CHAPTER – I

INTRODUCTION AND CONCEPTUAL FRAME WORK

“My task which I am trying

to achieve is by the power of written word,
to make you hear, to make you feel,
it is before all, to make you see.”

- Joseph Conrad (Lord Jim)

(1857-1924)

1.1. Introduction and Backdrop of the study

Education is a process of human empowerment for the achievement of better and higher quality of life (Dave, 1996). The intrinsic character of education for individual growth and social development is now accepted by every one. Investment in education of youth is considered as most vital by all nations. Education for all by the year 2000 was adopted as a Global target and a framework of a plan of action to achieve this target was adopted by international community.

Language is an essential part of human life. It is the man’s greatest achievement that distinguishes the human being from the animal. Human beings are able to learn, think, feel and express themselves through language. Language in its written form helps the past to come to be true in terms of present paving eternity for that language.

Generally speaking language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combination of these symbols (Bernstein and Tieger man, 1989). Therefore language is a code where by ideas about the world are represented through a conventional system of arbitrary symbols for communication (Bloom and Laney, 1978).
Language is like the flesh and blood of human culture. People get influenced in their emotions, experience, thoughts and feelings with the help of language. One can not imagine a world without language. The advancement in science and technology, modern economics, literature, social and culture, tradition and knowledge of history have all become possible today mostly because of language. One generation transmits its customs, ideas, thoughts, beliefs, religions etc., with the help of written and spoken language to the younger future generations to maintain continuity and achieve further advancement. It can thus be concluded that language is such an important element of human society that without it, all cultural activities would remain dormant and all human experience would be rendered insignificance.

Language is a complex phenomena associated with the vocal and auditory communication of emotions, ideas, thoughts and feelings of human beings. Using the language an individual speaks, expresses his emotions, thoughts, desires, feelings etc. in a social atmosphere. In general the responsibility of language learning rests on the shoulders of teacher – educators of a language. As English occupied and recognised as International language its role assumes greater significance in the world. As such learning English language is resorted to in almost all the educational system prevailing in various countries. In India it is treated as second language in most situations. With this Significant position of English language as International language aims of teaching English are many fold.

**Aims of teaching English**

a) to enable the learner to communicate effectively and appropriately in real-life situation.

b) to use English effectively for study purposes across the curriculum.
c) to develop and integrate the use of the four language skills i.e. listening, speaking, reading and writing.

d) to develop an interest in literature.

e) to recycle and reinforce structures already learnt.

Apart from helping students to achieve these overall aims, the teacher has an important role to play in improving the linguistic competence of the students. The main principles of teaching English that help towards this end are creativity, self-monitoring and liberal education.

The aim of learning English like any other language is to acquire Listening, Speaking, Reading and Writing skills. While listening and reading are passive or receptive skills, speaking and writing are active or productive skills. “Learning how to write effectively has value in itself as part of the long – term education process, and should not be evaluated only on whether it is immediately profitable or not:”

Teaching writing is a very important part of teaching the English language and no doubt it needs special attention. The natural properties of the written channel (written channel is permanent, is characterized by logical sequences, uses a consistent set of graphic symbols and punctuation etc) help learners to frame their meanings / messages as they write until they ultimately create a text, they are pleased to leave. Teachers have to remember that “The product is, after all, the ultimate goal: the reason that we go through the process of prewriting, drafting, revising and editing. Without that final product firmly in view, we could quite simply drown ourselves in a sea of revisions. Process is not the end: it is the means to an end:” (Douglas Brown, H. (2001)).

Writing is the most difficult of all the skills. Writing skill combines verbal and motor skills. The learner has to be well versed in words and must know
correct word order. Knowledge of correct spelling is also essential. The ideas must be organized in logical sequence.

Technology is believed to have reduced the need to write in some areas and it has increased the need in some others. More careers in writing probably exist now than before in technical reporting and journalism. Television announcers work from a script. Movie and T.V writers depend for the most part upon writing. People in many occupations and all walks of life write memos, reports, letters, business and personal, sympathy notes, articles, essays, theses, advertisements, brochures, manuals, captions for posters and photographs, the list is endless. In professions where writing is not essential, the ability to express one’s ideas on paper is still an asset.

Writing contributes a lot in taking notes during lectures. It enables in sorting out the information and highlighting what is important. Taking notes helps one remember and yields a written record. Outlining or summarizing new information provides an overview of the subject and also fosters a close analysis of it.

Writing takes a good form of communication as it helps anyone to be in touch with others. The impulse to write can be as urgent as the need to converse with someone sitting across the table in a restaurant or to respond to a provocative comment. Sometimes one may want to influence the readers’ decisions, actions, or beliefs. Sometimes one may want to amuse or flatter others. Writing helps anyone to overcome isolation, writing fosters social relationships.

Good writing skills necessitate a logical mind, an ability to interact with a wide public, and a knack for comprehending complex situations in depth. The first job is to write, but later advancement often depends on skill in writing. The
ability to write will continue to be a decisive factor in the careers of larger and
larger numbers of people year after year.

Writing is more than public communication; it is a way of thinking. Good
writing is a product of careful thinking. It exhibits the following characteristics
(RIE 2003) as

- Coherent structure
- Smooth, detailed development
- Appropriate style.

The guiding principle should be easy communication for easy
comprehension. In order to achieve a good structure, the writer should first of all
order his material, that is, decide: (a) how much of what should be in the work,
and (b) in what order. Logic, common sense and experience drawn from one’s
wide reading will help here. One must learn the various ways how words,
grammar and discourse to organize diverse ideas into coherent unit are used.
Every piece of writing should strive for this unity. A well-organized piece of
writing should strive and reveals that the writer has established a pattern of
relationship between the individual parts and the whole composition.

In its totality, a piece of writing is like a work of architecture, where every
stone is well cut and fits into the other as if the two make one piece. Nothing in it
should stick out. On the whole the architectural structure should make an
aesthetical satisfaction.

A piece of writing has a framework. To build on to the frame work, one
needs to expand an idea by raising the general points and discussing them in
detail. It is a must to analyze complex matters, provide vivid examples, and
perhaps refute opposing ideas. There should be a smooth flow. When related
ideas are not transferred in an organized sequence, they do not reach their destination. Ideas should therefore be grouped according to their importance and according to their relationship to the other ideas.

Good style in writing is generally distinguished by three qualities. They are (a) Economy (b) simplicity and (c) clarity.

Further, writing is a complex process involving many activities such as an initial probing into experience, an analysis of it, identifying items of specific and definable and finally their expression in a language that is both appropriate and correct. Competence in writing depends on two factors:

- Control over the experience to be communicated
- Control over the language, especially at the level of syntax.

