CHAPTER - II
REVIEW OF RELATED LITERATURE FOR GAINING INSIGHTS

“Writing, I think is not apart from living; Writing is a kind of double living; The writer experiences everything twice. Once is reality and once is that mirror which waits always before and behind”.

- Catherine Drinker Bowen
  Atlantic Dec-1957
  (1897-1973)

2.1. Introduction

This chapter deals with the researches already done and influences of the review of the related literature. A very effective research for specialized knowledge is possible only with the help of related literature. Walter R. Borg (1965) rightly says that the literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and naïve and will often duplicate work that has already been done better by someone else.

According to Best (1977) a brief summary of previous research writings of recognized experts provide evidence that the researcher is familiar with what is already known and with what is still unknown. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestions for significant investigation.

The review of related literature helps the researcher to form a conceptual frame for the research to be undertaken. It also suggests important aspects of research such as methods, procedures, experimental design, and sources of data.
and appropriate statistical techniques. The review enables the investigator to provide a rationale for the study undertaken. Moreover, this helps the researcher identify a research problem and design the research appropriately.

Man is the only animal that can take advantage of knowledge which has been preserved or accumulated through the centuries or since the origin of man. Human knowledge has the three phases: preservation, transmission, and advancement. This fact is of particular importance in research which operates as a continuous function of ever-closer approximation to the truth.

The term review means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for the study.

It enables the investigator to identify the research gaps if any in order to create new ground in research. So a review of previous studies in-relevant area of the present study was attempted and presented in this chapter.

**Need for review of related literature**

It is essential due to the following reasons

- Quantitative and qualitative review of research usually gives the workers an indication of the direction.
- It avoids the replication of the study
- The researcher formulates the hypotheses on the basis of review of literature.
- The review of literature provides some insight regarding strong points and limitations of the previous studies. It enables to improve own investigation.
2.2. **Studies Conducted on Written Communication**

Many research studies have been conducted in India about written communication. These studies are presented in nutshell.

Shanmugam (1977) conducted a study on the difficulties in written English of pre-university students in some of the arts colleges in the city of Madras. The objectives of the study are: (i) To identity the common type of errors in organization of sentences and paragraphs. (ii) To assess the general level of writing ability in English of pre-university students of colleges in the city of Madras. The major findings of the study are: (i) medium of instruction played an important role. (ii) Most of the students were good in spoken English rather than in the written form (iii) students were not given proper training in the organization of sentences and paragraphs. (iv) Female students were good in written form when compared to male students.

From the study of Shanmugam (1977) the researcher has taken the view that proper training was needed in the organization of sentences and paragraphs.

Suderkkodi (1990) conducted a study of common errors committed by the Hr.Sec. Students in written English. The objectives of the study are: (i) To identify the errors committed by the students at the higher secondary level in written English. (ii) To design some suitable remedial teaching programmes to the slow learners, in order to minimize their errors in written English. (iii) To implement the designed, remedial teaching programme to the slow learners in order to minimizing these errors in written English. (iv) To find out the effect of the remedial teaching programmes implemented to the slow learners.

The major findings of the study are : (i) The achievements of boys are greater than that of girls in written English. (ii) There was improvement after
giving remedial programmes to the slow learners. It was concluded that the remedial programmes had improved the student’s performance on written English.

Sarma, Madan Mohan (1991) focused on the problem of acquiring English as a second language in the classroom where English is not the language of interaction. It also critically examined the learners’ errors as part of their inter-language system. The objectives of the study are: (i) To identify and describe (in linguistic terms) the errors in English written by Assamese learners at the higher secondary level coming from diverse social backgrounds. (ii) To discover and explain linguistic, psychological, and social factors that cause these errors, and (iii) to suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology.

The major findings are: (i) About 73.1% of the sentences written by the learners contained one or more errors. Most frequent errors occurred in the following areas; Verbs, tenses, passives, articles and prepositions. (ii) About 79% of the errors emerged as serious. Such serious errors occurred in word order, S-V concord, verbs, lexical items, sequences of tenses, prepositions, articles and negative focus – yes – no questions. (iii) The following areas of English grammar were more difficult for Assamese learners: article, prepositions, S-V concord, negative questions, sequences of tenses, passives, relative clauses and conditional clauses. (iv) The strategies adopted by learners generally included: differentiation, simplification, (Semantic and syntactic), Over-generalization, categorization, and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution, (v) only 39.7% of the errors could be traced to a single source. The major sources of errors are: language transfer (±25%) ignorance of rules, false assumptions, ignorance of rule restrictions, teaching – learning situation. (iv) Transfer errors were more frequent at the syntactic level. Such errors were not
necessarily more frequent in the production of the rural students. The study identified four developing stages in the learners inter – language.

The investigator identified from the study of Sarma, Madan Mohan (1991) students have committed errors in grammar area such as verbs, tenses, articles, etc., So the researcher has given concentration in developing grammar skill for the enhancement of writing.

Kamala (2003) has developed communicative strategies to enhance the written communication skill in English among college students. The researcher has chosen the task of constructing a story out of a given title or outline. The strategies developed are proved to be effective. The objectives of the study are: (i) To introduce a task- based, genre – oriented approach to teaching writing and measure its effect on written communication. (ii) to find out the influence of the nature and type of tasks on the performance of the learners. (iii) To find out the relationship between “input enhancement” and the quality of intake in the process of enhancing written communication skill. (iv) To study the effect of the teaching of the process of writing on the enhancement of written communication skill. (v) To find out the relationship between training in strategy use and skill development (vi) To find out the relationship between the students knowledge of the subjects learnt at the major level and written communication skill. (v) To find out the relationship between training in strategy use and skill development (vi) To find out the process in content and form in the process of the enhancement of written communication skill. (vii) To find out the relationship between the students knowledge of the subjects learnt at the major level and written communication skill.

The findings of the study are: (i) There is progress both in ‘content’ in writing and ‘Form’ in writing in the performance of the students over the progressive tests measuring the development of written communication skill.
(ii) Literature students employ the strategies of ‘conceptualizing’, coherence detection, Inference, Word identification, Looping forward in chunks and knowledge Transforming effectively. Their use of organizing strategy is not effective. (iii) The use of communicative strategies facilitates the enhancement of written communication skill.

The study done by Kamala (2003) showed that strategic instruction is essential for developing writing skill. Hence the investigator attempted to enhance writing skill by using cognitive and affective intervention strategies.

The researcher made an attempt to study the researchers conducted abroad, pertaining to written communication.

Hilldenbrand (1985) in a case study research of a Spanish speaking subject suggested that the mode of writing could influence the writing process. The creative and personal mode conflicted with the academic mode expected of a learner. There might be factors beyond linguistic competence, which could impede the composing process.

Jones (1985) investigated the factors containing writing. The investigator interviewed nine advanced students and found out that monitoring would not lead to improve writing. The study concluded that the process oriented writing instruction would help acquisition of English. Diaz (1985) studied the process oriented classroom environment that facilitated second language acquisition. The researcher identified and recommended process strategies and techniques for ESL (English as Second Language) students.

Friedlander (1990) conducted an experiment on Chinese ESL students. This study suggested that planning and preliminary considerations of a topic could be enhanced. It brought out the fact that the use of the language of topic area
knowledge could have a positive effect on their planning and writing. The role of language use in generating content vs researcher. The results confirmed that translation did not constrain writers either in time or quality as they produced texts.

