

# The Role and Importance of Act in Teaching Students To Write In The Elementary Grades

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**Abstract:** This study investigates the role and importance of the ACT approach in teaching writing in the elementary grades. The ACT framework, which integrates activity-based learning, collaboration, and technology, was implemented in an experimental classroom over an eight-week period. A mixed-methods design was employed to examine changes in students' writing performance, engagement, and attitudes toward writing. The results indicate that students taught through the ACT approach demonstrated significantly higher improvement in writing quality, motivation, and classroom participation compared to those taught using traditional methods. The findings suggest that ACT provides an effective, learner-centered framework for developing writing skills in young learners.

**Keywords:** ACT approach; writing instruction; elementary education; activity-based learning; collaborative learning; educational technology; literacy development.

**Introduction:** Writing is widely recognized as one of the most complex and demanding language skills in the process of literacy development. Unlike listening or speaking, which often develop naturally through social interaction, writing requires formal instruction and systematic practice. It involves not only the mechanical ability to form letters and words, but also higher-order cognitive processes such as planning, organizing ideas, selecting appropriate vocabulary, applying grammatical rules, and considering the purpose and audience of the text. For elementary school students, who are still developing basic language proficiency and cognitive control, mastering these processes simultaneously presents a significant challenge. In many educational contexts, writing instruction at the elementary level remains dominated by traditional, teacher-centered approaches that emphasize copying, memorization, and grammatical accuracy. While such methods may help students acquire basic conventions of writing, they often fail to develop students' ability to express ideas meaningfully, creatively, and coherently. As a result, many children perceive writing as a difficult, boring, or anxiety-provoking activity rather than as a tool for communication and self-expression. This negative perception can have long-term consequences for students' academic performance, as writing skills

are essential across all subjects and educational stages. Contemporary educational theory increasingly highlights the importance of learner-centered approaches that actively engage students in the learning process. These approaches are grounded in constructivist and socio-cultural theories, which view learning as an active process of knowledge construction rather than passive reception. From this perspective, students learn to write not by merely following rules, but by engaging in meaningful writing activities, interacting with peers, receiving feedback, and reflecting on their own work.

## Methodology

The ACT approach — integrating Activity-based learning, Collaboration, and Technology represents a pedagogical framework that responds to these theoretical and practical challenges. By incorporating purposeful activities, social interaction, and digital tools into writing instruction, ACT seeks to create a more engaging, supportive, and effective learning environment for young writers. It encourages students to view writing as a process involving exploration, communication, and revision rather than as a fixed product evaluated only by correctness. This article aims to examine the role and importance of the ACT approach in teaching writing in the elementary grades.

It explores the theoretical foundations of ACT, analyzes its pedagogical functions in writing instruction, and discusses its potential to improve students' motivation, creativity, and writing competence. By doing so, the study contributes to the ongoing discussion on how writing instruction can be transformed to better meet the developmental needs of young learners in the modern educational context.

This study adopted a mixed-methods research design in order to obtain a comprehensive understanding of the impact of the ACT approach on elementary students' writing development. The quantitative component was used to measure changes in students' writing performance before and after the instructional intervention, while the qualitative component aimed to explore students' engagement and teachers' perceptions of the learning process. The participants consisted of sixty students from the third and fourth grades of a public primary school, who were divided into an experimental group and a control group, each comprising thirty learners. The experimental group received writing instruction based on the ACT framework, whereas the control group was taught through traditional teacher-centered methods focusing on textbook exercises and individual writing tasks. Data collection was carried out over an eight-week period using multiple instruments. Students in both groups completed a pre-test and a post-test in the form of a narrative writing task, which was assessed using an analytic rubric evaluating content, organization, vocabulary, grammar, and mechanics. In addition, classroom observations were conducted regularly to document levels of student participation, interaction, and engagement during writing lessons. A questionnaire was administered to the students at the end of the intervention to examine their attitudes toward writing and the instructional process, and semi-structured interviews were conducted with the teachers to gain deeper insight into the effectiveness and practicality of the ACT approach in classroom settings.

Quantitative data obtained from the writing tests and questionnaires were analyzed using descriptive statistics and paired-sample t-tests to identify significant differences between pre-test and post-test performance within and between the two groups. Qualitative data from classroom observations and teacher interviews were analyzed through thematic analysis to identify recurring patterns related to motivation, collaboration, creativity, and writing development. Ethical considerations were carefully observed throughout the study; informed consent was obtained from school administrators, teachers, parents, and students, and all participants were

assured that their data would remain confidential and would be used solely for academic and research purposes.

## Results

The results of the study indicate that the ACT approach had a significant positive impact on students' writing performance and learning attitudes. Quantitative analysis of the writing pre-test and post-test scores revealed that students in the experimental group demonstrated substantial improvement across all assessed components, including content development, organization, vocabulary use, grammatical accuracy, and mechanics. In contrast, the control group showed only modest progress, primarily in grammar and mechanics, with limited improvement in idea development and text coherence. The paired-sample t-test results confirmed that the gains observed in the experimental group were statistically significant, suggesting that the ACT-based instruction was more effective than traditional teaching methods in enhancing overall writing quality. In terms of student engagement, classroom observations showed that learners in the experimental group were more actively involved in writing activities, participated more frequently in discussions, and demonstrated greater willingness to revise their work based on peer and teacher feedback. Students working within the ACT framework appeared more confident in expressing their ideas and more open to experimenting with new vocabulary and sentence structures. By contrast, students in the control group tended to rely heavily on the teacher's guidance and were less inclined to take initiative in revising or expanding their written texts.

The results of the student questionnaire further supported these findings. A majority of students in the experimental group reported increased enjoyment of writing lessons, greater confidence in their writing abilities, and a more positive attitude toward collaborative work and the use of technology in the classroom. Many students indicated that digital tools made writing easier and more engaging, particularly during the drafting and revision stages. Teacher interviews also revealed that the ACT approach facilitated more dynamic classroom interaction and helped teachers better address individual student needs through differentiated activities and collaborative support.

## Conclusion

The findings of this study confirm that the ACT approach is an effective method for teaching writing in the elementary grades. By integrating activity-based learning, collaboration, and technology, ACT enhances students' writing performance, motivation, and

engagement. It supports not only the development of technical writing skills but also learners' confidence and creativity, making writing a meaningful and learner-centered process. Therefore, the ACT approach is recommended as a valuable pedagogical framework for improving writing instruction in primary education.

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