To write in simple and flawless English, one needs sufficient grammatical competence. Besides, the learner needs to learn adequate vocabulary items. With the help of this, the learner can acquire clarity in writing, because clarity of thoughts is one of the main features of writing ability.

Coherence is another feature of writing skill in order to develop and highlight the ideas in logical sequence. Any piece of writing is a mere assembly of words, however impressive and grammatically correct. But it should have a sense of direction with clear mind of the writer and there should be harmony. So, jarring notes are to be eliminated otherwise there would be cacophony and not harmony. Finally, any piece of good and useful writing should be interesting, informative, challenging and creative. If all these features are properly understood, learnt and taught, the learner can clearly understand the correct concept of the given task in writing in simple, grammatical and flawless English.
Infact writing is perceived as the components of spelling, comprehension, grammar, precise – writing, vocabulary and ordering ideas “Writing represents a distinctly different ability from speaking, drawing on many of the same linguistic resources but also relying on distinctly different mental processes” (Weigle, 2002:15)

Towards obtaining prompt writing skills in English the following qualities are expected from the trainees opting for the degree of Bachelor of Education in India. One can take cognizance of the following for a good writing in English.

i) expressing ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices

ii) writing in a style appropriate for communicative purpose

iii) planning, organize and present ideas coherently, by introducing, developing and concluding a topic

iv) writing a clear description (eg. of a place, a person, an object or a system)

v) writing a clear account of events (eg. a process, a narrative, a trend or a cause-efficient relationship)

vi) comparing and contrast ideas and arrive at conclusions

vii) presenting an argument, supporting it with appropriate examples

viii) using an appropriate style and format to write letters (formal and informal) post cards, telegrams, notices, messages, reports, articles and diary entries

ix) transcending information from diagrammatic to verbal form

x) expanding notes into piece of writing

xi) reducing a given text in to a summary

xii) recording information from one text type to another (eg. diary entering to letter, advertisement to report)
Cognition

Cognition is a general term used to refer the higher mental process. Cognition embraces perception, imagination, language and conception including thinking.

Cognition refers to the processing of information about the environment that is received through the sense. Cognitive process involves:

- Selection of information
- Making of alteration in the selected information
- Association of items of information with each other
- Elaboration of information in thought
- Storage of information in memory and when needed
- Retrieval of stored information

Cognition is a mental process that transforms the sensory input in various ways, code it, store it in memory and retrieve it for later use. Perception, imagery, problem-solving, remembering and thinking are all term that describe hypothetical stage of cognition (Neisser, 1967)

The term cognition (Latin: Cognizance, ‘to know’) is used in several loosely related ways to refer to a facility for the human in the processing of information. In psychology and in artificial intelligence it is used to refer to the mental functions, mental processes and states of intelligent entities (humans, human organizations, highly autonomous robots), with a particular focus toward the study of such mental processes as, comprehension, inference, decision-making, planning and learning.

Cognition is the act of knowing. The analysis of the act and its components is the core of Psychologists’ and educators’ attempt to understand the mind and its developments. ‘Cognition’ is a troublesome term to define in Psychology because
it has no clear referent; it is defined narrowly by some as merely ‘awareness’ (Guilford-1967) and is defined so broadly by others as to include all higher mental processes like perception, thinking, attention, language, reasoning, problem solving, creativity and memory.

Since there is no differentiation in pure presence, its knowing is the first knowing, the origin of cognition. We see that the origin of cognition is the experience of being, or more precisely, the dimension of pure presence. Knowing begins with being, which is the knowing of being.

Mental process is hypothesized to occur during sensation, perception, association, memory, learning and thinking. Association means the process through which the memory images are related and ordered. From birth, memory is an integral part of the cognitive process. The activity of combining present sensation and perception with experience and memories makes up what is usually thought of as knowing. Utilizing present perception with memory images and association gives us the process of thinking.

A cognitive process may or may not leave a lasting trace i.e. it may or may not be learned. If it does leave an anagram one says that the animal has learned something or that it has acquired a bit of knowledge. Perceiving a scene, imaging an event, or forming an intention without remembering anything after a while, are cognitive processes and more over, they involve knowledge investments.

The process of mental growth and development is responsible for the development of an individual’s cognitive process like sensation, perception, reasoning, understanding, interpretation, problem solving, imagination, memory conservation, concept formation, association, thinking, intelligence, and generalization.
Sensation: Sensation implies anything, which is experienced through the senses’ a general term, which is used to refer to sound, visual experiences, smell, taste, tactile or kinesthetic describe the particular form that the experience will take or has taken.

Perception: The process by which one analyses and makes sense out of incoming sensory information. Perception has been studied extensively by psychologists and now forms part of cognitive psychology. Perception can be distinguished from sensation, which concern the stimulation of sensory receptors and may be restricted to the earlier stages of processing incoming information.

Understanding: To grasp a fact, process and situation interact especially in learning through experience. Ex. You do not need to understand how computers work to be able to use them.

Imagery: An image is usually a specific object. Mental representation recreates sensory impressions. The study of imagery has been a major area in memory research, as it forms one of the main systems for the encoding and representations of memories.

It is also inevitable to conceptualize certain cognitive strategies that influence in the process of writing.

Memory: Memory is the general term given to the storage and subsequent retrieval of information. Memory has been intensively studied by psychologists through the history of psychology and consequently involves an extensive range of theoretical approaches and fields of enquiry. These include the study of episodic memory, every day memory, levels of processing, encoding and representation and physiological correlation of memory.
**Concept formation:** Concept formation is the name given to the process by which an individual comes to develop mental categories, which will allow objects and events to be classified and grouped together. A cognitive development has emphasized concept formation.

**Association:** The linking of one thing with another is sequence. Associative learning is learning which has been acquired as a result of the connection of a stimulus with response. During the period when psychologists were attempting to account for all behaviours as stimulus-response connections, association was seen as the central psychological process.

**Thinking:** Thinking is a general term, which can be defined in several ways (1) the use of symbolic process by brain (2) any chain or series of ideas (3) ideation the sequence of producing ideas concerned with the solving of specific problems or incongruities in models of reality. Thinking is usually taken to mean conscious cognitions. Most psychological investigations of thinking have concentrated on problem solving or concept formation.

**Intelligence:** Intelligence is the ability of an individual to understand the world and workout appropriate courses of action. Within psychology there is no more precise definition that is generally accepted, through the old claim that “intelligence is what intelligence test measure” is uncomfortably acute.

