

Improving Writing Skills in Odia among Class IX Students

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ABSTRACT

The study was initiated based on classroom observations and discussions with the subject teacher. The researcher found that many students face significant challenges such as sentence formation, spelling, grammar, and handwriting errors- while writing in the Odia language. Khannagar govt. High School, Cuttack, class IX students are taken as the population for this study. Purposive sampling method was used to select 7 students from Class IX of Khannagar govt. high school. To improve pupils' understanding of letter structures and word creation, multi-sensory writing methods were introduced, including oral dictation and tactile letter production, offering ongoing practice and feedback. Group activities were employed, such as teacher-led writing circles, peer writing projects, and organized daily writing assignments. The findings showed that the students' writing abilities had significantly improved. Errors were lower in the end-line test than in the baseline evaluation. Sentence structure improved, handwriting errors were significantly reduced, grammatical errors decreased, and spelling mistakes were minimized. Students' confidence in their writing skills increased as a result of the methodical and consistent practice. Peer cooperation also promoted active engagement and self-correction by creating a positive learning atmosphere. According to the results, even in classes with limited resources using action research incorporating with multi-sensory and collaborative approaches can help pupils to improve their writing abilities.

Keywords: Improving, Writing Skill, Odia Language, Class IX students, Action Research

INTRODUCTION

Writing is a fundamental skill essential for effective communication and academic success. It allows students to express their thoughts, ideas, and knowledge. However, many learners face significant challenges with word recognition, spelling, decoding, and mastering writing, especially in languages with complex scripts like Odia (Mohanty, 2024). Common difficulties faced by students in Odisha include writing challenges, spelling errors, letter confusion, incorrect use of Matras and poor sentence construction (Thenmozhi, 2015; Bharati, 2018; Ninh & Duc, 2024). All of these can affect students' confidence and academic performance (Ninh & Duc, 2024). During the internship at Khannagar Government High School, the researcher observed that many Class 9 students, particularly in Section B, struggled with writing in Odia. Regular classroom visits and interactions revealed persistent issues such as confusing similar-looking letters—for example, mistaking ଢ for ଢ or substituting ଢ for ଢ, ଢ with ଢ. Students also frequently substituted letters like ଢ for ଢ, ଢ for ଢ and ଢ for ଢ. Additionally, there was considerable confusion in the correct application of Matras, with common mix-ups between 'ୱ' ଢ and 'ୱ' ଢ, as well as 'ୱ' ଢ and 'ୱ' ଢ. To gain further insight, the researcher consulted with other teachers, including the Odia subject teacher, who confirmed that these errors were widespread across sections and evident in examination papers, thereby negatively impacting students' academic results and self-esteem. Traditional teaching methods, mainly centred on copying from the chalkboard or textbooks, have not been sufficient to address these persistent problems (Thenmozhi, 2015; Bharati, 2018; Ninh & Duc, 2024). Some strategies and approaches like explicit sentence-writing have been used to improve students' writing skills (Allen, 2026) and Process Writing Approach (PWA) for enhancing paragraph writing among students and integrated skills methods for developing well-rounded writing abilities in English learners, leading to significant improvements in vocabulary acquisition, grammatical accuracy, and writing fluency (Ninh & Duc, 2024; Kitila

et al., 2023). Multisensory and contextualized teaching strategies are effective in enhancing writing skills (i.e., colored visuals, interactive charts, hands-on tasks) across different languages (Sarudin et al., 2019). Use of sandpaper, moving the body to form letters, or playing phonemic games engages multiple senses actively and reinforces learning. The Orton-Gillingham approach is one of the multisensory approaches that has made greater improvements than those taught traditionally. Multisensory teaching increased narrative writing abilities, grammar accuracy, and vocabulary acquisition (Moosavi et al., 2024; Ahmad et al., 2012; Obaid, 2013). Visual, auditory, and kinesthetic-tactile activities have been shown to enhance spelling accuracy among second-grade students (Jasmine & Connolly, 2009). Some studies used a pre-test and post-test design to measure students' achievement before and after the intervention to assess the efficacy of the multisensory approach (Obaid, 2013; Jasmine & Connolly, 2009). Evidence-based writing instruction, process approach, feedback, and writing quality (Busse et al., 2026). Technology-supported writing and deep-learning approaches can enhance students' writing skills, while AI-supported writing tools can provide structured scaffolds that promote planning, critical thinking, and argumentative writing processes (Bal & Öztürk, 2025; Yang et al., 2026).

The use of a comprehensive intervention program that incorporating various reading skill modules has effectively improved word reading, vocabulary, verbal fluency, and comprehension. Especially authentic materials in language learning, emphasizing the need for innovative teaching strategies to enhance ESL writing skills (Pulagara, 2017). Innovative instructional methods and strategies help bridge the gap between academic writing and industry demands (Vijayshree, 2017; Thenmozhi, 2015). The researcher initiated this action research study aimed at implementing targeted, evidence-based interventions. By integrating multi-sensory strategies and collaborative learning approaches, the study seeks to enhance letter recognition, reduce error frequency, and enhance overall writing skills and confidence among students. The goal is to develop a practical framework suitable for traditional classrooms. Through this approach, the study hopes to contribute to better academic results and increased learner confidence in writing (Vijayshree, 2017).

Objectives of the Study

- Identify and analyze specific writing errors (sentence structure, spelling, grammar and handwriting) among students in Class 9.
- Design and implement targeted, multi-sensory and collaborative interventions to reduce these errors.
- Recommend follow-up actions to ensure sustained improvements in writing skills.

