



IMPACT OF ACTIVITIES-BASED LESSON PLANS ON THE WRITING SKILLS OF ELEMENTARY STUDENTS, TAKEN INTO ACCOUNT THEIR UNIQUE APPROACHES TO LEARNING

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Abstract

This review explores the effect of activity-oriented teaching methods on the writing proficiency of elementary-level students in English, particularly when their individual learning styles are taken into account. Traditional teaching methods often fail to address the diverse needs of learners. Activity-based approaches such as storytelling, role-play, interactive writing, and group projects create dynamic learning environments that cater to different sensory and cognitive preferences. This paper reviews key findings from existing literature and empirical studies, analyzes their implications, and provides recommendations for integrating learning styles with activity-oriented instruction to improve English writing proficiency in young learners.

Keywords: Activity-Oriented Teaching, Writing Proficiency, Elementary Education.

I. INTRODUCTION

English writing proficiency at the elementary level is a fundamental skill that underpins academic success and communication. However, teaching writing remains a complex task due to varying student learning preferences. Conventional methods often emphasize rote learning and structured grammar, failing to engage students actively. The emergence of activity-oriented teaching offers an alternative, focusing on experiential learning strategies that actively involve students in the learning process.

Learning styles visual, auditory, kinesthetic, and read/write also play a vital role in how students absorb and process information. This paper examines the intersection of activity-oriented methods and learning styles, assessing their combined impact on the development of writing skills in elementary school students.



II. UNDERSTANDING WRITING PROFICIENCY IN ELEMENTARY EDUCATION

Writing proficiency encompasses several dimensions, including grammar, vocabulary, coherence, organization, and creativity. In early education, these components are still developing. Challenges in teaching writing at this stage often include:

1. Limited vocabulary
2. Underdeveloped motor skills
3. Short attention spans
4. Diverse literacy backgrounds

Educators must therefore adopt inclusive methods that stimulate motivation and scaffold writing development meaningfully.

III. THEORETICAL FRAMEWORK

1. Constructivist Theory

Constructivism, particularly the work of Piaget and Vygotsky, emphasizes the active role of learners in constructing knowledge. Activity-oriented teaching aligns with this paradigm by promoting learning through doing.

2. Multiple Intelligences and Learning Styles

Howard Gardner's theory of multiple intelligences and Fleming's VARK model propose that learners have unique cognitive styles. These styles affect how they best receive and retain information, making them important to consider in pedagogical design.

IV. ACTIVITY-ORIENTED TEACHING METHODS

Activity-based learning is characterized by hands-on tasks, interactive lessons, and student-centered experiences. The following are commonly used activity-oriented techniques:

1. Storytelling and Story Mapping

Effective for visual and auditory learners, this method helps students generate ideas, sequence events, and develop narrative structure.

2. Role-Playing and Dramatization

Kinesthetic learners benefit significantly from acting out scenarios, which strengthens vocabulary use and sentence formulation.



3. Collaborative Writing and Peer Review

These tasks enhance social learning and metacognitive reflection, useful for interpersonal learners and those needing structured feedback.

4. Picture-Based Writing Prompts

Appealing to visual learners, images can serve as stimuli for descriptive and narrative writing tasks.

5. Learning Stations and Rotational Activities

Cater to various learning styles within one classroom by allowing students to engage in different tasks that emphasize writing skills.

V. THE ROLE OF LEARNING STYLES IN WRITING DEVELOPMENT

Understanding students' learning styles allows educators to tailor writing instruction. Key insights include:

1. **Visual learners** thrive with graphic organizers and mind maps.
2. **Auditory learners** benefit from listening and discussion-based activities.
3. **Kinesthetic learners** prefer physically engaging writing tasks.
4. **Read/Write learners** are comfortable with traditional exercises but can still benefit from varied approaches.

Incorporating a mix of activities ensures that all learners engage meaningfully, leading to improved writing outcomes.

VI. REVIEW OF EMPIRICAL STUDIES

Several studies have evaluated the efficacy of activity-based approaches in enhancing writing skills:

1. **Ahmed & Siddiqui (2017)** found that using dramatization significantly improved students' narrative writing scores.
2. **Chung (2018)** demonstrated that picture-prompt activities increased descriptive vocabulary use among visual learners.
3. **Singh & Dey (2019)** reported that peer-review workshops fostered better organization and idea development.
4. **Nwosu & Eze (2020)** observed that multi-sensory learning stations improved spelling and grammar accuracy in young learners.



These studies affirm the positive relationship between activity-based methods and writing proficiency when learning styles are considered.

VII. BENEFITS OF ACTIVITY-ORIENTED TEACHING IN WRITING

1. **Enhanced engagement:** Students are more motivated to write when activities are interactive.
2. **Improved retention:** Multi-sensory learning reinforces memory.
3. **Higher creativity:** Diverse stimuli encourage idea generation.
4. **Personalized learning:** Tailored activities address individual preferences.