**Interpretation:** The activity of making sense of information and identifying essential meaning is called interpretation. In psychotherapy, the activity of the therapist in pointing out underlying meaning in the patient’s activities are cognitions.

**Generalization:** Generalization is the process by which a learned response is derived in more situations than those in which it was first learned.
Hence, cognitive processes are unobservable mental actions used to manipulate information. Like other kinds of processes, cognitive processes produce outcomes or cognitive products. Cognitive products may be processed again, or they may manifest during performance. For example, a student may rehearse (cognitive process) the spelling of an irregular word over and over to learn (cognitive product) to write it correctly in a test. (Performance)

Imagery, one of the cognitive strategies which enhances writing skill is also involved in cognitive process. Perceptual thinking represents the basic level of thinking. Thinking can proceed without such sensory inputs and when it does so it is operating on a higher and more formal level using images.

Images are mental forms which enable the individual to think of things even when they are not present before him and even when he is not getting any sensations as a result of object stimulation of sense organs. The mental capacity to form images is referred to as ‘imagery’. Prior sensations are necessary for subsequent imagery and we could have image corresponding to the various sensory channels.

To develop any model, suitable strategy could be adopted to acquire expected effectiveness. Here cognitive and affective intervention strategies are used for enhancing writing skill.

In general, strategy is a tool, plan or method used for accomplishing a task. Other terms associated with strategy instruction are:

A strategy is composed of cognitive operation over and above the processes that are natural consequences of carrying out the task, ranging from one such operation to a sequence of under several operation. Strategies achieve cognitive purpose.
Celiger (1982) defined strategy as a set of abstract cognitive functions, which are used to acquire knowledge, which are biologically determined independent and constant.

- Chunking
- Spatial learning
- Concept mapping
- Advance organizer
- Metaphor
- Rehearsal
- Imagery
- Mnemonics

A strategy or group of strategies or procedures that the learner uses to perform academic task or to improve social skills.

- Visualization
- Verbalization
- Making association
- Chunking
- Questioning
- Scanning
- Assessing cues
- Using mnemonics
- Sounding out words
- Self-checking and monitoring

Cognitive strategies are specific in distinguishing to distinct learning activities and would include steps in learning. They include interacting with the
materials to be learned, manipulating the material mentally or physically or applying a specific technique to learning (O Malley et al, 1985).

- Repetition
- Grouping
- Note taking
- Deduction
- Imagery
- Substitution
- Elaboration
- Summarization
- Translation
- Transfer
- Inference
- Auditory representation
- Recombination

Cognitive strategies operate directly on incoming information manipulating it in the ways that enhance learning. Weinstein and Mayer (1986) suggest that these categories can be subsumed less than three broad grouping as Rehearsal, Organization, Elaboration processes.

Strategies which are evolving cognitive processes are called cognitive strategies. Some of them are

- **Chunking**: Chunking, a cognitive strategy simply means grouping, organizing information according to time, space, logical reasoning, types, taxonomies, cause and effects, similarities and differences, the crucial points helped to develop writing skill in English. It is a unit of working memory, and through chunking new material is reorganized into already existing memory units.
Spatial learning: Spatial strategies provide a visual display of substantial amount of information. Students should be intellectually capable of forming the logical operations involved and systematically recalling information.

Bridging strategies such as helping the students move from known to unknown, the advanced organizer is like a bridge, which can be constructed and used with material presented in written and oral form. It introduces a unit of instruction before the main body of presentation. It is based on students’ previous knowledge. It should be brief and abstract. A spatial approach of creating insights that connect a bigger picture by extracting concepts from information and developing relationships among them.

Concept Mapping: Information is processed into long-term memory

Advance organizer: Linkage between known and unknown. This strategy establishes a mindset for the learner, reading new material related to previously learned material.

Metaphor: Emotional connection from context and experience.

Rehearsal: It is replanting the information. It shows the forgetting process and helps in transferring the information to long-term memory.

Imagery: A mental representation depicting an object or event, rather than describing the object or event. Generally, images have a strong subjective resemblance to perceptual experience and so visual images are described as being similar to actual pictures.

Mnemonics: Strategies are designed to improve memory. These techniques attempt to improve memory accuracy and to make learning easier, in general, these strategies attempt in one fashion or another to help memory by imposing an organization on the to be learned materials.
These cognitive strategies and strategy process are stored and retrieved into cerebral cortex. This cerebral cortex consists of four lobes named frontal lobe, partial lobe, temporal lobe and occipital lobe.

The main function of frontal lobes are emotional behaviour, paying attention, decision making, executing plan, thinking, searching and storing information. The partial lobes are responsible for sensory information. Cognitive function like attending, perceiving and analyzing the main functions of temporal lobes are auditory perception and occipital lobes are visual perception. These mental processes are entering into sensory memory and to pass registering and recalling of information. The Cognitive strategies are classified and categorized according to their cognitive processes.

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<th>Cognitive strategies</th>
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<td>1. Chunking:</td>
<td>Clustering</td>
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<td>Organizing</td>
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<td>2. Spatial Learning:</td>
<td>Transfer of knowledge</td>
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<td>Comparison</td>
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<td>Relationship</td>
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3. Concept Mapping: 
   Summarization
   Substitution
   Recombination
   Inference

4. Advance Organizer: 
   Prior knowledge
   Repetition
   Returning

5. Metaphor: 
   Comparison
   Meta cognition
   Transfer
   Translation

6. Imagery: 
   Modeling
   Prompting

7. Rehearsal: 
   Repetition
   Questioning
   Note taking
   Retrieval
   Reinforcing

8. Mnemonics: 
   Naming strategies
   Key words
   Visualization
   Verbalization
   Symbolic words
Complex topics in English deal with complex systems that have multiple interconnected components. The process of writing is a good example of a complex English topic. Writing has various components like grammar, vocabulary, syntax, cohesion and coherence, homophones, precise – writing, paragraph, comprehension etc., These components function simultaneously by interacting with each other. To understand the principles, rules and regulations with which writing as a process works, learners need to integrate all components and functions of each individual component. Mere memorization of the components of the system leads to little understanding of how the system works. (Hmelo – silver and Azevedo, 2006). This cognitive interaction process can occur when learners use cognitive and affective intervention strategies and when they are motivated and responsible for their own learning.

This concept is in line with the knowledge generation process of Wittrock’s Generative Learning Theory (Wittrock, 1974, 90, 91,91).