Sengupta, Sima (2000) in an exploratory study investigated the effects of explicit instruction in revision on second language learner’s performance and perceptions about writing. The learners were from two classes of a secondary school in Hong Kong, who learned to revise. Both groups received instructions in revision after they finished writing the first draft. All students completed questionnaires before and after the study and interviews were conducted with a selection of students. Writing performance at the beginning and end of the study was measured holistically and compared with a third group that did not learn revision strategies but completed the same pre and post study task. The data indicated that explicit teaching of revision strategies had a measurable influence on writing performance. Student questionnaires and interview showed a difference in the way writing and revision were received. It is suggested that language teachers should consider multiple drafting as an alternative to completing a new writing task in their classrooms, as explicit instruction on revision may contribute towards developing an awareness of discourse – related features in writing.

The study done by Sengupta, Sima (2000) showed that teaching of revision strategies had a measurable influence on writing performance. Hence the researcher has adopted repeated practice of using various exercises for developing writing skill.

Karla John Stone, Hollis Ashbaugh and Terry Warfield (2002) studied the effects of repeated practice and contextual – writing experiences on college student’s writing skills. The authors examined the effects of both general and task
specific writing experiences on the college student’s writing skill development. On the basis of theories of expertise development and a cognitive process theory of writing skill development the authors predicted and repeated practice would be associated with superior writing skills and that after controlling for repeated practice writing within a specific task domain would be associated with superior writing skills. The results were consistent with the predictions.

The investigator gained knowledge from the study of Karla John Stone, Hollis Ashbaugh and Terry Warfield (2002) as repeated practice is essential for developing writing skill. It was also implemented by using the strategy mnemonics.

Bruce Saddler and Steve Graham (2005) proved in this study that mastering sentence construction skills is essential to learning to write. Limited sentence construction skills may hinder a writer’s ability to translate ideas into text. It may also inhibit or interfere with other composing processes, as developing writers must devote considerable cognitive effort to sentence combining skills helped to improve story writing as well as the use of these skills while revising.

From the study of Bruce Saddler and Steve Graham (2005), mastering sentence construction skill is essential to learning to write is observed by the investigator. It was also utilized in the instruction of the model developed by her.

2.3. Studies on English language skills other than writing skills

Sasikala (1997) conducted a study on the effect of communicative tasks and cognitive strategies, aimed at introducing task-based course material for oral English Acquisition and finding out its effect upon the performance of the learners. The study revealed that the acquisition of oral English depended upon the amount of exposure to English and the number of students participating in English-speaking situation.
The study done by Sasikala (1997) showed that cognitive strategies played a role in the performance of English learning, speaking and writing. The researcher made an attempt using cognitive intervention strategies to develop writing skill in English.

Chellamani (2001) conducted a study on Efficacy of Psycholinguistic intervention and meta-cognition on reading comprehension among High School entrants. This study confirms the effect of intervention of psycholinguistic principles and meta-cognitive strategies on developing reading comprehension.

Chellamani’s (2001) study enlightened the investigator to use intervention strategies in writing comprehension (cognitive and affective intervention).

Joycilin Shermila (2004) conducted a study on cognitive style and reading comprehension of standard IX students and concluded that cognition, the mental process that is needed for the accomplishment of any task may be related to reading, an intellectual task, specific cognitive abilities may be essential for the acquisition of specific skills such as reading which is often considered as a powerful means for knowledge acquisition, structuring and application of the acquired knowledge. Mahendran (2004) attempted a study on Effectiveness of learner’s attention on facilitating listening comprehension. The study finds out that listening self-assessment is stronger in enhancing the level of achievement on listening comprehension.

Joycilin Shermila (2004) stressed that cognition, the mental process is needed for reading comprehension. The investigator has applied this principle for writing comprehension.

Aranha, Mabel (1988) attempted to study the reading attitudes of Indian students in order to find out the ways and means of reading skills of young
students in India. The objective of the study is to study the reading attitude among English medium schools of Bombay. The major findings are: (i) The low language ability sub-group benefited the most from the sustained silent reading (SSR) programme. (ii) As regards the sex differences the boys and girls differed significantly in both experimental and control groups in favour of girls. (iii) When boys and girls were compared for the effect of intervention only among boys the SSR programme helped to improve the reading attitude. (iv) The percentage of students who read more books liked silent reading and wanted to choose their own reading material were considerably higher in the experimental group as a result of SSR.

The study of Aranha, Mabel (1988) insisted that attitude is necessary for learning English. Taking this into account the researcher used a tool to find out the attitude towards English writing.

Sivakumar (1996) studied the effectiveness of packages developed for improving oral communication in English among Tamil medium learners at +1 stage. The investigator developed packages for improving the fluency and accuracy in oral communication in English. The study revealed that there was a significant improvement in oral communication in English among Tamil medium learners after the application of the packages. The study was related to the spoken aspect.

Raimes (1985) found that the students wrote more and exhibited more commitment to the writing task and produced more content when the process-oriented approach was adopted. Galvan (1985) investigated the cultural and linguistic factors in composing processes. The subjects of his ethnographic study were ten doctoral students of education. The investigator found that the composing processes were full of pauses and doubts as the students moved between two
languages. Zamel (1985) studied the effect of feedback. The findings indicated that the text quality did not improve as a result of feedback. Rorschach (1986) examined students’ revising. The findings confirmed that the writers focused on correctness rather than content when they wrote with the readers in mind. Gaskill (1986) found out that the writing and revising processes were of similar importance.

Arnold (1987) analyzed the composing strategies of six Chinese speaking graduate level students. This study brought out the differences between writing processes especially related to vocabulary. The investigator suggested that all writers, whether proficient or not, need help. Cumming (1987) studied the writing process of six Canadian adult subjects. Contrary to the findings of Johnson (1985), this study revealed that expert writers did a lot of thinking in French, was used by expert writers for generating content and checking style especially with regard to diction.

Hedgcock and Lefkowitz (1996) in a survey on feedback reported that the learners expected to make improvement in writing when the teachers focused on grammatical and mechanical mistakes. Manchon Ruiz (1997) studied composing strategies and worked on relationship between writing ability and proficiency in composition. The study highlighted the role of ‘restructuring’. Grundy Peter and Lis Vivian (1998) undertook a study on “Error correction”. The authors claim that process writing lends itself naturally to a whole range of new response modes which product oriented approaches never considered. There are alternative methods like commenting on drafts, conferencing, checklists and portfolios. They recommend that teachers need to experiment more with these new techniques and that learners used to be encouraged to take more responsibility for assessing their own writing.
The investigator has attained the enlightenment from the study of Hedcock and Lefkowitz (1996) to focus more on the grammatical point to develop writing skill in English.

Shi, Ling (1998) in a survey of forty seven ESL students from three Pre-university classes, explored Pre-writing discussion under three conditions; Peer discussion, teacher-led discussion and no-discussion. The study confirmed that students wrote longer drafts in the condition of no discussion, shorter drafts after teacher-led talk, and drafts with a greater variety of verbs after peer talk. The results implied that teacher might usefully balance these pre-writing conditions to generate various types of thinking and discourse processes that facilitate ESL students’ writing. The study also highlights the importance of time factor and the relationship between length and quality in writing.

Berg, Catherine (1999) studied the effects of peer response on students, revision and writing outcomes of forty-six ESL students. There were two groups, one trained and another not trained in how to participate in peer response writing. It is concluded that trained peer response positively affected ESL student revision types and quality of texts.

Hirokobayashi and Carol Rinnert (2002) studied the implications of second language writing. The study had indicated that Japanese high school language classes provide significantly more instruction in reading than writing and significantly less emphasis on writing than American classes. The results of the study call into question the common assumption that Japanese high school students receive little training related to writing. The findings suggest specific ways of teachers to draw on students’ strengths in terms of their literacy background to help them bridge the gap between their writing skills.
Holdich and hung (2003) attempted a study on “A Computer Tutor towards the narrative writing skills of children”. The purpose of this study was to test the hypothesis that a computer tool can change the way children approach the task of writing and improve their writing performance. ‘HARRY’ a web-based computer tutor, was used for this purpose. The study’s hypothesis was confirmed. With HARRY’S assistance, the children wrote better stories and employed the revision process characteristic of mature writers.