METHODOLOGY

Population and Sample: The population for this study consists of class IX students at Khannagar Government High School, Cuttack. The purposive sampling method was used to select seven students from Khannagar Government High School (those students faced writing problems). Student Writing Samples were collected through regularly written work across various activities, including tactile writing, oral dictation, peer writing tasks and daily textbook-based writing practice. For tracking gradual improvements in spelling, sentence structure, vocabulary use, and overall writing fluency over time. **Baseline and End-line Assessments, Technique:** A self-developed test by the teacher was administered before the intervention (baseline) and re-administered after the completion of the activities (end-line). **Purpose:** To measure changes in student performance in spelling, grammar, handwriting and sentence construction using consistent, comparable data from the same test. Particularly, these five aspects of intervention were conducted 1. Tactile letter formation and writing practice using sand trays and paper cutouts. 2. Oral dictation and copying of sentences. 3. Pair writing tasks and peer review sessions using feedback forms. 4. Teacher-led writing circles and graphic organiser practice. 5. Daily writing assignments from textbook passages. **Procedure of Data Collection:** Evidence was gathered through baseline assessments, observational logs, student work samples, peer feedback forms, and educator reflection logs over the course of the action plan. Focused multi-sensory writing practice using tactile and oral activities will minimize mistakes in spelling and sentence structure among learners. **Data Collection Method:** Group-written paragraphs were collected and analyzed for coherence, organization, and vocabulary usage. Structured peer review forms were used to gather peer evaluations on content, structure, and grammar.

A. Designed Interventions

Sl. No.	Activity Description	Timeline	Resource Materials
1	Tactile letter formation and writing practice using sand trays and paper cutouts	1 st to 2 nd Week	Sand trays, paper, pencils
2	Oral dictation and copying of sentences	1 st to 4 th Week (ongoing)	Chalkboard, markers, notebooks, pencils
3	Pair writing tasks and peer review sessions using feedback forms	2 nd Week	Paper, pencils, peer feedback forms
4	Teacher-led writing circles and graphic organizer practice	3 rd Week	Pre-printed graphic organizers, paper, pencils
5	Daily writing assignments from textbook passages	1 st to 4 th Week (ongoing)	Class textbooks, notebooks, and blackboard

(Table-1: Designed intervention table)

Techniques of Data Analysis

To evaluate the effectiveness of the intervention, the researcher employed both quantitative and qualitative techniques. The Mean and Standard Deviation (S.D.) were used to compare the results of the baseline and end-line tests. Qualitative analysis involves reviewing peer feedback forms and graphic organizers to assess writing organization, clarity of thought, and planning skills.

Results and Discussion

B. Result of baseline test:

Roll no	Spelling error		Sentence error		Grammar error			Handwriting error	
	Letter Substitution	Matra Usage	Sentence Fragments	Comma Splices	S-V Mismatch	Tense Inconsistency	Misplaced Modifiers	Uneven letters/spacing	Misaligned text
1	5	6	4	3	4	4	3	5	4
2	6	7	5	4	5	4	4	6	5
3	5	6	4	3	4	3	3	5	4
4	6	7	5	4	5	5	4	6	5
5	5	6	4	3	4	3	3	5	4
6	6	7	5	4	5	4	4	6	5
7	5	6	4	3	4	3	3	5	4

(Table-2: Result of Baseline Test)

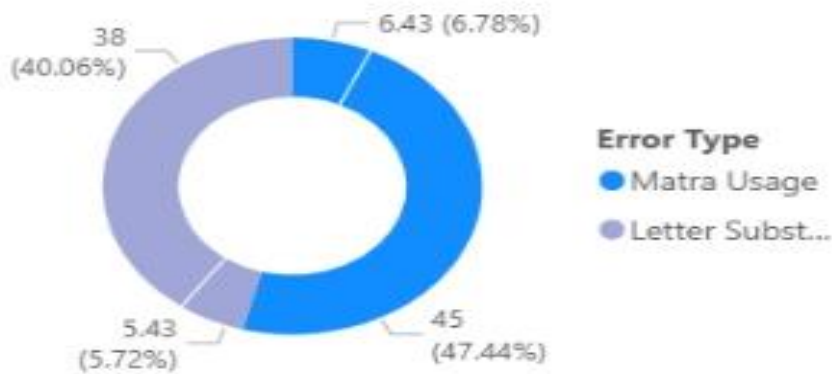
Interpretation of Baseline Test Results

This baseline test highlights the key difficulties faced by students with writing difficulties in Odia, including sentence formation issues, spelling errors, grammar mistakes, and poor handwriting. It confirms the necessity for an intervention plan focusing on structured writing exercises, spelling reinforcement, and handwriting improvement. Here is an analysis of the data provided in the table across four areas: spelling, sentence, grammar, and handwriting.

Spelling Errors

Error Type	Data Points (Roll 1 -7)	Total	Average
Letter Substitution	5, 6, 5, 6, 5, 6, 5	38	5.43
Matra Usage	6, 7, 6, 7, 6, 7, 6	45	6.43

Sum of Average and Sum of Total by Error Type



(Table-3: Spelling Error)

Matra Usage errors are slightly more frequent and consistent at 6–7 occurrences, in which Letter Substitution errors consistently alternate between 5 and 6. These suggest a strong need for focused spelling instruction, particularly in the representation of vowel sounds.