Comprehension and understanding result from the generation of relations both among the concepts and experience or prior learning and information that is, comprehension occurs from the creation of new understandings of the information by the learner, rather than transferring the presented information (Grabowski, 2004).

Basic information and assumption in that learners are not passively receive learning, but they are actively engaged in the construction of meaning as it, relates to their preconceptions, abstract knowledge, every day experience and the context in which learning is occurring (Wittrock, 1992).

The most frequently used learning strategies employed in the name of generative learning are underlining and note – taking. Learners meaningfully relate what they read to information they already know (Richards,1992): Similarly
a learner naturally engages in generative activity through paraphrasing sentences to combine ideas from the passage, or to relate them to prior knowledge. Hence one can be good enough to understand the relationship between cognition and English.

Cognition, the mental process, needed for the accomplishment of writing, an intellectual task. Specific cognitive abilities may be essential for the acquisition of specific skills such as writing which is often considered as a powerful means for knowledge acquisition, structuring and application of the acquired knowledge.

Many researches concerning the relationship of several aspects of cognitive style and writing have been conducted. As a result cognitive style is stated to be related to reading and writing ability and achievement. (Witkin, H.A and Good enough, D.R., 1981). After acquiring them cognitive strategic knowledge the persons possess the following qualities.

- Students trust their minds.
- Students know there’s more than one way to do things
- They acknowledge their mistakes and try to rectify them. they evaluate their products and behaviour
- Memories are enhanced.
- Learning the content increases.
- Self – Esteem increases.
- Students feel a sense of power.
- work completion and accuracy improve.
- Students develop and use a personal study process.
- They know how to ‘try’
- On – Task time increases; Students are more ‘engaged’.
Essentiality of Cognitive and Affective Strategies in Writing English.

According to Jerry Wellington, the affective domain is largely responsible for attitudes of the students towards writing. He put forward some ideas for developing students’ attitudes and dispositions towards writing.

The origin of ‘domains’ in learning is usually attributed to ‘Bloom’s taxonomy’ (Bloom - 1956). The taxonomy was devised in three domains: The cognitive, the affective and the psychomotor. The affective domain is the component of Bloom’s taxonomy of educational objectives that involves the feeling and emotional side of learning and teaching, i.e., enjoyment, motivation, drive, passion, intuition, enthusiasm, inspiration (Kratwohl, Bloom) and the term ‘affect’ to describe attitudes, beliefs, tastes, appreciations and preferences.

Greater attention is now being paid to the affective domain in education with a slow increasing focus on it in the area of student writing (Lillis and Turner, 2001)

It is known that writing involves a great deal of cognitive energy; but for most, writing is also an experience that involves strong feelings, emotions, pain, pleasure, annoyance, relief, enjoyment etc., The affective domain in writing is important and is worth exploring and discussing, with the aim of helping people to recognize it, to ‘deal with it’ and to improve their writing by doing so.

An extensive set of studies by Torrance et al. in the 1990s (1992, 1994) looked at various aspects of students’ writing including the difficulties. Many of these were located in the affective domain, with other significant percentages worrying about grammar, spelling and other aspects of writing.

Torrance viewed the aspects of students as follows,
• The affective domain, reflecting on it and sharing it with fellow students is a vitally important to them with enthusiasm, reflexivity and care.
• They have many positive attitudes and feelings towards writing.
• The activity of opening up the affective domain reflecting on it and sharing it with fellow students is a vitally important one- not only to make them ‘feel better’ about writing but also as a starting point to help them develop and improve their own writing.

Here it is evident that cognitive and affective domains are inter related to each other in language learning especially in writing.

The above views offer a view of the cognitive and affective aspects of language learning through students’ introspective narratives about their learning histories. These narratives reflect “situated cognition” in which learners are embedded in their own learning communities, which can be either nurturing or destructive. Some primary themes in the students’ narratives are motivation, anxiety, self-esteem, learning styles, and learning strategies. Language histories can be very powerful sources of information for students and teachers alike, to describe the writing of language learning histories or recollective studies as a way to capture “situated cognition” (learning occurring in a particular setting.); to present verbatim examples of selected histories written by students who are already language teachers or who wish to become language teachers; and to show some primary and very important themes in these examples. The technique of writing language learning histories gives learners the opportunity to describe their own language learning experiences and express their feelings about those experiences. Feelings are defined here as the general quality of mental, emotional, or physiological awareness (Weinglass, 1990). Unfortunately, the culture of teaching and learning typically “does not value taking time to consider feelings” (Weinglass, 1990). Having the rare opportunity to express and transform one’s
own feelings through a language learning history is profoundly empowering from a constructivist viewpoint, in which individuals construct their own meaning (Richardson, 1994). It also helps learners reflect critically on their own assumptions and correct distortions (Mezirow, 1990).

Reading and writing have traditionally been thought of as distinctly separate processes, as fillip sides of a coin, with reading regarded as receptive and writing as productive (Tompkins, 1997). However, researchers have increasingly noted the connections between reading and writing identifying them as essentially similar processes of meaning constructions. (Paris, Wasik, & Turner, 1991; Tierney & Person, 1983). Experienced readers and writers purposefully select and orchestrate cognitive strategies that are appropriate for the literacy tasks at hand (Flower & Hayes, 1981a; Paris et al., 1991; Pressley, 1991.) As Langer (1991) notes, "As children learn to engage in literate behaviors to serve the functions and reach the ends they see modeled around them, they become literate - in a culturally appropriate way; they use certain cognitive strategies to structure their thoughts and complete their tasks, and not others". In order to help students develop confidence and competence, research suggests that teachers need to provide systematic and explicit instruction in strategies used by mature readers and writers and help students develop declarative, procedural, and conditional knowledge of these cognitive strategies, thereby building students' meta cognitive control of specific strategies (Baker & Brown, 1984; Paris, Lipson, & Wixon, 1983; Pressley, 2000). It is the teacher's responsibility to make visible for students what it is that experienced readers and writers do when they compose; to introduce the cognitive strategies that underlie reading and writing in meaningful contexts; and to provide enough sustained, guided practice that students can internalize these strategies and perform complex tasks independently (Langer & Applebee, 1986).