Wei Zhu (2004) categorized writing assignments required in undergraduate and graduate business courses and examined the characteristics of skills needed for completing the assignments. Data sources included ninety-five course syllabi and handouts on writing assignments.

2.4. Review on Cognitive Processes

Haskew (1956) defined teaching competence as the possession of the teacher, his knowledge, skills, attitude, personality configuration and the like are referred to as competencies, they lend the character dimension to teaching.

Edward Tolman (1969), one of the founder of cognitive psychologists has contributed much in the field at learning, thinking and creative functioning while explaining the problem solving behaviour of the higher organisms, he expressed that organism tries to set up mental hypotheses about ways to solve problems and then set out to test these hypotheses through purposeful behaviour.

Jean Piaget (1969), a Swiss, most prominent among the contemporary cognitive psychologists has shown keen interest in the study of the development of cognitive abilities operation of cognitive process in children he has outlined a definite pattern and stages of the development of cognitive abilities depending upon the biological readiness of the children.
Piaget (1973) found the genesis of cognitive function occurring largely within the developing person and the cognitive capacities are more or less genetical in nature.

Vygotsky (1978) by contrast, asserts that cognitive abilities emerge develop and are displayed within a socio-cultural milieu. He considers cognition as "mediated" activity.

From the view of Piaget (1973), Vygotsky (1978), and Edward Tolman (1969), the researcher felt that cognition is essential for language learning. And hence the investigator attempted to develop a model using cognitive and affective intervention strategies for developing writing skill.

Wohlwill (1973); Flavel (1977); Mccall (1981) studied that the cognitive development concerns changes with age in relation to the system of what we know and changes in the way in which that system interacts with other facts of behaviour. Characteristics of human intellectual functioning such as thinking, planning, knowing, relating, classifying, creating and problem solving have been traditionally labelled as cognitive process.


Cohen,1977; Glass, Holyoak & Scanta,1979;Ander,1980 are over simplified sketch of the dominant information processing models is expanded in many current text, despite the tremendous technological process brought about by the new cognitive methodologies, such as mental, chronometry, eye movement tracking and computer simulation, actual advances in our knowledge of cognition have been slight.
Emmerich 1964; Wohlwill, 1973 examined cognitive development occur linearly. When the functional nature of the fact of the mental function remains unchanged and the growth is quantitative to examine cognitive growth in linear terms, one or more abilities or achievements (vocabulary, arithmetic, digit-span memory) would be operationally defined and the ability to handle progressively larger quantitative or qualitatively related units of similar information would be measured over the age range.

2.5. Related Studies on Cognitive Strategy Instruction-Cognitive Strategies

The cognitive strategy research of 1975 to 1990 has produced an impressive series of results, and even more important, has produced a technology for continuing this line of research and practice.

A cognitive strategy, PEP (Person, Event, Place), was designed to enhance middle school students comprehension of social studies texts. The PEP strategy is intended to help teachers scaffold the reading and writing experiences of at risk students.

It was found that a significant increase in reading comprehension for all students, improved meta cognitive ability, improved attention, and improved student academic confidence.

Lubliner, Shira (2002) investigate “The power of clarifying. A comparative Analysis of strategies that strengthen comprehension”. The objective of the study is to investigate the effects of cognitive strategy instruction on fifth grade students reading comprehension and comprehension of words encounter during reading.

The findings reveal that the clarifying groups scores in reading comprehension and word comprehension were significantly higher than those in the control group, suggesting that clarifying strategy instruction positively affected
fifth grade students comprehension of texts and vocabulary encounter during reading.

Scheid, karen, (2000) investigated “Helping students Become Strategic Learners Guidelines for Teaching cognitive Training series”

The objectives of the study is to understand instructional practices on cognitive theories of instruction can better prepare students to become strategic learner.

The volume synthesizes and distills the finding from current research and identifies instructional components that enable teachers to implement strategy instruction is the basic skill areas of reading, writing and mathematics. It also indicates how classroom resources can be selected and used to support the use of cognitive strategies. Following an instruction to the use of cognitive strategies, Desining Educational programmes for thoughtful Learning. The promise of cognitive strategy Instruction, review the instructional components for implementing cognitive based reading, writing and mathematics instruction and indicate the features of classroom media and materials that support these activities.

The findings of the study revealed that the present examples of methods designed to increase strategic reading capabilities, composition instruction, approaches designed to enhance problem solving capabilities, and collaborative learning methods.

Anderman (1998) investigated “Motivation and cognitive strategy use in Reading and Writing”.
The objectives are to examine the relationships among early adolescents’ motivational goal orientations, cognitive processing strategies, self-efficacy and expectancy-value for literary activities.

Self-report Questionnaire was used as a tool. These factors appear to vary by gender, academic status and grade level subjects, 678 middle-school students from a largely ‘blue collar’ district. For students who are learning-focused, finding support use of deep-level cognitive processing strategies such as monitoring of comprehension, paraphrasing and summarizing, students who are ability-focused tend to use surface level cognitive processing strategies such as memorization, copying and rehearsal of information. The relationships between these variables and performance on several standardized measures of languages and reading achievement were also measured.

From the study of Anderman (1998), the investigated believed that affective strategies were the powerful predictor of success when they are combined with cognitive strategies. Hence she made an attempt to develop a model by combining these cognitive and affective intervention strategies to enhance writing skill in English.

Findings of the study revealed that Self efficacy was the most powerful predictor of success and (2) those students who valued literacy activities and were learning focused tended to do worse on some standardized tests than their peers, relationships between motivational and affective factor with strategy usage, rather than referring to gender and academic classifications such as ‘at risk’ or ‘special education’ when considering the ways in which adolescents approach reading and writing activities.


There are different theories about how languages are learnt. The theories that explain the processes involved in Second Language Acquisition can broadly
be categorized as Linguistic and Cognitive as they vary in their perspectives. A linguistic theory of second language acquisition treats linguistic knowledge as unique and separate from other knowledge systems and acquisition as guided by mechanisms that are specifically linguistic in nature (Ellis 1994). A cognitive theory of language acquisition views linguistic knowledge not as different from other types of knowledge and refer to the mental process involved in the use of strategies to develop the language system as it is done in other kinds of learning.

**Literature on Cognitive Theory of Second Language Acquisition**

Learner was considered a robot and learning a mechanical process till cognitive theory of learning set its foot on the field of theory of language learning. The black box between stimulus and response became the object of study of the researchers. Every study began to emphasize the role of cognition in SLA (Second Language Acquisition).

Selinker's (1972) Interlanguage Theory is primarily concerned with implicit English knowledge and the strategies that contribute to its development. Interlanguage' is a term coined by Selinker to refer to both the internal system that a learner has constructed at a single point in time and to the series of interconnected systems that characterize the learner's progress over time. This theory is a starting point as it attempts to provide an explanation and specify the mental processes responsible for Second language acquisition.

Krashen's Monitor Model (1981) started as an account of some aspects of language processing in the 1970's, became an all embracing theory in the early 1980's. Krashen claims that there are two possible linguistic knowledge "acquired knowledge" and "learnt knowledge" otherwise known as "acquisition" and "learning" respectively. Acquisition in his terms is fostered by communicative, natural activities. Learning in his sense can be helped to some limited extent by
the provision of "appropriate" rules of thumb. Krashen's theory posits a non-interface position between acquisition and learning. This view is challenged by Bialystok.