The donut chart displays the breakdown of two spelling error types made by students: Matra Usage and Letter Substitution. Matra Usage is the most prevalent error, with a total count of 45, showing frequent difficulties in using vowel marks correctly. Letter Substitution follows closely, totaling 38 instances and accounting for, indicating students often substitute incorrect letters. Additional data points, such as the averages—6.43 for Matra Usage and 5.43 for Letter Substitution—further highlight that both error types are common but that misusing Matra's poses a slightly greater challenge for students than substituting letters. The distribution suggests a need for instructional focus on both correct Matra application and letter accuracy, with an emphasis on vowel representation.

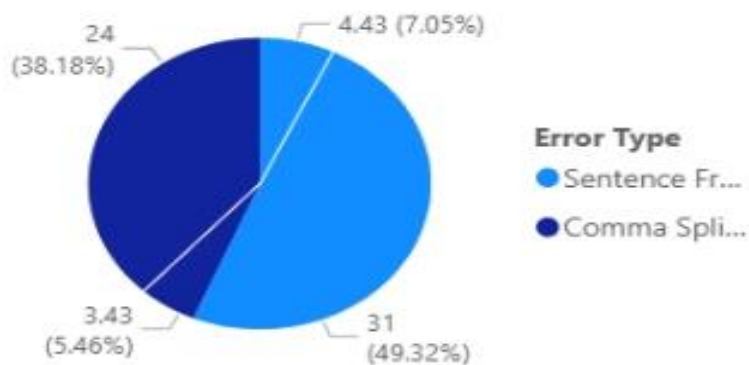
Sentence Errors

Error Type	Data Points (Roll 1-7	Total	Average
Sentence Fragments	4, 5, 4, 5, 4, 5, 4	31	4.43
Comma Splices	3, 4, 3, 4, 3, 4, 3	24	3.43

(Table-4: Sentence Errors)

Students alternated between correctly and incorrectly using sentence structures, suggesting partial understanding. Comma splices were less common but recurring enough to warrant instruction on punctuation and run-on sentence errors.

Sum of Average and Sum of Total by Error Type



The pie chart provides a breakdown of sentence-level writing errors, explicitly focusing on sentence fragments and comma splices among a group of students. Sentence fragments are the most frequent error, with a total count of 31, averaging 4.43 occurrences per student. In comparison, comma splices have a total count of 24, making errors, with an average of 3.43 per student and visually emphasizing both the frequency and relative prevalence of each error type. Overall, this distribution indicates that sentence fragments pose the most significant challenge, followed by comma splices, and highlights the need for targeted instructional support in sentence construction and punctuation skills.

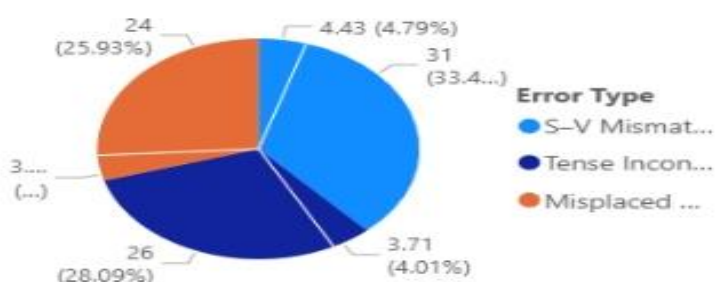
Grammar Errors

Error Type	Data Points (Roll 1-7)	Total	Average
S-V Mismatch	4, 5, 4, 5, 4, 5, 4	31	4.43
Tense Inconsistency	4, 4, 3, 5, 3, 4, 3	26	3.71
Misplaced Modifiers	3, 4, 3, 4, 3, 4, 3	24	3.43

(Table-5: Grammar Errors)

Sentence Verb Mismatch was the most consistent issue among grammar errors. Whereas, Tense inconsistency and modifier placement also contribute to syntactic confusion, though at slightly lower frequencies. All three areas show the need for grammatical reinforcement, especially in agreement and clarity.

Sum of Average and Sum of Total by Error Type



The pie chart displays the sum of average and total counts for different grammar error types among students: subject-verb mismatch (S–V Mismatch), tense inconsistency, and misplaced modifiers. The largest segment, representing subject-verb mismatch, accounts for 31 errors and the highest average of 4.43, indicating this is the most frequent and significant grammar mistake observed. Tense inconsistency is the next most common, with 26 errors and an average of 3.71, showing that students also frequently struggle to maintain consistent verb tenses. Misplaced modifiers represent 24 errors with an average of 3.43 per student. The chart emphasizes that while all three error types are prevalent, subject-verb mismatches are the most dominant issue within grammar errors for these students, followed by tense issues and misplaced modifiers.

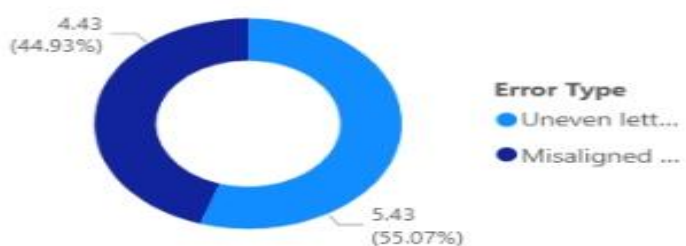
Handwriting Errors

Error Type	Data Points (Roll 1-7)	Total	Average
Uneven letters/spacing	5, 6, 5, 6, 5, 6, 5	38	5.43
Misaligned text	4, 5, 4, 5, 4, 5, 4	31	4.43

(Table 6: Handwriting Errors)

Handwriting issues are consistently high, especially with uneven spacing. In which Misaligned text appears slightly less frequently but is still widespread. Data also indicates a need for improved fine motor control and visual layout awareness in student writing.