Despite the "plethora of research establishing the efficacy" of cognitive strategies instruction, very little of this type of instruction occurs in school (Block
& Pressley, 2002)- especially for ELLs (Vaughn & Klinger, 2004). Two National Research Council (NRC) reports (August & Hakuta, 1997; Snow, Burns, & Griffin, 1998) point out the paucity of research on how best to teach English to ELLs, particularly in secondary schools. The NRC committee identified the following attributes of effective schools and classrooms that benefit all learners, curriculum that balances basic and higher-order skills, explicit skills instruction for certain tasks (particularly in acquiring learning strategies), instructional approaches to enhance comprehension, and articulation and coordination of programs and practices within and between schools. Like the NCR reports, Fitzgerald (1995), in her analysis of effective reading instruction for ELLs, argues that both native and non-native English-speaking children benefit from the same types of balanced reading approaches - approaches that include explicit strategy instruction. It is stated that there is "virtually no evidence that ESL (English as Second Language) learners need notably divergent forms of instruction to guide or develop their cognitive reading process, U.S. teachers of ESL students should follow sound principles of reading instruction based on current cognitive research done with native English speakers". In a similar vein, in their Office of Educational Research and Improvement (OERI) study of what teachers need to know about language, Wong Fillmore and Snow (2003) argue that all children need to learn cognitive strategies. Jimenez, Garcia, and Pearson (1994), who studied the reading strategies of bilingual students who are successful readers, concur that cognitive strategies might help ELLs develop academic literacy, as do Vaughn and Klinger (2004). Exploring promising practices for ELLs and the link between literacy instruction and language development, other researchers, such as Wong Fillmore (1986), Anderson and Roit (1993, 1996), and the members of The Education Alliance (Coady et al., 2003), emphasize a cognitive strategies approach to integrating reading and writing instruction. What is needed are carefully designed studies of the cognitive strategies approaches, particularly with secondary, urban ELL.
According to these researchers,

- All children need to learn cognitive strategies,
- Cognitive strategies help to develop academic literacy
- Cognitive approach integrates reading and writing instruction

The Cognitive implications of writing

Cognitive psychology is a branch of psychology investigating the way animals and humans acquire, process and store information. With their concern about the way in which the human mind thinks and learns, cognitive psychologists have had particular influence on the study of the writing process. They show interest in the internal processes that the writer goes through with a focus on the way the mind works to process information and in the problem-solving approach based on information-processing. As McLeod sustains, Flower and John Hayes provided one of the most (if not the most) influential studies in education and learning. Their ideas were widely implemented in process-oriented classrooms, the cognitive processes involved in various phases of writing (prewriting, drafting, revising) and to different levels of social and cognitive development that students bring to writing tasks.

Cognitive models of written composition suggest that any composition task involves the individual’s mental structures and representations. Hayes (1990) draws on the Hayes and Flower (1980, 1981) model to suggest a model which consists of three main elements. The reflection process (incorporating the planning process) involves the activity that operates on an internal representation in order to produce another internal representation. This involves information for working out a plan to write the text. At this stage the learner generates ideas, organizes and evaluated them. This dual representation is vital in so far as it determines the learner’s ability to pursue the process of composing. For, a learner who is unable to achieve this dual representation will not be able to move to the production
process (incorporating that of translating). This process starts from the internal representation and produces writing. It involves text production (Putting words on paper). The interpretation process (incorporating that of reviewing) generates internal representation from linguistic entries. At this stage the writer improves what has been written.

**Affective domain and the writing process**

Since the time of classical Greece, we have been accustomed to viewing humans as both thinking and feeling individuals. The dichotomy of cognition and affect is no ingrained in Western thought that it seems a natural one; the two elements have seldom, however been deemed equally important in the scientific community. During the nineteenth century and early twentieth century, psychology gave primary to affect; humans were thought to be at the mercy of various drives and passions. As behaviorism became more dominant in the field, affect was discounted; indeed, there were those who wished to exclude affect from scientific study altogether (Brown and Farber; Duffy). More recently, with the ascendancy of cognitive psychology, humans have been viewed as problem-solvers whose thinking processes operate rather like a computer.

According to Ronald T. Kellogg (2001), writing skills typically develop over a course of more than two decades as a child matures and learns the craft of composition through late adolescence and into early adulthood. The novice writer progresses from a stage of knowledge-telling to a stage of knowledge transforming characteristic of adult writers. Professional writers advance further to an expert stage of knowledge-drafting in which representations of the author’s planned content, the text itself, and the prospective reader’s interpretation of the text are routinely manipulated in working memory. Knowledge-transforming and especially knowledge-crafting, arguable occur only when sufficient executive attention is available to provide a high degree of cognitive control over the
maintenance of multiple representations of the text as well as planning conceptual content, generating text, and reviewing content and text. Because executive attention is limited in capacity, such control depends on reducing the working memory demands of these writing processes through maturation and learning. It is suggested that students might best learn writing skills through cognitive apprenticeship training programs that emphasize deliberate practice.

Lev Vygotsky (1978) quoted by Susan McLeod considers the separation of affect from cognition as a major weakness of traditional psychology. His position is rooted in the view that it makes the thought process appear as autonomous, segregated from the fullness of life, from the needs and interests of the individual. Vygotsky (1986) therefore suggests that cognition be viewed in concert with affect. This view is totally shared in so far as putting the affect in the background might deprive developments in the field of an interest in some relevant manifestations of human feelings and their impacts of human behaviour. Moreover, thinking processes that lay at the core cognitive psychology might result from some feelings developed by individuals, Drawing on this position my reflection on the psychological dimension of writing tests will involve both cognitive and affective considerations. It is felt that such an approach to the study of psychological phenomena that occur during the administration of writing tests is likely to provide the reader of this paper with the extent to which cognitive and affective elements combine to explain learner’s performances.

As McLeod explains, theorists in the field of psychology agree more or less on the existence of non–cognitive aspects of human activity which may be labeled ‘affect’. Though they have not come to a clear – cut description of that domain, theorists’ use of the word ‘affect’ includes feelings, attitudes, beliefs, preferences, tastes, emotions, moods, motivation to name but a few. According to Pierre Daco (1973) ‘Our affectivity is all our psychic reactions in life. It is
therefore a fundamental aspect of human psychology. Affectivity includes our instincts, the tendencies of our unconscious, our thoughts and it guides our actions. It determines our emotions, our moods, our passions. Affectivity is therefore a vast psychological field, and is then exposed to many troubles. Internal conflicts, complexes, nervous, psychoses, rejection, are affective reaction. The affective domain overshadows most (if not all) human activities. Most reaction (positive or negative) result from affect. Even though teaching and learning are primarily concerned with acquiring knowledge, no educational context can ignore the affective domain. For whenever one tries to do without it, experience teaches us that one cannot but realize its influence on both behaviour and performance.

In the early 1980s, Hairston (1982) asserted that writing instruction had undergone a “Proceeding Shift” as a result of research in the proceeding decades, some of the elements in new paradigm include focusing on the writing process, with teacher intervention as needed and teaching strategies for intervention and discovery.