Bates and MacWhinney (1981), MacWhinney (1987) developed the Competition Model that forms part of a psychological theory of language in which second language learning forms only one component. This model explains what happens in an actual language situation and in how people use language. It seeks to account for the kind of knowledge underlies real-time processing in real life language behaviour. This model sees the human capacity for language learning as non-specific (i.e. as resulting from general cognitive mechanisms involved in other kinds of learning). It is interactionist in the sense that the learner's grammar is viewed as an emergent property resulting from the interaction between input and cognitive mechanisms relating to perceptual abilities, channel capacity, and memory. The form-function mappings are central to this model. Any one form may realize a number of functions and conversely, any one function can be realized through a number of forms. The learner has to discover the particular form-function mappings that characterize the target language.

Tarone's (1983) Variability Theory sought to account for the way in which learners organized their English knowledge and the strategies they deployed for both learning and using it. Tarone's theory is more than just an attempt to model the kind of second language learning knowledge that learners internalise. It also provides an explanation of how knowledge is acquired and how changes in the learner's interlanguage take place. She represents the effects of situational context as a continuum of interlanguage styles namely, vernacular style and careful style. Her theory posits that new forms enter interlanguage in two ways.

(i) New forms enter directly into the learner's vernacular style and then `spread' to more formal styles over time.
(ii) New forms enter initially into the learner's most formal style, and then 'spread' to less formal styles where they replace the forms already entered.

Thus, development does not consist of sudden jumps, but of gradual extension of regularities from formal to progressively informal styles on the one hand and from complex to increasingly complex linguistic contexts on the other. Hence, (SLA) second language acquisition involves gradual reduction in the degree of variability as non-target language variants are eliminated in a steadily growing range of environments.

Ellis (1985) proposed 'Variable Competence Model'. His theory was based on the assumption that the way language is learnt is a reflection of the way it is used. There are two aspects in his theory. One is the relationship between a differentiated knowledge store and different types of language use. The other is the way learners organize their implicit knowledge in terms of form-function networks. Ellis views second language acquiring knowledge as represented differently in the mind of the learner according to how 'analyzed' and how 'automatic' it is. This view corresponds to that of Bialystok's distinctions of 'analysis' and 'control'. Language use is differentiated according to the amount of planning that takes place. Knowledge is activated for use by means of 'processes'. Primary processes are used in unplanned discourse whereas secondary processes are utilized in planned discourse. These processes used by a learner are developmental in the sense that their prominence in second language acquisition corresponds to the general stages of development. Learning development takes two forms. Learners learn how to activate items and rules that are available initially in planned discourse for use in unplanned discourse.

Moreover, learners acquire the rules through participating in different types of discourse. The idea of form-function networks is associated with the way the
learners construct variable interlanguage systems. The learners' interlanguage system is composed of competing rules at any stage of its development. Sometimes, these rules are systematic as they relate to situational and contextual factors. At other times, these rules are used arbitrarily in free variation. Learners seek to remove free variation when they have two forms that have total identity of functions. They eliminate forms that are considered non-standard or unnecessary. They build form-function networks in which different forms are used to perform different functions.

Second language acquisition involves two phases. The 'acquisition phase' refers to the stage where new forms are acquired and used in free variation. In the 'reorganization phase' the learners sort these forms into functional pigeonholes. Thus Ellis explains how knowledge is stored in the mind of the learners and how they use it.

Anderson (1979, 1980, 1983, 1984) investigated the operating principles and explained how learners create and restructure their interlanguage systems as a product of participating in verbal interaction with more proficient speakers. This is called the 'Nativization Model', according to which second language acquisition consists of two general processes, nativization and denativization. In nativization, the learners simplify the learning task by forming hypotheses based on knowledge that they already possess and attend to an internal norm. In denativization, learners accommodate to an external norm, that is, they adjust their interlanguage systems to make them fit with the input, making use of inference strategies. Subsequently, Anderson (1990) has recognized that nativization and denativization are not two separate 'forces' but aspects of the same overall process of acquisition. He attempted to develop the nativization model by further specifying 'processes', 'cognitive operating principle', and 'communicative strategies'. Anderson has been strongly influenced by Slobin's (1985) operating principles. Anderson points out that most of the operating principles he has identified in his own work can be related to Slobin's. There are seven operating principles that evolved out of
research that Anderson conducted on the second language acquisition of English and Spanish.

Anderson (1983) has proposed a cognitive behaviourist model called ACT which sees learning as building up response strengths through a twofold division into procedural memory and declarative memory. As declarative facts get better known they are gradually turned into procedures and several procedures are combined into one, thus cutting down on the amount of memory involved. The skill-learning model of Second Language Learning rests on the distinction between 'declarative' and 'procedural' knowledge. The declarative knowledge is what we know about or 'static' knowledge or information in memory. The 'procedural knowledge' is what we know how to do or 'dynamic' information in memory.

McLaughlin (1978, 1980, 1987, 1990, McLaughlin, Rossman and McLeod 1983) discuss the processing limitations and the need for restructuring. McLaughlin draws heavily on research in cognitive psychology into information processing. He relates skilled language production to Information Processing theory. There are certain limitations in processing information. Learners are not capable of attending to all the information available in the input. Some of it becomes the object of focused or selective attention, while other parts are attended to only peripherally. In order to maximize their information processing ability, learners routine skills. Initially a skill may be available only through controlled processing. In contrast, "automatic processing involves the activation of certain nodes in memory every time the appropriate inputs are present". Routinization, therefore, helps learners to reduce the burden on their information-processing capacity. It occurs when they have the opportunity to practice controlled processes. Routinization results in quantitative changes in inter language by
making an increasing number of information chunks available for automatic processes.

Information processing capacity is also extended in another way through 'restructuring'. This allows for quantitative changes in inter language. These changes relate to both the way knowledge is represented in the minds of learners and also the strategies they employ. Representational change involves a shift from exemplar-based to rule-based representation. McLaughlin (1990) gives the 'classic' example of past tense learning in English. Another example of the general transition from exemplar-based to rule based representation is the change from formulaic speech to rule analysis. Restructuring is also facilitated by the flexible use of learning strategies. In a series of experiments, McLaughlin and his associates were able to show that `expert' language learners display greater flexibility in restructuring rules and are therefore able to avoid making certain types of error. McLaughlin (1990) considers that practice is also important for restructuring. Indeed these review were of helpful to the investigator for the present study to have attempted to develop a model in enhancing writing skills in English.

Hosenfeld (1977) studied the reading strategies of successful and unsuccessful second language learners. The think aloud protocols' are used as data. It was found that successful readers use -contextual guessing based on inductive reasoning. Hosenfeld (1979) made an attempt to train learners in the use of reading strategies.

O'Malley and Chamot (1987,1990) presented three-way division of strategies drawing on Flavell's concept of Meta cognition: Meta cognitive strategies, Cognitive strategies and Social-affective strategies. They recognized affective strategies such as coping with one’s own emotions, motivation and
enlisting the help of others via appeal. As examples of learner strategies, they are no less important than Cognitive and Meta cognitive strategies.

Oxford (1990) presented a system of classification, which formed the basis of the most comprehensive questionnaire, the Strategy Inventory for Language Learning (SILL), which had three classes of 'direct' strategies- Memory, Cognitive, and Compensation strategies and three 'indirect strategies'- Meta cognitive, Affective and Social strategies.

Nunan's (1997) study showed encouraging results for the selection of learning strategies with his Hong Kong student group. Apart from these descriptive studies of strategy use and strategy promotion, studies validating the strategic teaching have been reported. Talbot's (1997) evaluation of a reading strategy programme and Nunan's (1997) empirical study of the effectiveness of training in general language-learning strategies are large-scale studies in this area.