Sum of Average and Sum of Total by Error Type and Data Points (Roll 1–7)



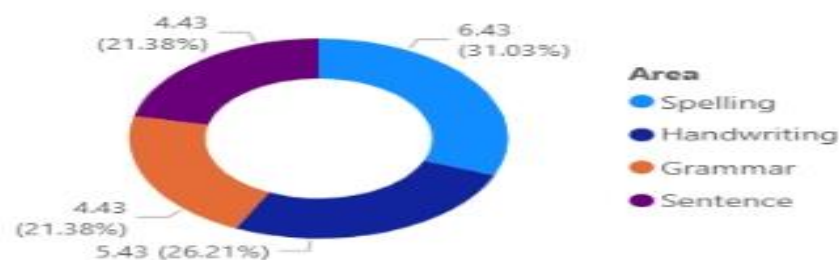
The donut chart illustrates the distribution of two handwriting error types—Uneven letters/spacing and Misaligned text among students assessed for writing issues. Uneven letters/spacing is the most common, with a total error of 38 and an average of 5.43 per student. In the misaligned text, the total error is 31, with an average value of 4.43 per student. This proportional breakdown highlights that, while both error types are significant, uneven letter formation and spacing are slightly more prevalent, suggesting a priority area for targeted handwriting interventions.

Summary Table

Area	Error Types	Total	Highest Avg	Notes
Spelling	Letter Sub, Matra Usage	83	6.43	Most frequent errors overall
Sentence	Fragments, Comma Splices	55	4.43	Moderate prevalence
Grammar	S-V, Tense, Modifiers	81	4.43	grammar issues
Handwriting	Spacing, Misalignment	69	5.43	Visual clarity concerns

(Table-7: Summary Table)

Sum of Highest Avg and Sum of Total Instances by Area and Error Types



Spelling errors, especially Matra usage, are the most widespread and consistent. Grammar and handwriting errors also appear commonly, requiring balanced attention between linguistic structure and motor skills. The uniformity in error frequency across roll numbers suggests systematic learning gaps rather than individual anomalies.

Spelling errors account for the most significant proportion, with an average value of 6.43 for each student. It indicates that students struggle most with spelling-related issues such as letter substitution and Matra usage. Handwriting errors are the second most common coverage area of error, with an average value of 5.43 per student. It highlights frequent problems with letter formation and text alignment. Both grammar and sentence errors contribute equally, with an average of 4.43, showing that challenges with subject-verb agreement, tense, modifiers, sentence fragments, and comma splices are also prevalent but slightly less dominant. The distribution reveals that while all four areas contribute significantly to writing errors, targeted interventions in spelling and handwriting may yield the most immediate improvements, as these are the most pronounced weaknesses among students.

End-line Test

The end-line test also used the same word sheet that was used in the baseline. The same procedure was also followed in the end line.

(Table 8: Results of End-line Test, Types of mistakes made by students during end-line test)

Roll no	Spelling error		Sentence error		Grammar error			Handwriting error	
	Letter Substitution	Matra Usage	Sentence Fragments	Comma Splices	S-V Mismatch	Tense Inconsistency	Misplaced Modifiers	Uneven letters/spacing	Misaligned text
1	3	4	2	0	1	2	2	3	2
2	4	5	3	2	3	2	3	4	3
3	3	4	2	1	2	2	2	3	1
4	4	5	3	2	4	4	3	4	3
5	3	4	2	2	2	2	2	3	4
6	4	5	3	1	4	3	3	4	3
7	3	4	2	2	3	2	2	3	2

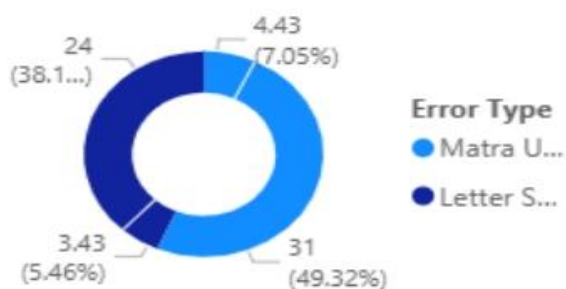
The end-line test results indicate a marked improvement in students' writing skills, with error counts showing a moderate reduction across all areas. For instance, in the spelling category, errors related to letter substitution—such as ଢ for ଡ or substituting ଉ for ଊ, ଓ with ଔ or ଯ with ଯ—were significantly reduced, reflecting progress in recognizing the correct forms. Similarly, errors in Matra usage, like the mix-up between '୩' କାଠ and '୩' କାଠ or '୩' କାଠ and '୩' କାଠ, showed noticeable improvement, suggesting that the multi-sensory exercises (such as the tactile writing practice using sand trays) helped reinforce correct letter and Matra formation. In terms of sentence structure, there was a reduction in sentence fragments and comma splices, which indicates that students are now better able to construct complete and coherent sentences. The activities that involved copying paragraphs and structured sentence formation tasks allowed them to internalize proper sentence boundaries and punctuation, thereby reducing the frequency of run-on sentences and incomplete thoughts. Grammar errors, particularly subject-verb mismatches, tense inconsistencies, and misplaced modifiers, have also diminished. The oral dictation sessions, followed by group discussions and peer review, provided students with the opportunity to identify and correct these errors, leading to a more precise and more consistent application of grammatical rules. This systematic response strategy plays a key role in enabling learners to grasp the significance of grammatical alignment in their compositions. Enhancements in penmanship were noticeable from less variation in letter size, disorganized inter-letter gaps, and skewed word placement.