Furthermore, writing is evaluated according to how well it fulfills the writer’s intentions, and writing is also considered a recursive rather than a linear process. Writing is viewed as a way of learning and developing and as a disciplined creative activity that can be analyzed and described. (Hairston, 1982)

To Carol S.Deweck, Jennifer A.Mangles the cognitive psychologists concerned with motivation for typical cognitive psychology formulation say that, motivation is an interesting or important variable. The assumption typically made motivation. Simply involves caring about a task or wanting a success to come and that once individuals are care about the task they will have cognitive processes (and hence the intellectual performance). In this view motivation is a quantity that people have certain degrees and, if they have enough of it, their intellectual performance reflect their cognitive abilities.
Kerry Walkeer (2001) said that psychological research has revealed similarities between human cognitive and emotional processes as,

- Both cognitive and emotional dispositions show great inter-individual variation.
- There is a direct behavioural link between cognition and emotion: Our thoughts affect the way we feel about stimuli and vice versa.
- Both cognitive and emotional processes involve a multiple systems neural network.

Indeed researches proved already about the interactive relationship between cognition and emotion.

1.F.1. Interaction between Cognition and Emotion

The anatomical connection between the organs of cognition and those of affect explains why perceptions memories and expectations can arouse emotions and why the latter can elicit, distort or even inhibit some cognitive processes. In sum, though different and localized in different brain regions, cognition and emotion interact. One is an act of emotional mind and the other of the rational mind. The emotional mind is far quicker than the rational mind. Springing into action without pausing even a moment to consider what it is doing. Its quickness produces the deliberate, analytic reflection that is the hallmark of the thinking mind.
Language Functions happen in the left right hemisphere of the brain.

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<tr>
<th><strong>Left Hemisphere</strong></th>
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<td>• Language</td>
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According to Stephan Steidl, Fathima Razik and Adam K. Anderson, (2010) emotional arousal enhances declarative /episodic memory. They ascertained that arousal during encoding determined the mnemonic fate of cognitive skills learning. Emotional enhancement of prediction and retention was independent of verbally stated knowledge, for the picture contexts in which learning took place.

This is a novel demonstration for cognitive skill learning and suggest that emotional arousal may in parallel enhance the neural systems that support procedural learning and its declarative context.

Their results indicated that the positively labeled pegs were placed in left distal hemi space and the relative placement of negatively labeled pegs were rightward and proximally. Whereas numerous research investigations have examined how attention is based for emotional stimuli, theirs’ is the first investigation to provide evidence that emotions can bias intentional allocation.

Reports on the results of a study of cognitive and meta cognitive strategy use and its effect on the students’ test performance Chinese EFL context a 18 item survey revealed the following.

➢ the students had a medium use of both cognitive and meta cognitive strategies during the test;
➢ cognitive and meta cognitive strategy use was closely related to each other, but neither was a predictor for the other;
➢ though cognitive and meta cognitive strategy use significantly correlated with the students’ performance in certain parts of the proficiency test, only the meta cognitive strategy of evaluating one’s performance proved to be a positive predictor of the students’ performance in listening and comprehension and the overall written test.

Boyd, Dooley & Felton (2006) showed the results of their research as the affective domain consists of levels that address a learner’s interests, attitudes, values and appreciation of a given topic or content area. Undergraduate courses that include agricultural content invariably contain both cognitive and affective dimensions. The inter relationships between cognition and affect cause a learner to further internalize the information and promote a change in attitude, belief and values that would instill a desire to improve the condition of international agriculture and other relevant agricultural education content areas.
It was our hope that cognitive strategies intervention would help students to construct an identification of themselves capable, of literate individuals who ultimately, could “find for themselves”. (Underwood & Pearson, 2004)

From the studies it was found that there is a link between competence and confidence, demonstrating the cognitive and affective impact in writing.


According to these researchers, while cognitive strategies are more directly related to the individual learning tasks, which include making predictions, translating, summarizing, linking with prior knowledge or experience, applying grammar rules, and guessing more meaning from contexts. Meta cognitive strategies involve thinking about learning process, planning for learning, monitoring of comprehension, production and self – evaluation of learning.

A major study in the 1980s was conducted by O’ Malley at al., (1985) in the United States. Based on interviews with secondary –school ESL learners, interviews with their teachers and observations, O’ Malley et al. (1985) uncovered twenty – six strategies among which, nine were meta cognitive strategies (advance organizers, directed orientation, selective attention, self management, advance preparation, self –monitoring, delayed production, self –evaluation and self - reinforcement) and sixteen were cognitive strategies (repetition, resourcing, directed physical response, translation, grouping, note – taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inference and clarification). The most strategy generating activities were vocabulary learning, pronunciation and oral drills. Fewer strategies
were used in more complex activities like analysis, inference and making presentations.

Several studies and research articles show that the cognitive and affective intervention strategies play a vital role in developing English especially in enhancing writing skill.

That is, specialized brain circuits process specific cognitive and emotional aspects of our experiences, and these circuits may be interconnected. These characteristics of cognition and emotion have led some to suggest that co-varying relationship exists between the two.

Kolb and Whishaw have suggested that measures of cognitive behavior might be related to measures of emotional behavior in the same normal subjects. Cognition and emotion appear to be localized in the brain via multiple neural networks may be automatically connected. This would provide a neurological basis for the proposed relationship between the two functions. Sometimes the brain lesions that invoke particular emotional changes are also responsible for cognitive impairments.

Emotions and memory: Emotions are signal. The explanation of emotions and information processing has been stated, described as “emotion exist for the sake of signaling states of the world that have to be responded to, or that no longer need response” (Frijda, 1988, p.354)

This explanation of emotions is termed cognitive turning (Schwarz, 1990). Cognitive turning suggests that the appropriate cognitive processing is cued by the present affective state. Positive affect signals that a situation is brought, whereas negative affect indicates a problem.
Educators Joann Crandall, Ann Jaramillo, and Jry Dreeft Peyton (2002) are looking for ways to help students achieve at high academic levels, which involve writing English well, understanding academic discourse, writing coherently and writing English at cognitively complex and abstract levels. Crandall enlisted five ways to develop students English language and literacy skills which would help to develop writing skills.

1. **Build conceptual frameworks for new knowledge.**
   Use various methods to help students, see how ideas/concepts relate to one another, Provide graphic organizers, spatial, visual to be studied.