Cumming (1987) studied the writing processes of six Canadian adult subjects. Contrary to the findings of Johnson (1985), this study revealed that expert writers did a lot of thinking in French. English was used by inexpert writers for generating content and checking style especially with regard to diction.

Kauffmann (1996) explored the relationship between use of writing assignments in relation to reading literature texts. It posed open questions as preparation for class discussion. These were reformulated as topics for essays at frequent intervals and to re-written assignment. He found that there was higher motivation for self-correction.

Schultz (1996) conducted a survey to research feedback and error correction. His survey revealed that the teachers disagreed in the issue of the role
of explicit grammar and corrective feedback. He emphasized the need for taking into account the learners' assumptions and teachers' beliefs regarding this question.

Manchon Ruiz (1997) studied composing strategies. He worked on the relationship between writing ability and proficiency in composition. His study highlighted the role of 'restructuring'.

Porte (1997) explored the revision strategies in writing. His underachieving writers could describe their revision strategies. It had strong implications that these were pragmatic reactions to what they thought their teachers preferred and what seemed to be the message from the feedback they were given. He therefore guessed that the writer's primary concern with surface and mechanical text alterations was a product of the learning situations.

Grundy Peter and Li Vivian (1998) undertook a study on "Error correction". The authors claim that process-writing lends itself naturally to a whole range of new response models which product oriented approaches never considered. There are alternative methods like commenting on drafts, conferencing, checklists and portfolios. They recommend that teachers need to experiment more with these new techniques and that learners used to be encouraged to take more responsibility for assessing their own writing.

Henry and Roseberry (1999) analyzed how information is organized in the introductions of expository texts. Based on their earlier study, teaching materials for university level second language learners were created with the aim of raising learner's awareness of the rhetorical organization and salient linguistic features of the essay. The teaching method relied heavily on explicit instruction and essential Meta language. An evaluation of these method and materials based on analysis of students' writing before and after instruction revealed that students had improved their ability to structure their essay introductions. The students were tending to
improve their ability to texture their writing. The paper concludes that explicit genre-based instruction with the attendant meta language can help learners improve their writing.

Paulus Trena M (1999) analyzed the essays and record of the verbal reports of 11 ESL students. His study revealed that while majority of revisions that students made were surface-level revisions, the changes they made as a result of peer and teacher feedback were more often meaning-level changes than those revision they made on their own. It was also found that writing multiple drafts resulted in overall essay improvement.

Chandra Joice (1988) studied the Correlates of written English at the plus two level. The study attempts to find out why certain groups of learners are successful in attaining proficiency in written English while others are not, as well as to study the factors or combination of factors contributing to the success of some and failure of others. It also attempts to validate a model of second language learning. The objectives of the study are: (i) To identify linguistic, psychological and environmental factors associated with proficiency in written English, and (ii) to study the interrelation among the factors among the pupils at the plus two level. The tools used were included Questionnaire and Semantic differential. Discrete Point objective type tests of grammar, vocabulary and reading comprehension in English. The major findings of the study are: (1) Proficiency in written English at the plus two level was significantly correlated with: knowledge of grammar, reading comprehension, vocabulary, the ability to predict lexical and syntactical items and relationship, proficiency in Tamil, positive attitude towards English, occupational status of the parents, economic status of the family, reading habits, writing practice, and the use of English outside the formal educational setting. (2) Proficiency in written English at the plus two level was significantly correlated with the occupational status of the parents, economic status of the family and the
educational qualifications of the members of the family. (3) Proficiency in English was related to all the factors in learning habits covering reading habits, Writing practice and use of English outside the formal educational setting. (4) There existed a significant correlation between achievement in English and other school subjects. (5) There was a significant relationship between pupils' perception of their performance and their proficiency in written English.

Sarma (1989) made an attempt at designing a course in written English for High school stage based on the communicative approach after surveying the present language-learning situation. The objectives of the study are: (i) To find out selectively from the learners, teachers, parents, and well-informed citizens of the society the communicative syllabus designed to develop writing skills among the students (b) reading a passage - analyzing it for writing skills-solving communicative writing tasks, as a procedure for developing writing skills; (c) evaluate (not grade)-comment-ask for revision-discuss in a session-as a mode of correcting the written English assignments.

The major findings of the study are: (1) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (2) High school students needed written English for both academic (note-taking, writing answers for home assignments and tests) and certain specified social activities. (3) Frequency of writing compositions was very low and a large number of students needed many writing exercises. (4) Further, the teachers used 'impressionistic method' in their evaluation of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. (5) The use of communicative language teaching strategies can bring about an improvement in the use of skills which they sought to develop. A well-designed communicative syllabus incorporating the needs of the students can in a tension-
free, interactive classroom, create a satisfying and positive attitude towards learning the writing and enhance skills of writing and revising.

Herbert Baskaran (1995) studied the impact of remedial teaching programmes on the common errors committed by students of Standard XII in written English. The objectives of the study are (i) To identify and categorise the errors committed by the students of Standard XII in written English. (ii) to design some suitable remedial teaching programmes for the students of Standard XII to minimize these errors in written English, and (iii) to implement the designed remedial teaching programmes for the students of Standard XII to minimize these errors in written English.

As the method of inquiry was diagnostic in approach, a case-study procedure was selected to observe cause and effect. The method of investigation was experimental.

The major findings of the study are: (1) The students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the pre-test. (2) The students of the control group did not differ significantly with the experimental group in their mean scores in the pre-test. (3) The students of the experimental group did not differ significantly with the control group in committing orthographical errors in written English in the post-test.

Antonisamy (1996) conducted a research study on "Effect of Auto-instructional programme on developing writing skills in English at First year B.E. Level". The main objectives of the study are: to design and implement a programme at First year B.E. level to make the students self learners and to find out the effect of Auto materials instructional package through descriptive differential and relational analysis. Case study method was followed. The
investigator made use of an auto instructional technique to improve the writing skills of First Year B.E. students as their communicative ability in writing was not satisfactory. This package helped the learners to learn for themselves. The learners sought only minimum help from the teacher. The educational implication involved in this auto instructional technique was to minimize the teacher’s work and to maximize the learners task.

Usha Padmanabhan (1998) in research work on the ‘Analysis of the writing skills in English of UG students of Technology in Mumbai’ applies communicative language learning strategies in the class. It has been instructed that the students (Twelve high achievers, Five low achievers) have to keep the goals and audience in mind, when they write. They are also motivated to choose the words and phrases to be used to repeat and practice. The study revealed improvement in the writing skills of both high and low achievers but in varying degrees.

Anbalagan (2003) conducted a study on "Enhancing Functional efficiency of undergraduate students of Engineering in Business Letter writing with special reference to Tone and `Point of view". 

2.7. Review On Affective Strategies

Rajendran. M. (1992) attempted “Activity – centered teaching on English : An experimental study”. The objective was to study the difference in achievement in reading and writing skills of the students taught under activity centered approach to teaching of English. The sample comprised 98 students (62 boys and 36 girls) through an achievement test. The collected data observation and participated in an interview schedule. Student learning is facilitated when teachers cultivate and maintain positive, motivating relationships with their students.
Paz, Leo Silveste (2000) focused on “Motivation, preferred classroom activities, and learning strategies among college-level heritage language students of Filipino” to assess the level of motivation preferred classroom activities and learning strategy components. The study had two components first a survey of 180 language students and second a focused group interview of five students. The participants in both parts of the study were student enrolled at the elementary or intermediate level Filipino language courses in twelve colleges or universities in the United States. The survey contained 91, Likert – type questions with five point scales, which measured level of the students motivation preferred classroom activities and learning strategies used. Basic demographic data were used as predictors of the three key research areas. There was significant correlation between the key variable components such as intrinsic Motivation – Task Value Traditional Approach Practical Proficiency Orientation and Challenging Approaches – practical proficiency orientation.