1. Spelling Errors

Error Type	Data Points (Roll 1-7)	Total	Average (Total/7)
Letter Substitution	3, 4, 3, 4, 3, 4, 3	24	3.43
Matra Usage	4, 5, 4, 5, 4, 5, 4	31	4.43

(Table-9: Spelling Errors)

Sum of Average (Total/7) and Sum of Total by Error Type



After the planned intervention, the end-line test results show that Matra Usage errors and letter substitution are both slightly reduced from the baseline test. Here, the letter substitution is consistent at 3-4 occurrences, while Matra usage errors consistently alternate between 4 and 5. This displays the notable improvement in error occurrence in both types of spelling errors.

Matra usage error is lower than the baseline test; it remains the most prevalent error, with a total count of 31, indicating difficulties with using vowel marks correctly. Here also, the Letter substitution follows closely, totalling 24 instances, indicating students often substitute incorrect letters. Here, additional data points, such as the averages of 4.43 for Matra usages and 3.43 for letter substitution, further highlight that both error types are common, but still, incorrect Matra usages create significant challenges for students compared to substituting letters. The given data indicates a greater focus on correct Matra application and letter accuracy, with more emphasis on vowel representation.

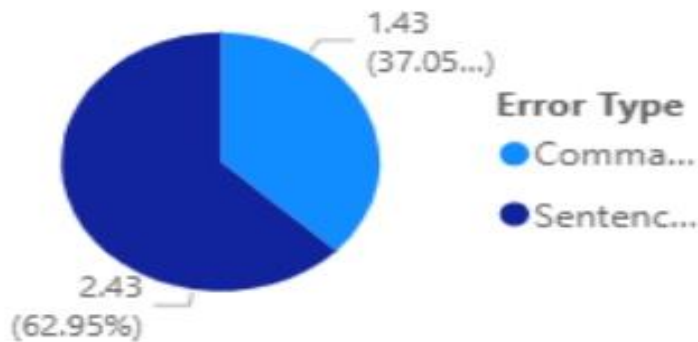
2. Sentence Errors

Error Type	Data Points (Roll 1-7)	Total	Average (Total/7)
Sentence Fragments	2, 3, 2, 3, 2, 3, 2	17	2.43
Comma Splices	0, 2, 1, 2, 2, 1, 2	10	1.43

(Table-10: Sentence Errors)

This table represents the end-line test results of the students in the sentence error area after the targeted interventions. This data indicates that sentence fragments still pose significant challenges, although the error rate is lower compared to the baseline test. This is followed by comma splices, which show a slight improvement in students' understanding of the use of punctuation in sentences.

Sum of Average (Total/7) and Sum of Total by Error Type



The analysis of the provided data reveals distinct patterns in sentence fragments and comma splice errors. Sentence fragments occurred consistently across all seven rolls, ranging narrowly between two and three errors each time, leading to a relatively high total of 17 and an average of 2.43 errors per attempt. This consistency suggests a persistent issue with sentence completeness and structure, requiring focused practice and reinforcement. On the other hand, comma splices occurred less frequently and with greater fluctuation, ranging from zero to two errors per roll, totaling 10, with an average of 1.43. The occasional absence of comma splice errors indicates intermittent improvement or mastery, though inconsistent attention or understanding likely contributes to the variability. In this context, addressing sentence fragments should be prioritized as targeted exercises on sentence construction, while comma splices would benefit from periodic review to stabilize performance and maintain improvement.

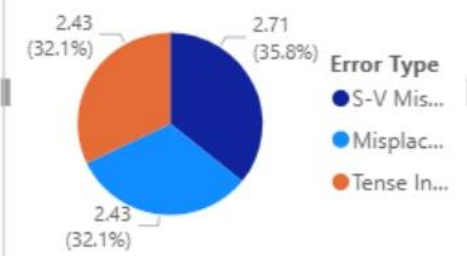
Grammar Errors

Error Type	Data Points (Roll 1-7)	Total	Average (Total/7)
S-V Mismatch	1, 3, 2, 4, 2, 4, 3	19	2.71
Tense Inconsistency	2, 2, 2, 4, 2, 3, 2	17	2.43
Misplaced Modifiers	2, 3, 2, 3, 2, 3, 2	17	2.43

(Table -11: Grammar Errors)

After the targeted-intervention analysis of grammatical error, follow the same pattern of analysis. It also consists of three elements: S-V Mismatch, tense inconsistency, and misplaced modifiers.

Average of Average (Total/7) by Error Type



Among these, S-V Mismatch is the most frequent, with a total of 19 errors and an average of 2.71 errors per student, indicating that difficulties with correct subject-verb agreement are widespread. Tense Inconsistency and Misplaced Modifiers are each observed 17 times, averaging 2.43 errors per student for both categories. This points to common struggles with maintaining verb tense and correctly placing descriptive words or phrases. No student was entirely free from these errors, with most individuals making multiple mistakes across all categories, though error counts ranged from 1 to 4 per student per error type. The pattern shows that grammar issues are not isolated but rather consistently distributed among the students, underscoring the need for focused instruction and practice in the basics of subject-verb mismatch, tense consistency, and modifier placement. Addressing these areas is essential for improving students' clarity and grammatical accuracy in writing.