2. **Teaching – learning strategies.**
   Chamot & O’ Malley’s work (1994) with second language learners reinforces the notion that students who learn to constantly, to consciously monitor their own learning and who have a store house of strategies to use when learning becomes difficult do better than students who do not have such strategies. When teaching a learning strategy, indentify the strategy, explain why it is useful, demonstrate its use, give students practice in applying it to a learning situation, and show term how to evaluate its effectiveness and what to do if it does not work (Duffy et.al.1986)

3. **Focusing on reading and writing in all classes.**
   We can use a variety of strategies to ensure that students are actively engaged in reading and writing like questioning, predicting, clarifying and summarizing.

4. **Giving students opportunities for free reading and writing:**
   To develop students’ vocabulary making, readings, consolidate their ideas, feelings and thoughts, more time may be extended.
5. **Helping students move beyond the text.**

At the end, we can plan tasks move students back to the content to reexamine, reconnect and rethink the major ideas or concepts, ‘beyond the text’ they think with a different purpose in mind.

Differential success in second or foreign language learning has been attributed to individual differences such as intelligence, aptitudes, personality, interest, motivation and anxiety.

In second language learning, this affective approach manifested itself in methods such as community language learning, Curran (1972) and Suggestopeia (Lozanov, 1979). Schemann (1997, 2001), informed by recent development in cognition research (Damasio, 1994; Ledoux, 1996), proposed that the psychology and neurobiology of stimulus appraisal determine the extent to which second language learning is achieved. These theories regarding the important role of affect in learning have resonated strongly with the intuitions of many second and foreign language teachers.

Over the past three decades, research in second language acquisition has confirmed hypotheses that language learning is indeed enhanced by attention to affect. Gardner 1985; Gardner and Lambert, 1972; Gardner and Mae Intyre, 1993) conducted extensive investigations of individual differences in language learning success.

A series of interventions conducted by Moskowitz (1981,1999) with high school second and foreign language students reported positive correlations between the use of humanistic exercises and student’s attitudes towards language learning.
As Chamot (2001) stated, there is a continuing need for more intervention studies to determine the effects of strategy training in language learning and proficiency language learning strategies in foreign language learning and teaching.

It summarizes the background of language learning strategies, defines the concept of a language learning strategy and outlines the taxonomy of language learning strategies proposed by several researchers. It also takes into account the teacher’s role in strategy training.

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987) define learning strategies as “…any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information”.

Richards and Platt (1992) state that learning strategies are “internal behavior and thoughts used by learners strategies interlink “intentional behavior and thoughts used by learners during learning so as to better help them understand, learn or remember new information”.

“Faerch Claus and Casper (1983) stress that a learning strategy is “an attempt to develop linguistic and socio linguistic competence in the target language”. All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom.

Rubin, pioneered much of the work in the field of strategies, cognitive learning strategies, made the distinction between strategies contributing directly to learning and cognitive learning strategies contributing directly to the development of the language system constructed by the learner. They refer to the steps or operations used in learning or problem solving that require direct analysis,
transformation or synthesis of learning materials. Rubin identified six main
cognitive learning strategies contributing directly to language learning.

- Classification / Verification.
- Guessing / Inductive Inference
- Deductive Reasoning.
- Practice
- Memorization.
- Monitoring.

In Oxford’s (1990) systems, meta cognitive strategies help learners to
regulate their learning.

Affective strategies are concerned with the learner’s emotional
requirements such as confidence, while social strategies lead to increased
interaction with the target language.

Cognitive strategies are the mental strategies that learners use to make the
sense of their learning, memory strategies are those used for storage of
information and compensation strategies help learners to overcome knowledge
gaps to continue the communication.

**Memory strategies are**

creating mental linkages, applying images and sounds, reviewing well,
employing action, practicing are interlinked with five affective intervention
strategies namely emotion, motivation, interest, attention, and intuition to get
effectiveness in English writing.

O’ Malley et.al(1985) divide language learning strategies into three main
categories.
• Meta cognitive strategies.
• Cognitive strategies
• Socio affective strategies.

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inference are among the most important cognitive strategies.

Stern (1992) has pointed five main language learning strategies as
• Management and Planning strategies
• Cognitive strategies
• Communicative – Experimental Strategies.
• Interpersonal strategies and
• Affect strategies.

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feelings of strangeness can be scrolled by the foreign language. In some other cases learners may have negative feelings about native speakers. Good language learners are more or less conscious of these emotional problems of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustration or pointing out as they arise (Stern 1992)

Since the amount of information to be processed by language learners is high in language class, learners use different language learning strategies (ie more cognitive and affective strategies) conveying the tasks and processing the new
input they face, can improve the language skills especially writing skills in a better way.

**Cognitive strategies that Underline the Reading and Writing Process**

Researchers agree that reading and writing are both complex acts of critical thinking. For Example, La Berge and Samuels (1974) note that reading is probably one of the most complex skills in the repertoire of the most complex skills in the repertoire of the average adult. Flower and Hayes (1981) identify writing as “among the most complex of all human mental activities”. These mental activities are powerful cognitive strategies that are fundamental to the construction of meaning. This is the care of the reading writing connection. Experienced readers and writers select and implement appropriate strategies and monitor and regulate their use in order to construct and refine meaning. Reading and writing are not sequential stage. Processes in which meaning making progresses in a relatively predictable order. Experienced readers and writers go back in order to go forward and that they have the knowledge and motivation to access their tool kit of cognitive strategies when the need arises without being constrained by any fixed order: Both procedural and substantive plans help a writer to set goals. (Flower and Hayes, 1981; Tierney and Pearson, 1983) This involves in eight steps, they are:

- Planning and goal setting.
- Tapping prior knowledge
- Asking questions and making predictions
- Constructing the gist.
- Monitoring
- Revising meaning; reconstructing the draft.
- Reflecting and relating.
- Evaluating.
The most frequently used learning strategies employed in the name of generative learning are underlining and note-taking. Learners meaningfully relate what they read to information they already know (Richards, 1979). Similarly a learner naturally engages in generative activity through paraphrasing sentences to combine ideas from the passage, or to relate them to prior knowledge. Hence one can be old enough to understand the relationship between cognition and affective domain in developing writing skill in English.