The study done by Paz, Leo Silveste (2000), showed that motivation played a significant role in learning language. Has taken this view, the researcher made an attempt by using motivation as one of the affective intervention strategies to enhance writing skill in English.

Trawick, Lavergne (1990) investigated “Effects of a cognitive behavioural intervention on the motivation volition and achievement of academically under prepared college students” to develop and evaluate an intervention derived from contemporary social- cognitive theory to train students in academic volitional control strategies and to investigate its effect on measure of motivation volitions and academic achievement. Participating in the study were 79 students enrolled in a required remedial reading course for four week period at LaGuardia community college. The design was a pre- post comparison conditions within classes. A stratified random sampling procedure was used to assure that conditions were
comparable on academic self-monitoring and academic action control, the volitional aspects of academic self-regulation. There were favourable comments regarding the helpfulness of the intervention particularly in increasing awareness of the handling potential distractions. There was no clear evidence of the effectiveness of the treatment in improving academic motivation volition or reading achievement.

Kim, Deog Ja (1990) studied the “Relationships between attitudes, motivations and the attained English language proficiency of Korean University student in Korea” to examine the type of motivation or attitudes that can contribute to facilitate English proficiency of the college students in Korea. 311 students at a Private University in Seoul, Korea completed the two types of questionnaires on attitudes and motivation. Spolsky’s indirect questionnaire and Gardner’s direct questionnaire. Their level of attainment in English as a second language was measured based on a close test of global proficiency. More Korean college students in Korea were interactively oriented and that their attitudes and motivation in general correlated with their global English proficiency. Student’s integrativeness did not positively relate to their English proficiency, while instrumentality, their intensity of motivation, and positive attitudes toward America or Americans did correlate with English proficiency.

Green, Anna, L.(2000) studied intrinsic and extrinsic motivation and self-efficacy as constructs of motivation that were perceived by African American college students. And indentified other variable of interests were the students personal characteristics that may influence their perception of motivation. The research design used to observe and study the motivation of African, American college student was the instrumental case design. The two data collection techniques used in the study was the Motivated Strategies for Learning Questionnaires (MSLQ) and semi-structure interview questions. Participants of
the study were sixty-one (46 female and 15 males) African American college students enrolled in two different psychology courses in the South eastern region. There was no significant difference in the scoring averages between African American college students enrolled in two different psychology courses.

Shashi Mohan (1991) attempted “A study on the role of aptitude, attitude and motivation in English acquisition”. The sample comprised 233 students from these public schools and 313 students from six government schools. A few aspects of attitude and motivation showed a significant correlation to some aspects of English learning.

Shih. Ching – Chun (1998) analyzed “ Relationships among student attitudes, motivation, learning styles, learning strategies, patterns of learning and achievement: A formative evaluation of distance education via web-based courses”. It was a population study that included 99 students taking two non major introductory biology courses offered over the WWW by Iowa State University in the fall of 1997. The students were motivated by competition and high expectations in Web- Based Learning. Motivation and Learning strategies were the two significant factors that explained more than one third of student achievement measured by class grade.

**Review of Emotional Intelligence**

Hatzes (1996) found emotional intelligence to be a critical factor contributing to the academic and was conceptualized to include ability to manage emotions, persistence, interpersonal skills, empathy positive reforming and explanatory style. Drago (2004) examined the relationship between emotional intelligence and academic achievement in non-traditional college students. Since students different in cognitive ability, with some students being better prepared for the collegiate environment that others. The role of emotional intelligence in academic achievement must be better understood. Non-cognitive factors such as
e.i may supplementary enhance student cognitive ability. Parker and others (2005) examined the impact of emotional intelligence on the successful transition from high schools to University. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the academic success acceding to deficit models of cognition and intelligence that view ability as a relatively fixed learner characteristic.

From the studies of Hatzes (1996) & Drago (2004) the investigator learned that emotional intelligence played a vital role along with cognitive abilities in learning English language. so it was utilized in the model prepared by the investigator.

Loretta Kasper (1997): Found a potential link performance. This research has particularly important implications for ESL instruction because developing English language writing competence presents a major challenge to students. This study attempted to clarify the relationship between meta cognition and ESL writing performance by posing the following questions.

1. Does each of the components of the meta cognitive model - personal, task and strategy - have an equivalent effect upon writing performance of ESL student.
2. Do these three components impact performance equally at different levels of English language proficiency
3. How do mete cognitive models evolve as students advance in their English language development?

Findings:

1. The average meta cognitive ratings are consistently higher for passing students than for failing students across both levels of English language proficiency.
2. There is a significant relationship between personal knowledge and writing performance.

3. Students professed from intermediate to the advanced level.

4. All the three components of meta cognitive model correlate positively and significantly with performance on the final writing exam.

Judith Ann (2001) examined the cognitive and meta cognitive strategies of first-grade journal writers in a literature based classroom. The results of this study suggested that these first grade students were developing cognitive and meta cognitive strategies when presented learning experiences that provided instruction through modeling, scaffolding and dialoguing.

Reading strategies are of interest for what they reveal about the way readers manage their interaction with written text and how these strategies are related to the text comprehension. Cognitive strategies are used by the learners to transform or manipulate the language, this includes note-taking, formal practice with the specific aspects of target language such as sounds, sentence structure, summarizing, paraphrasing, predicting analyzing and using context clues. Techniques that help the learner to remember and retrieve information are referred to as memory strategies. These include creating mental images through grouping and associating, semantic mapping, using key words, employing word associations and placing new words into a context. Meta cognitive strategies are behaviours undertaken by the learners to plan, arrange, and evaluate their own learning. Learners also use affective strategies, such as self-encouraging behavior, to lower anxiety and encourage learning. (Ramganesh, 2004).

Bereiter, & Scardamalia (1987) characterize the strategy employed by children and novice writers as a "Knowledge-telling" strategy and the strategy employed by adult experts as a "Knowledge-transforming" strategy. They see
the aim of teaching as the development of more intentional cognition, enabling students to incorporate communicative goals into the process of writing. Research with later age groups has tended to focus on the relativeness of different drafting strategies.

The traditional recommendation here is to make and outline prior to writing, i.e., to focus on generating and organizing ideas in outline form prior to providing full text (Collins, & Gentner, 1980; Glynn, Britton, Muth & Dogen, 1982) others (e.g. Elbow, 1981) (Wason, 1980a) recommended rough drafting strategies in which constraints are relaxed during the production of text itself; the writer concentrates on getting their ideas down on paper; then this draft is organized and expression polished during revision. There is some evidence that outline strategies are associated with improved Quality of writing, whereas rough drafting are not (Kellegy, 1988) The main implication is that it is important to differentiate between the different components of the writing process. It also motivates many of the activities carried out under the process. Thus activities like brainstorming, outlining, journal keeping, generation and collaboration are designed to focus on revision.

Moderate reaction has been a move to integrate cognitive and social prospective on writing by constructing socio-cognitive models of the process (carter, 1990, Flower, 1994, Hayes, 1996; Nystrand, 1989) This social approach to writing shares the emphasis on cognitive process, but here writing is treated not just as an individual process but as an interaction between writer and reader. The three general aspects of writing are:

- Motivation - how concentration, persistence the tasks engender.
- Cognitive activities, as inferred from temporal features of the writing process and
- Feature of the text produced, including spelling structure and accuracy.
Dachauhi and Pingli (2003) are of the view that scientific cognition as Model Based Reasoning (MBR) has increasingly occupied the recent literature and the account of mental modeling have provided an elementary understanding of cognition as basis of reasoning.