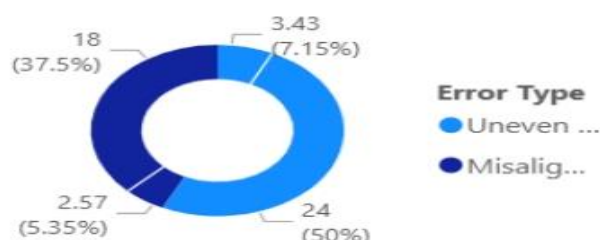
Handwriting Errors

Error Type	Data Points (Roll 1-7)	Total	Average (Total/7)
Uneven Letters/Spacing	3, 4, 3, 4, 3, 4, 3	24	3.43
Misaligned Text	2, 3, 1, 3, 4, 3, 2	18	2.57

(Tabl-12: Handwriting Errors)

End-line result shows notable change in Handwriting errors, which are mainly categorized into two types: uneven letters/spacing and Misaligned text.

Sum of Average (Total/7) and Sum of Total by Error Type



The donut chart records two main handwriting error types among the students. Uneven Letters/Spacing is the more common issue, with a total of 24 errors and an average of 3.43 errors per student. This highlights widespread and consistent difficulties with keeping letter sizes uniform and maintaining regular spacing, which can affect legibility and the overall presentation of written work. Misaligned Text is somewhat less frequent, appearing 18 times in total, with an average of 2.57 errors per student, indicating notable challenges with aligning text properly on the page. Both error types are present for all students, though uneven letters/spacing tends to be more prevalent. The consistency of these errors across the group reinforces the need for focused instruction

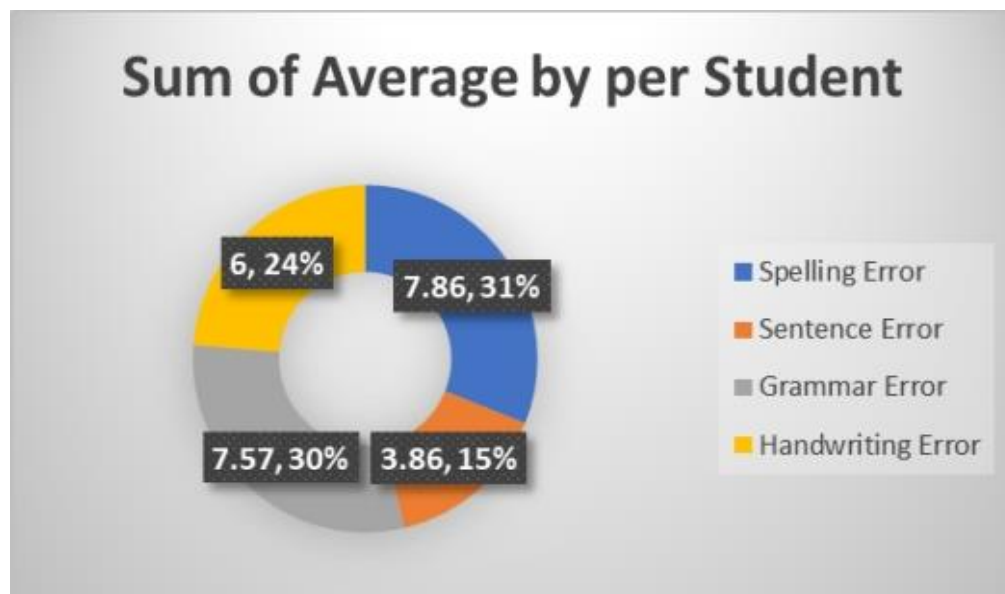
aimed at improving fine motor skills, handwriting practice, and visual organization, all of which are important for producing neat, readable written assignments.

Summary Table

Error Area	Error Types (Included)	Total Errors	Average per Student
Spelling Error	Letter Substitution, Matra Usage	55	7.86
Sentence Error	Sentence Fragments, Comma Splices	27	3.86
Grammar Error	S-V Mismatch, Tense Inconsistency, Misplaced Modifiers	53	7.57
Handwriting Error	Uneven letters/spacing, Misaligned text	42	6

(Table-13: Summary Table)

This table shows the four types of writing errors made by students in the end-line test.



The donut chart represents the overall errors committed by students in the end-line test. Here, the data represent the average error committed by each student in these four dimensions, where most students face difficulties with spelling, which makes them more likely to make mistakes in Matra usage and letter substitution. This spelling error has an average of 7.86 per student. This is closely followed by grammar errors, with an average of 7.57 per student, indicating that students frequently make mistakes in subject-verb agreement, tense changes during writing, and modifier placement. Then comes the handwriting error, where students tend to make mistakes in text alignment, letter size, and spacing between words. The average per person in this error is 6. Last comes sentence error, where sentence fragments and comma splices have an average per person of 3.86. This indicates students are less likely to make mistakes in sentence structure compared to the other three domains. In conclusion, the data represent a slight improvement in students' writing in the four given domains compared to the baseline test. However, still, more strategies and interventions are needed to improve the writing skills among students.