1.2. Rationale of the study

Our age has been variously called the age of Science, the Atomic Age, the space Age and the Age of crisis. (De Boer.J.John and Martha Dallman, 1960) There are various methods of ways in which language symbols have become the means of bringing together the human beings. But technology has not replaced writing, it is an indispensable factor in modern life, interwoven with work, recreation and other activities of all people. Its great value lies in two facts; printed materials provide the most illuminating and varied records of human experience that are now available, and they can be examined and restudied time and again at the learner’s convenience. (Epray and Rogers, 1956)

Writing is the major avenue of communication. It is the means by which every age is linked to each other. Teaching writing is a humanizing process. At all levels writing instruction should serve to develop comprehension. It depends on the background, his vocabulary development and his ability to interpret the author’s words into concepts. True writing is writing with understanding. Comprehension includes the correct association of meaning with words symbols, the evaluation of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are writing, the intention of these ideas, and their use in some present or of future activity (Yoakman, Gerald A, 1951).
The investigator being a lecturer of English for more than two decades, the investigator has observed innumerable mistakes in English sentence structures in the answer scripts of the students. These mistakes of the students in sentence structures in written English evince that they are to learn the sentence structures in a systematic manner. How splendid their answers will be if their sentences in English are without mistakes: How could they achieve it? These were the questions that were haunting the investigation for a quite long time. The investigator found the urgent need for this research study “Effectiveness of Cognitive and Affective Intervention Strategies in Enhancing Writing Skill in English among B.Ed., trainees”.

A significant study seemed not –to have been attempted, so far, on the importance of enhancing writing skill at B.Ed., level, with the help of these strategies. Moreover the investigator feels that for effective written communication at B.Ed. level, proficiency in writing skills is required. To face different communicational situations and real life situations, all round proficiency specially in writing skill is required. This experimental methodology equip the learners and trainees of the B.Ed., to meet any challenge in written communication. Hence the importance of the present study is felt and an attempt is made to identify the Effectiveness of Cognitive and Affective Intervention Strategies in Enhancing Writing Skill in English among B.Ed. trainees.

It is a well-known fact that most learners leave school with a poor command of writing. Even at the university level students require further help in writing. More and more people are becoming aware of the need to improve their ability in writing English. There is also a growing realization of the need to strengthen instruction in writing at all levels. It will not be surprising if learning to write in English becomes a major educational undertaking in the years to come.
In India, English is the second language and a compulsory subject of study in the school curriculum and also at the undergraduate level and it is the medium of instruction at higher education. The standard of English in the present day both at school and at college level is not up to the mark.

Unless appropriate inputs are used in the system of teaching English, English education in India will not yield the desired results and the standard of English will be deteriorating in the years to come. Providing desire skills and practice in English sentence structures will enable the learners acquire mastery over the language without difficulty. At this juncture the present study entitled as “Effectiveness of Cognitive and Affective Intervention Strategies in Enhancing Writing Skill in English among B.Ed., Trainees”, assumes significance because the findings and recommendations of the study can go long way in improving the standard of writing in English and fulfilling the objectives for which the English education is provided to the learners.

1.3. Scope of the study

The investigator feels that the need of preparing an instructional model to B.Ed trainees on developing writing skills is necessary which will favour to communicate better in different situations. So the investigator made an attempt to develop writing skill by means of the newly developed instructional model. Further this attempt is an innovative method which was not tried earlier at this level. Hence this research study is a new and challenging one to make or prepare the B.Ed trainees to develop writing skill for their better performance in the examination and in the society.

The present study believes that the Cognitive and Affective Intervention strategies help the trainees exhibit cognitive processes to analyze and consolidate their own thinking and ideas in pursuit of knowledge acquisition to write without mistakes. If the trainees, the future teachers are trained with innovate approaches,
the whole student community will be benefited. Therefore this study aims to develop a design and innovative method using Cognitive and Affective Intervention strategies for enhancing writing skill in English of the B.Ed trainees.

The present study is believed to create awareness of cognitive process, affective process, to analysis and to manage their own thinking in pursuit of knowledge acquisition in order to gain insight and creativity, organize their ideas into their utility, to become good writer in English.

1.4. Statement of the problem

Though the importance of English is realized, the methods of teaching English are rather unsatisfied in most of the educational institutions in India. The student-teachers in general do not get an opportunity to think independently and conceptualize the spirit of the subject while practice their teaching due to lack of innovative methods in the classes. Infact, the present state of teaching English in the majority of educational institutions at all levels needs a lot of overhauling. Hence paramount importance must be given to the fact that the trainees of B.Ed., should be trained and oriented with constructivist learning environment with the following interdependent components of Cognitive and Affective Intervention strategies which assist the student-teachers to understand, to manipulate their thinking and ideas, and to enhance their writing skill in English.

The investigator found out that the trainees of B.Ed. committed many mistakes in written English in the unit tests, and cumulative and session-ending examinations. The investigator has been fed up with the copious mistakes committed by the trainees. It is felt that the trainees struggle to frame correct sentences (Syntax), selecting topics, organizing ideas into paragraphs, (Organization), to use more idioms, phrases (Vocabulary), to use articles, prepositions, various forms of tenses and their agreement (Grammar) Content, (Originality, relevance and clarity) spelling, pronunciation and spacing (visual
perception) and purpose (Justification and reasons for writing). Unless they are thorough with the above skills, their written communication or answers will not be correct. If the trainees are able to have good grounding in all the skills of writing, they will be able to frame structurally correct sentences in English and express fluently in written English. In the words of Widdowson (1978) “The learning of a language involves the acquiring of the ability to compose correct sentences”. Hence it is felt an imperative need to undertake a study to identify the mistakes committed by the learning trainees in their writings, to develop an instructional model with a view to minimizing the mistakes committed by them, to administer the model to the trainees and also to assess the effect of the instructional method on the trainees. Hence the research problem has been selected and stated as “Effectiveness of Cognitive and Affective Intervention Strategies in Enhancing Writing skill in English among B.Ed., Trainees”.

1.5. An Overview of the study

Back drop of the study, cognitive perspectives of English writing, Rationale of the study, Scope of the study, Significance of the study and Statement of the problem are dealt in the conceptual frame work.

Studies pertaining to the present problem of research for the development of the model and research design are reviewed in the Second chapter.

Third chapter deals with the development of a model on enhancing writing skill in English.

Fourth Chapter deals with the design of the study which involves objectives, hypotheses, research design, construction and validation of the research tools.
Analyses and interpretations drawn from the data are provided in the fifth chapter.

The final chapter gives summary of the major findings, recommendations, suggestions and conclusion.

Reference is adhered to APA (American Psychological Association) format style.

Annexure provides B.Ed., Trainee Assessment Tool for Writing Skills in English (BTATWSE), B.Ed., Trainee Attitude scale towards writing in English (BTASWE), four Comprehension Passages used for practicing the model to enhance writing skill (in CD) and publication of papers.