Findings show that cognitive theories emphasize that human mind is an active and individual processor of information. Active thinking is influenced by one’s feelings, self concept or identity, beliefs and existing knowledge and in turn is bound to influence the structure of new thoughts. Knowledge is acquired by constructing a representation of the outside world. The realities and truths of the external world direct the knowledge construction. Individuals construct outside reality by building accurate mental representation such as proportional networks, concepts, cause and effect relationships and condition the action production rules that reflect “The way things really are”, Information processing holds this view of knowledge.

The strategy was based on the consideration that knowledge transformation is not a one way process from subject matter knowledge, as literature suggests, but a bidirectional process involving deepening of subject matter knowledge and increasing learning skills.

Chellamani (2001) conducted a study on Efficacy of psycholinguistic intervention and Meta – cognition on Reading comprehension among High School Entrants”. This study confirms the effect of intervention of psycholinguistic principles and meta- cognitive strategies on developing reading comprehension.

Fung Law Yong (2010) examined the foundation students' attitude towards academic writing considering gender and age differences. He adapted a 29- item questionnaire to collect data on perceptions toward academic writing, expectations
of academic writing and feedback on academic writing. A two-tailed t-test for equality of means revealed significant gender differences in four items:

1. Writing was more difficult than speaking;
2. Writing English on the job;
3. Using English to write letters; and
4. Expecting to do a lot of writing in various courses. Significant age differences were found in only one item, which implied that students had to take exams in English.

The study done by Fung Law Yong (2010) induced the researcher to find out the attitude towards English writing. For this purpose, the investigator created a tool.

According to Jennifer G. Cromley (2010), meta cognition, cognitive strategy instruction are important for reading comprehension. The researcher focused here on understanding the role of meta cognition in reading, sources of meta cognition problems, and ways to remedy these problems, all of which can be powerful tools for improving adults' reading comprehension.

The investigator attempted them for written comprehension.

The researcher found both meta cognitive monitoring and control play an important role in reading comprehension - the goal reading - and there are promising techniques for improving students' meta cognition when they read. He reviewed what we know about the ability to monitor one's own thinking during reading and strategies that can be taught to help readers monitor, and thereby comprehend better. He offered potential causes of low monitoring, including poor decoding, limited background knowledge, low vocabulary, dysfunctional beliefs about reading, low strategy use, working memory issues and motivational barriers.
People with good reading comprehension tend to monitor their reading often without being aware of it. Monitoring interacts with background knowledge or vocabulary knowledge; they might have been taught to pay attention to meaning (Normal & Malicky, 1987) or to use reading comprehension strategies. In this case, monitoring interacts with cognitive strategy use. Knowing about the topic helps the readers know what to notice (Bransford, Brown & cocking 1999).

Brief view of Aizens' theory of planned behaviours (overview Dornyei 1998), explains the relationships between attitudes, beliefs, and behaviour. According to the theory presented in Kennedy and Kennady 1996, attitudes, as an affective response, are determined by beliefs, which are basically cognitive. An attitude towards a certain behaviour is determined by the belief about the outcome of such behaviour and the evaluation of that outcome. Different fields have shown that attitudes determine behaviour in a complex way but also emerge as an outcome (Non-linguistic) of language learning. They are grounded in underlying beliefs but also formed or changed in light of new experience. That is why attitudes may influence the learning process in a significant way. Attitudes are understood here as individual affective responses to various aspects of writing. The author discussed the following aspects of attitudes in relation to writing: (1) the formative nature of writing instruction, (2) attitudes in the process of change (3) clash between attitudes and behaviour, (4) the individual's nature of attitudes and (5) the issue of self-expression. The study has shown that, the development of attitudes towards writing is an integral part of the process of writing experiences but also have an impact on future writing behaviour.

Grounded in wood, Bruner and Ross's (1976) concept of scaffolding and consistent with the interaction support in Vygotsky's zone of proximal development, a scaffold provides a temporary framework within which learners might more readily negotiate and construct meaning. A repertoire of strategies for
scaffolding reading and writing provides conscious plans, actions, and frameworks that students can select or adapt to particulars tasks in the post-secondary classroom. Continues practice and feedback with these types of strategies can potentially produce long-lasting and significant improvements in students' understanding of new concepts or in the performance of tasks that would otherwise be beyond their unassisted efforts. The interactional aspect of the strategies emphasizes the importance of cooperative learning and student engagement.

This shift from learner to expert has been summarized schematically by Pearson and Gallagher (1983). In their Model of Explicit Instruction, we see guided practice or the provision of a series of scaffolds as critical to maintaining the joint responsibility for instruction between teacher and student.

Ultimately, the role of scaffolding in the post-secondary class is to develop students' ability to engage in the critical application of newly acquired skills and knowledge.

Student engagement is largely dependent on providing both a challenging learning environment and one in which students can realize success. Wood, Bruner and Ross (1976) suggest that educators can provide scaffolding in several basic ways: 1) Structuring tasks so that learners experience some immediate success; 2) structuring the task in stages; 3) identifying the critical features of tasks for the learners; 4) modeling the steps; 5) providing guided practice and feedback. Within this framework, various degrees of instructional control are possible. Silliman and Wilkinson (1991, 2000) have identified and elaborated upon two types of scaffolding. More directive scaffolds, which are by far the more prevalent, continue to rely on traditional instructional discourse and its emphasis on passive learning and the reproduction of information. These usually take the form of the Initiation-Response-Evaluation (IRE) sequence whereby a
conversational sequence is followed by a question-answer evaluation (Wells, 1993).

A jigsaw is a cooperative learning strategy whereby students are given different subsections of a unit of study. Students responsible for each subsection meet in expert groups to plan how to teach their content to others. Once lessons are planned, groups are reformed to include individuals responsible for each subsection of the unit of study. In other words, individual representatives from an expert group meet with individual members of other expert groups and teach each other the content of their particular subsection of the material. As small groups convene in these concurrent teaching sessions, the instructor sets time limits for individual presentations, circulates, and interjects from time to time to move things along or maintain focus. The role of the instructor during this time is strictly facilitative.

Teaching reading and writing across the curriculum is an important focus of adolescent literacy. It was not only scaffold students' understanding of the issue but provides these teacher candidates with firsthand experience with an instructional strategy that they can eventually use in their own classrooms. An important aspect of the course is that we reflect often on both method and content, students are instructed to read silently and to highlight what they think is important. After students finish their initial reading, they complete Analysis individually. Students are then instructed to meet in their expert groups that consist of other students assigned to the same work and compare what they have recorded on their graphic organizers. Expert group members work collaboratively to decide what are the most important ideas presented article and how they will teach the content to other classmates in a cooperative jigsaw to be held the following class. Each expert group plans a 15- to 20-minute lesson and while the method of delivery is a group decision, they are requested to include some time
near the end of the lesson to check for student understanding. Consistent with the guided practice in Pearson and Gallagher's (1983) Model of Explicit Instruction, students gain more and more instructional autonomy as they move through the individual and group activities. Based on Vygotsky's social constructivist theories of mind and language, the following suggestions that optimize the benefits of scaffolding strategies.

1. Even the simplest of routines, like who goes first and how to take turns, has to be modeled for students. Whenever possible, the instructor's actual participation in the activity helps model the routine and sets expectations.

2. The instructor is responsible for setting flexible parameters for the activity including organizing the resources and designing a series of motivating and challenging learning experiences.

3. The setting and resources should facilitate the instructor's ability to assist students in the completion of tasks. Sometimes this takes considerable imagination as we are not always given our choice of classroom. The university lecture theatre is not an ideal setting for cooperative learning, but it can be done.