D. Baseline and end-line test

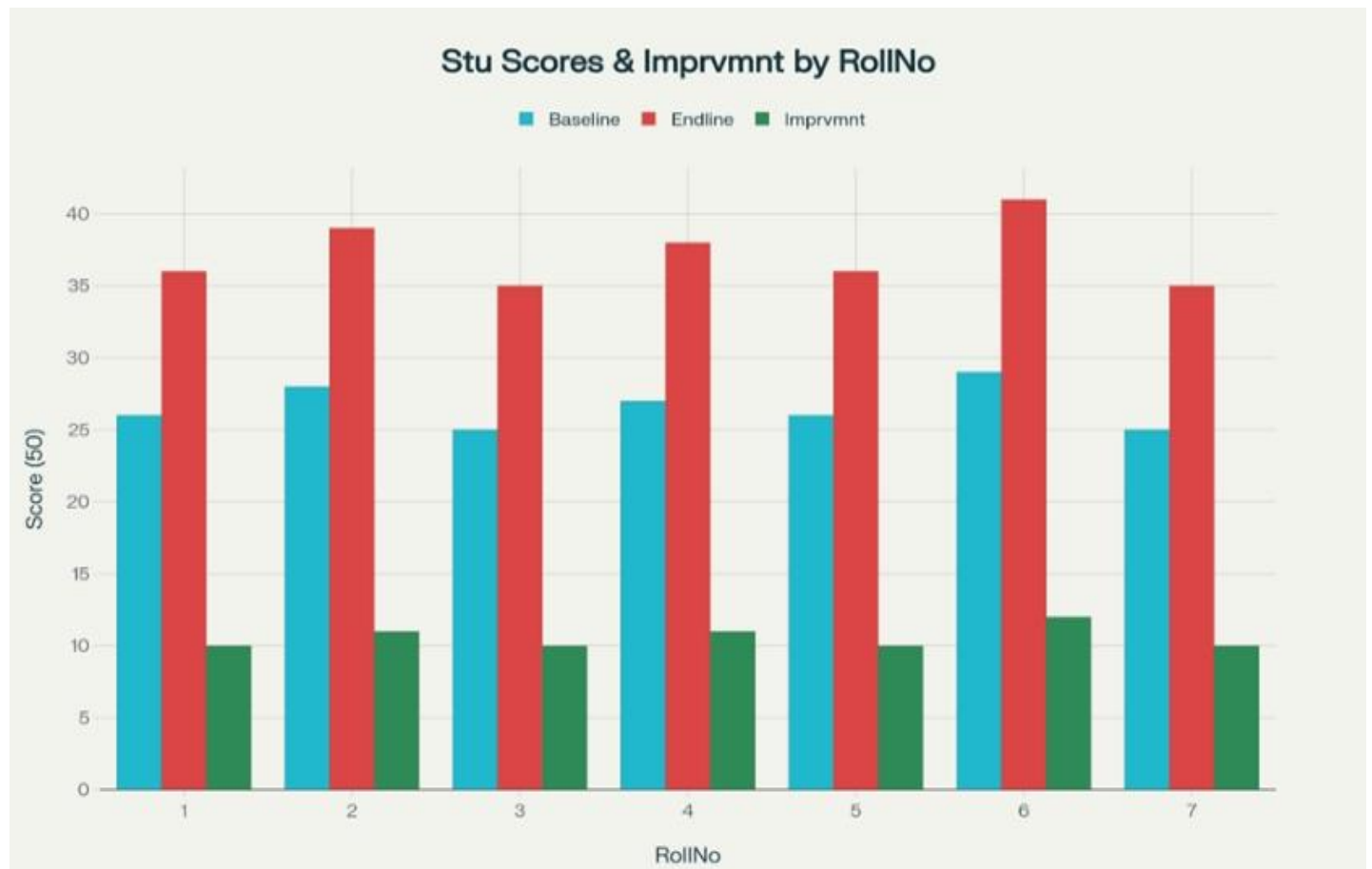
Below is the comparative table showing the baseline and end-line test scores for the seven students, along with the point improvement:

Roll No	Baseline Score	Endline Score	Improvement (points)
1	26	36	10
2	28	39	11
3	25	35	10
4	27	38	11
5	26	36	10
6	29	41	12
7	25	35	10
Mean	26.57	37.14	10.57
S.D	1.5	2.1	0.6

(Table-14: Baseline and end-line test)

The analysis of the data for seven students shows consistent and significant improvement in their writing scores following instructional intervention.

Student Scores and Improvement by Roll No



The analysis of the grouped bar chart for seven students' scores shows a clear and consistent improvement in performance following an instructional intervention. Each student's endline score is noticeably higher than their baseline score, with improvement values ranging from 10 to 12 points. This upward trend is uniform across all roll numbers, indicating that the intervention was effective at both the individual and group levels. The data suggests that students benefited significantly, achieving not only higher scores but also more consistent outcomes overall. This positive pattern highlights the success of the targeted educational strategies in boosting students' writing proficiency.

Mean Score of Baseline and End-line Test



(Mean score and standard deviation of both baseline and end-line test)

This bar graph represent the mean score of both baseline and end-line tests. The baseline mean score of approximately 26.57 indicates that, on average, students performed at a relatively low level. After the intervention, the endline mean increased to about 37.14, demonstrating a significant improvement in overall writing proficiency—an increase of roughly 10.57 points, which equates to around a 40% improvement. The baseline standard deviation of approximately 1.5 suggests that the students' scores were relatively clustered around the mean, reflecting consistent low performance across the group. In contrast, the end-line standard deviation of about 2.1 indicates a slightly wider spread in scores after the intervention. This increase in variability may imply that while most students improved, the degree of improvement varied, with some students benefiting more from the intervention than others.