VIII. CHALLENGES AND CONSIDERATIONS

Despite its advantages, implementing activity-oriented teaching has challenges:

1. **Time constraints:** Preparing and managing activities require significant time.
2. **Classroom management:** Interactive sessions may become noisy or distracting.
3. **Assessment complexity:** Measuring progress in open-ended tasks can be subjective.
4. **Training needs:** Teachers require professional development to design effective activities.

Addressing these challenges involves institutional support, resource allocation, and continuous teacher training.

IX. RECOMMENDATIONS FOR EDUCATORS

1. **Conduct Learning Style Inventories:** Identify students' preferred learning modes early in the year.
2. **Integrate Mixed Methods:** Use a combination of visual, auditory, kinesthetic, and textual activities.
3. **Use Scaffolding:** Provide structured support for writing tasks, gradually removing it as students gain confidence.
4. **Foster a Writing Culture:** Encourage daily writing through journals, blogs, or writing corners.
5. **Evaluate Holistically:** Use rubrics that assess creativity, coherence, and grammar, recognizing diverse expression styles.



X. CONCLUSION

Activity-oriented teaching methods significantly enhance the writing proficiency of elementary students, especially when aligned with their learning styles. These strategies create inclusive, engaging, and effective classrooms that nurture young writers. Future research should focus on longitudinal impacts and the development of teacher training modules to support widespread adoption.

The impact of activity-oriented teaching methods on elementary students' writing proficiency in English, when considered in relation to their individual learning styles, is both profound and multidimensional. As education systems worldwide evolve to meet the demands of diverse classrooms, the need for student-centered, inclusive, and effective teaching approaches becomes increasingly vital. Traditional instructional methods often fall short in addressing the varied cognitive, emotional, and sensory preferences of young learners. In contrast, activity-based strategies characterized by hands-on tasks, collaborative exercises, visual prompts, and kinesthetic engagements offer a dynamic and responsive framework that supports writing development in a holistic manner.

Activity-oriented methods engage students actively, promoting not only improved writing skills but also greater motivation, confidence, and creativity. At the elementary level, where foundational literacy skills are formed, these methods offer an especially effective alternative to rote memorization and grammar drills. Students who are typically disengaged or struggle with conventional teaching styles often thrive in environments where learning is connected to action and experience. Techniques such as storytelling, dramatization, peer review, and picture-based writing not only stimulate creativity but also provide scaffolding for vocabulary development, sentence construction, and coherent organization of ideas.

Crucially, the effectiveness of these methods is amplified when educators consider the diverse learning styles of students. Visual learners, for instance, benefit from colorful mind maps and picture prompts, which help them organize and retain ideas for writing. Auditory learners respond positively to story-listening activities and oral discussions that precede writing tasks, enabling them to process ideas verbally before committing them to paper.



Kinesthetic learners, often underserved in traditional classrooms, gain significantly from physically engaging activities like role-playing and writing station rotations, which help internalize language structures through movement and interaction. Read/write learners, while already comfortable with textual input, can further benefit from structured, activity-rich environments that challenge them to adapt their skills to collaborative and creative formats. The synergy between activity-based learning and individualized instruction creates an inclusive pedagogical space where all students can improve their writing proficiency, regardless of their inherent learning preferences. Moreover, this approach aligns with constructivist and multiple intelligence theories, which emphasize the importance of active engagement and differentiated instruction. By allowing students to construct their knowledge through exploration and reflection, activity-oriented methods facilitate deeper cognitive processing, which translates into improved writing fluency, coherence, and expression.

However, the successful implementation of such methods requires careful planning, continuous assessment, and strong classroom management. Teachers must be equipped with professional training to design activities that are purposeful, engaging, and appropriately challenging. It is also essential to strike a balance between structure and creativity, ensuring that students receive clear guidance while enjoying the freedom to express themselves. Furthermore, assessment tools should be designed to evaluate both process and product, acknowledging the unique contributions and progress of each learner.

Despite logistical challenges, the long-term benefits of activity-oriented teaching far outweigh the constraints. When students are actively involved in their learning and their styles are respected and accommodated, they are more likely to become confident and competent writers. They begin to see writing not merely as an academic task but as a meaningful form of communication. This transformation lays a strong foundation for future academic success and lifelong literacy. Integrating activity-oriented teaching methods with an understanding of individual learning styles has a transformative effect on elementary students' English writing proficiency. Such an approach fosters inclusive, engaging, and effective language learning environments that empower all students.



It supports not only the development of technical writing skills but also the broader educational goals of creativity, collaboration, and critical thinking. As education continues to embrace innovation and diversity, activity-based, learner-centered instruction must be at the forefront of efforts to enhance writing education at the foundational level.

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