$) is less than Mean score in post test ($M_2=16.12$) and SD value of pre test ($SD_1 =1.54$) is less dispersed than the post test ($SD_2=2.48$) with regard to application of word meaning in phrases and sentences in written English. From this analysis, it is clear that specially designed strategy through communicative approach is a key element to develop written English in the dimension of application of word meaning in phrases and sentences.

The t-value (11.78) with regard to letter writing ($M_1 = 3.14$, $SD_1 = 1.96$; $M_2 = 8.56$, $SD_2 = 1.23$); $SE_D=0.46$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of male 9th grade secondary school students in written English in connection with letter writing due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=3.14$) is less than Mean score in post test ($M_2=8.56$) and SD value of pre test ($SD_1 =1.96$) is more dispersed than the post test ($SD_2=1.23$) with regard to letter writing in written English. From this analysis, it is clear that specially designed strategy through communicative approach is very important to develop written English in the dimension of letter writing.

The t-value (11.65) with regard to composition ($M_1 = 7.12$, $SD_1 = 1.24$; $M_2 = 13.06$, $SD_2 = 2.23$); $SE_D = 0.51$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of male 9th grade secondary school students in written English in connection with composition due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=7.12$) is less than the Mean score in post test ($M_2=13.06$) and SD value of pre test ($SD_1 =1.24$) is less dispersed than the post test ($SD_2=2.23$) with regard to composition in written English. From this analysis, it is clear that specially designed strategy through communicative approach is essential to develop written English in the dimension of composition.

The t-value (11.55) with regard to overall ($M_1 = 38.40$, $SD_1 = 5.24$; $M_2 = 56.20$, $SD_2 = 5.62$); $SE_D=1.54$; $df= 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of male 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=38.40$) is less than the Mean score in post test ($M_2=56.20$) and SD value of pre test ($SD_1 =5.24$) is less dispersed than the post test ($SD_2=5.62$) with regard to overall performance in written English. From this analysis, it is clear that specially designed strategy through communicative approach is essential to develop written English in overall performance.

Table-7: Means, SDs SEd and t-values of Pre-test and Post-test scores of Female Learners in Competency Based Achievement Test

Sl. No.	Components	Female learners				SE _D	t-values
		Pre-test (N ₁ = 50)		Post-test (N ₂ = 50)			
		M ₁	SD ₁	M ₂	SD ₂		
1.	Identification of sounds and letters	6.10	1.20	13.24	1.38	0.36	19.83*
2.	Identification of word meanings	7.32	2.48	17.26	1.66	0.60	16.57*
3.	Application of word meaning in phrases and sentences	4.04	1.82	11.70	1.24	0.44	17.41*
4.	Letter writing	3.36	1.23	8.74	1.96	0.46	11.83*
5.	Composition	4.78	1.63	13.29	1.34	0.42	20.26*
6.	Overall	38.40	5.43	52.82	4.89	1.46	9.88*

From the above table-7, it is evident that t-value (19.83) with regard to identification of sounds and letters ($M_1 = 6.10$, $SD_1 = 1.20$; $M_2 = 13.24$, $SD_2 = 1.38$); $SE_D = 0.36$; $df = 98$, $p < 0.01$ level is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of female 9th grade secondary school students in written English in connection with identification of sounds and letters due to implementation of specially designed strategy through communicative approach. Mean score in pre test ($M_1 = 6.10$) is less than Mean score in post test ($M_2 = 13.24$) with regard to identification of sounds and letters in written English. SD value of pre test ($SD_1 = 1.20$) is less dispersed than the SD value of post test ($SD_2 = 1.38$) with regard to identification of sounds and letters in written English. From this analysis, it is clear that specially designed strategy through communicative approach has acted as key factor for female 9th grade secondary school students to develop written English in the dimension of identification of sounds and letters.

The t-value (16.57) with regard to identification of word meanings ($M_1 = 7.32$, $SD_1 = 2.48$; $M_2 = 17.26$, $SD_2 = 1.66$); $SE_D = 0.60$; $df = 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement of female 9th grade secondary school students in written English in connection with identification of word meanings due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1 = 7.32$) is less than Mean score in post test ($M_2 = 17.26$) and SD value of pre test ($SD_1 = 2.48$) is more deviated than the post test ($SD_2 = 1.66$) with regard to 'identification of word meanings' in written English. From this analysis, it is clear that specially designed strategy through communicative approach is a significant factor for female secondary school teachers to develop written English in the dimension of identification of word meanings.