E. Comparative Analysis of Baseline and End-line Test Score Across Learning Criteria and Percentage of Improvement

Criteria	Sub-Criteria	Baseline Score	End-Line Score	Total	Total Baseline Score	Total End-Line Score	% Improvement of
Spelling Error	Letter Substitution	38	24	62	83	55	33.73
	Matra Usages	45	31	76			
Sentence Error	Sentence Fragments	31	17	48	55	27	50.91
	Comma Splices	24	10	34			
Grammar Error	S-V Mismatch	31	19	50	81	53	34.56
	Tense Inconsistency	26	17	43			
	Misplaced Modifiers	24	17	41			
Handwriting Error	Uneven Letter/Spacing	38	24	62	69	42	39.13
	Misaligned Text	31	18	49			

(Table -15: Comparative Analysis of Baseline and End-line Test Scores Across Learning Criteria and Percentage of Improvement)

The table above presents a comparative analysis of baseline and end-line test scores across various learning criteria, highlighting the percentage of improvement. It indicates that the error rate seen in the baseline test was significantly reduced in the end-line test. From the baseline result, it was observed that spelling and grammatical errors were more prevalent than sentence-level and handwriting errors. After the targeted intervention, there was a notable improvement in sentence errors, with a 50.91% improvement rate. This indicates that students became more proficient in identifying and correcting sentence fragments and comma splices. Next, the handwriting error showed a 39.13% improvement. This suggests that students became better at maintaining consistent spacing, letter sizing, and alignment of text. Grammatical errors followed, with a 34.56% improvement from the baseline, indicating increased student awareness of subject-verb mismatch, tense consistency, and proper modifier placement- an outcome attributed to the goal-oriented multisensory intervention. Finally, the most frequently occurring issue was spelling errors, which often caused confusion and changed the intended meaning of words. However, after applying the multi-sensory approach, there was a 33.73% improvement in this domain. This highlights that students significantly benefited from this approach. In conclusion, the data from the table suggested that although some errors persist, there has been a considerable improvement in students' performance due to the effective use of the multi-sensory learning strategy.

F. percentage of improvement in sub-criteria

Criteria	Sub-Criteria	Baseline Score	End-Line Score	% of Improvement in Sub-Criteria
Spelling Error	Letter Substitution	38	24	36.84
	Matra Usages	45	31	31.11
Sentence Error	Sentence Fragments	31	17	45.16
	Comma Splices	24	10	58.33
Grammar Error	S-V Mismatch	31	19	38.70
	Tense Inconsistency	26	17	34.61
	Misplaced Modifiers	24	17	29.16
Handwriting Error	Uneven Letter/Spacing	38	24	36.84
	Misaligned Text	31	18	41.93

(Table-16: Percentage of improvement in each sub-criteria)

The table above displays the overall scores and percentage improvements in various sub-categories among seven students after the implementation of a targeted multi-sensory approach. It reflects a noticeable improvement in each error type. For instance, spelling errors, particularly letter substitution, were significantly reduced, showing a 36.84% improvement. Similarly, Matra usages showed a 31.11% increase in accuracy. In the category of sentence-level errors, comma splices showed a 58.33% improvement, while sentence fragments improved by 45.16%. This indicates that students developed a better understanding of punctuation usage and sentence construction. Grammatical errors also show a positive shift. Subject-verb mismatch issues improved by 38.70%, tense-related errors were reduced by 34.61%, and misplaced modifiers showed a 29.16% improvement. These changes suggest that students gained a firmer grasp of grammar rules and their correct usage. Lastly, handwriting issues - specifically uneven lettering/spacing and misaligned text also improved. Uneven letter/spacing issues showed a 36.84% improvement, while misaligned writing improved by 41.93%. Although these errors have not been eliminated, the results indicate that the thoughtful integration of a multi-sensory and collaborative approach in classroom instruction can lead to meaningful and measurable progress, even within a conventional learning environment.

Suggestions

Reading Focus: Emphasize reading paragraphs and writing new words on the blackboard for group exposure. Peer Support: Ensure structured peer collaboration continues during dictation sessions. Self-expression:

Encourage students to write personal narratives to build self-confidence. Constructive Feedback: Provide specific guidance regarding mistakes in dictated tasks, coupled with tips for independent error fixing. Daily Practice: introducing a daily writing task for proper letter formation and word accuracy. Parental Involvement: communicating with parents regarding the writing errors due to irregular practice, and recommending writing drills for after-school time.

CONCLUSION

Over the course of the intervention, pupils showed evident enhancement in spelling, sentence structure, grammar, and handwriting, contributing to more fluent and logically connected composition. The planned instructional model comprising collaborative chalk-and-talk practice, oral dictation, pair writing tasks, and teacher facilitated writing task with graphic organizers-this creates a positive and inclusive instructional setting which reduced common writing errors while enhancing learner self-esteem and participation. The end-line assessment revealed that the overall error rate dropped nearly 40%, confirming the effectiveness of the planned instruction. For instance, mistakes in letter substitution and Matra usage were reduced notably, while progress was also observed in sentence construction and grammatical consistency. These advancements were accomplished through sustained intentional practice and positive peer feedback, which helped students grasp correct writing patterns and strengthen their learning. Despite these favourable outcomes, the study also points out lacuna, including the modest sample size and challenges associated with overcrowded classrooms, which constrain individualized attention. These factors indicate that further research is needed to look into strategies for a diverse range of learners. Future studies could embed additional activities focused on diverse writing difficulties and evaluate the long-term impact of consistent practice and feedback. In summary, this research offers an inspiring model for educators working in regular classroom settings. By consistently integrating learner-specific, multi-sensory, and collaborative teaching methods into everyday practice, teachers can create a supportive learning environment that not only boosts academic outcomes but also motivates students to achieve their maximum potential.

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