4. The instructor's input should promote the students' ability to problem solve.

5. Above all, each successive activity should build confidence. In the back of my mind, I am always thinking, "How do we move from the known to the unknown?"

In summary, it is emphasized that scaffolding student understanding in cooperative learning situations allows you to do more with less. While educators at all levels lament the pressure they feel to "cover the territory," what is ultimately more important, particularly so at the post-secondary level, is that students achieve a deeper understanding of concepts and ideas and that through this experience they internalize the skills and knowledge which they can access to make critical connections to material and phenomena beyond classroom learning.
Initially, establishing routines for carrying out cooperative learning activities in
the post-secondary classroom take time and practice but are well worth the effort.
The alternatives can be more time-consuming and less effective. Take for
element, the ever-popular whole-class presentation complete with PowerPoint.
Here the general practice is to assign particular topics to groups of four to five
students or have students themselves identify or choose a topic for presentation.
The assumption is that students can come to a topic and put together an
informative and coherent presentation to be delivered within the allotted time limit
while the others listen attentively.

2.8. Synthesis

The following researchers conducted studies on reading skill Aranha,
Mabel (1988) attempted to study the reading attitudes of Indian Students.
Anjilivelli (1989) undertook a study on developing reading comprehension among
first year degree students. Joycilin Sharmila (2004) investigated on cognitive style
and Reading comprehension of standard IX students.

In the researches done overseas on written communication, Hilldenbrand
(1985) suggested that the mode of writing could influence the writing process.
Jones (1985) investigated the factors constraining writing. The study suggested
that the process oriented writing instruction would help acquisition of English.
Diaz(1985) identified and recommended process strategies and techniques for the
learners of English School. Raimes (1985) found that the students wrote more and
exhibited more commitment to the writing task when the process-oriented
approach was adopted.

The studies based on linguistic theory of second language acquisition offer
a number of insights about how learners deal with the grammatical properties of
the language.
Trawick, Lavergne (1990) investigated that there was no clear evidence of the effectiveness of the treatment in improving academic motivation, volition or reading achievement. Kim, Deog Ja (1990) found that student’s attitudes and motivation in general correlated with their global English proficiency. Green, Anna, L (2000) found that there were no significant difference in the scoring averages on the constructs of intrinsic and extrinsic goal orientation.

In the area of Error Analysis, many research studies have been made in India and a few abroad. Sudarkkodi (1990), Sarma Madhan Mohan (1991) and Joshi (1989) analysed the different errors committed by the learners at different levels in written English. The prominent errors analysed were errors in the areas like spelling, sentence patterns and grammar.

The learner’s difficulties were analysed by shanmugam (1977), Guosh (1982) and sobhana (2004). They suggested remedial teaching programmes.

Chandra, Joice (1988) studied the correlates of written English at the plus two stages. Kamala (2003) developed communicated strategies to enhance the written communication skill in English.

In the research studies stated above, it has been found that some researchers have evolved methods in ELT (English Language Teaching). Others had either stopped only with diagnosing and categorizing the errors in written English or only suggested remedial measures at high school, higher secondary school and college levels. But none attempted to find out the effectiveness of cognitive and affective intervention strategies in enhancing the writing skill in English among B.Ed trainees. So the investigator attempted to find out the effectiveness of it.

Ahuja and Ahuja, Pramila (1988) attempted to analyse reading comprehension tests used by students at High school level. Joycilin Sharmila
(2004) investigated on cognitive style and reading comprehension of IX std students.

Friedlander (1990) conducted an experiment on Chinese English school Learner students. The study brought out the fact that the use of the language of topic area knowledge could have a positive effect on the planning and writing of the students. Joanne Devine, Kavin Railey and Philip Boshoff (1993) in a survey explored the cognitive models in writing. Sengupta sima (2000) investigated the effects of explicit instruction in revision on second language learner’s performance and perceptions about writing.


Some of the studies conducted abroad on writing reported in the literature point out similarities in writing. Yet a few others challenge these and confirm that there are differences writing. Several studies examined the processes in writing. Research on writing at the discourse level with different genres is a recent Phenomenon. Hence, research studies in this area are warranted. It is clear in this assumption, the present study attempted to enhance writing skills in English among the student – teachers through Innovative Strategies.

Gage (1965), Wohwill (1973), Havel (1977), Mccall (1981) and Edward Tolman (1969) considered problem solving has been traditionally labeled as cognitive processes and mental hypotheses about ways to solve problems. Hence the present study, has taken cognizance of cognitive Intervention in writing in English.
Piaget [1969], Riding and Ashmore[1980], Riding and Calvey [1981], Riding and Doughs[1993] and Rading and Rayer[1998] considered the primary aim of make-believe games is to duplicate behaviourly the product of the imagination and image are best when the material is concrete.

In the research studies state above, it has been found that some researchers had evolved methods in ELT. Others had either stopped only with diagnosing and categorizing the errors in written English or only suggested remedial measures at high school, higher secondary school and college levels.


enhances writing. Anderman (1998) viewed that motivation and cognitive strategy used more in writing.

The models developed by the researchers helped the investigator to gain cognitive strategic knowledge in language learning especially in writing. These theories helped the investigator to know the psychological approach and information processing.


Following communicative strategies found out by the researchers also helped the investigator to utilize them to enhance writing skill.


Loretta Kasper (1997) studied the relationship between meta cognition and writing performance. Krenn (2001) studied the cognitive process in writing Bereiter and Scardamalia (1987) found that knowledge transforming strategies are effective in the process of writing. Dachauhi and Pingli (2003) found that cognition as the basis of reasoning.
These studies helped the investigator much. The investigator attempted to find out the cognitive and affective intervention in writing performance. And the investigator used the strategy spatial competence to enhance writing skill as a knowledge transforming strategy. The investigator felt that the cognition is needed for reasoning.

Fung Law yong (2010) attitude towards academic writing, Jennifer G. cromley (2010) found that cognitive, meta cognitive strategic instruction is important for reading comprehension. Aizer’s theory said that attitude, belief and cognition are essential for language learning. Bruner and Ross’s (1976) ascertain that scaffolding is helpful for the proxime development. Personal and Gallagher (1983) found that guided practice enhances the writing skill.

From these studies the investigator gained the knowledge as attitude and cognition (ie. cognitive and Affective intervention) are inter related to each other in language writing. Scaffolding and guided practices are essential for developing writing skill. The investigator used these knowledge in developing the instructional model for enhancing writing skill in English.

The above mentioned various concepts, different studies, reviews helped the investigator gain insight on the use of cognitive and affective intervention strategies for the development of English education. These insights indeed threw some light to gain momentum to integrate cognitive and affective intervention strategies in the instructional model for the enhancement of writing skill in English for the present study.

These strategies explored the positive effect of Cognitive and Affective Intervention Strategies in teaching/ learning. These studies guided the investigator develop and validate a tool. The two research tools used in the present study, paved way and contributed a lot to the present investigation for the development
of a model using Cognitive and Affective Intervention Strategies on writing skill in English.

The studies reviewed in the present study enlighten the way for the development of key components of research design. Although the studies reviewed are pertinent literature in the present investigation, none of them has attempted to develop a model using “Cognitive and Affective Intervention Strategies to enhance writing skill in English among B.Ed., Trainees”. To fulfill this research gap, the investigator attempted to find out the “Effectiveness of cognitive and Affective Intervention Strategies in Enhancing Wring Skill in English among B.Ed., trainees”.

2.9. Conclusion

Various types of studies related to writing, other skills of English, Cognitive strategic instruction, Affective strategic instruction, different models for developing writing skills were reviewed in this chapter.

Development of the model on enhancing writing skill in English is dealt in the proceeding chapter.