The t-value (17.41) with regard to application of word meaning in phrases and sentences ($M_1 = 4.04$, $SD_1 = 1.82$; $M_2 = 11.70$, $SD_2 = 1.24$); $SE_D = 0.44$; $df = 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of female 9th grade secondary school students in written English in connection with application of word meaning in phrases and sentences due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1 = 4.04$) is less than Mean score in post

test ($M_2=11.70$) and SD value of pre test ($SD_1 =1.82$) is less dispersed than the post test ($SD_2=1.24$) with regard to application of word meaning in phrases and sentences in written English. From this analysis, it is clear that specially designed strategy through communicative approach is a key element for female 9th grade secondary school students to develop written English in the dimension of application of word meaning in phrases and sentences.

The t-value (11.83) with regard to letter writing ($M_1 = 3.36$, $SD_1 = 1.23$; $M_2 = 8.74$, $SD_2 = 1.96$); $SE_D = 0.46$; $df = 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of female 9th grade secondary school students in written English in connection with letter writing due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=3.36$) is less than Mean score in post test ($M_2=8.74$) and SD value of pre test ($SD_1 =1.23$) is less dispersed than the post test ($SD_2=1.92$) with regard to letter writing in written English. From this analysis, it is clear that specially designed strategy through communicative approach is very important for female secondary school teachers to develop written English in the dimension of letter writing.

The t-value (20.26) with regard to composition ($M_1 = 4.78$, $SD_1 = 1.63$; $M_2 = 13.29$, $SD_2 = 1.34$); $SE_D = 0.42$; $df = 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of female 9th grade secondary school students in written English in connection with composition due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=4.78$) is less than the Mean score in post test ($M_2=13.29$) and SD value of pre test ($SD_1 =1.63$) is less dispersed than the post test ($SD_2=1.34$) with regard to composition in written English. From this analysis, it is clear that specially designed strategy through communicative approach is essential for female secondary school teachers to develop written English in the dimension of composition.

The t-value (9.88) with regard to overall ($M_1 = 38.40$, $SD_1 = 5.43$; $M_2 = 56.82$, $SD_2 = 4.89$); $SE_D = 1.46$; $df = 98$; $p < 0.01$ is significant. H_0 is rejected. It reveals that there exists significant difference between pre-test scores and post-test scores in the competency based achievement test of female 9th grade secondary school students in written English in connection with overall performance due to implementation of specially designed strategy through communicative approach. The Mean score in pre test ($M_1=38.40$) is less than the Mean score in post test ($M_2=56.82$) and SD value of pre test ($SD_1 =5.43$) is less dispersed than the post test ($SD_2=4.89$) with regard to overall performance in written English. From this analysis, it is clear that specially designed strategy through communicative approach is essential for female secondary school teachers to develop written English in overall performance.

Conclusion

In view of the results and discussion, it is concluded that the activity of action research has shown positive and significant impact on learning of 9th grade students in writing. The learners, who are unable to develop competence in written English, may be allowed to teach with specially designed strategy. It will help them to develop writing skills through certain mechanics like: 1) Making strokes with proper hand movements. This means to know from where to start a letter and where to end it. 2) Write letter of appropriate size and proper shape. 3) Write letter in words with proper space. 4) Write words in sentence with proper space. 5) Write sentence in paragraph with proper space. 6) Write correct spelling in words. 7) Write capital letter correctly. 8) Write with legibility and neatness. 9) Application of word meanings

in phrases and sentences. 10) Letter writing in different styles and 10) Practice of composition. Because, writing composition exercises develop the writing ability. Writing ability involves: i) Mechanical skills, hand writing, spelling, punctuations etc. ii) Ability of expressing ideas in correct English. iii) Ability to present the matter in well organized manner with logical sequence, coherence, appropriate linking words, paragraphing etc.

Writing skills can be enhanced in pupils; i) By allowing them for constant practice, ii) By giving them the matter directly to compose, and iii) By taking the pupils through a graded. A person who can express himself in written English can: 1) Write the letters of the alphabet in reasonable speed. 2) Spell the words correctly. 3) Recall appropriate words and put them in sentences. 4) Use appropriate punctuation marks. 5) Link sentences with appropriate sentence connectors and sequence signals. 6) Organize thoughts and ideas in logical sequence and suitable paragraphs around topic sentences. 7) Use the form and register appropriate for the subject matter and the audience. 8) Evaluate the significance of a word or a sentence in the overall content of the written passage. At all events, teachers need awareness on communicative approach so that they can prepare variety of strategies to develop communicative competence in written English.

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