CHAPTER – III

DEVELOPMENT OF A MODEL ON WRITING SKILL IN ENGLISH

“I love writing, I love the swirl and swing of words as they tangle
with human emotions”.

- James A. Michener
(1907-1997)

3.1. Introduction Cognitive and Affective Intervention Strategies in Writing English

The findings of several researches examined the effects of affective strategy instruction on measures of second language proficiency and of self-efficiency. Differential success in second or foreign language learning has been attributed to individual differences such as intelligence, aptitude, personality, motivation and anxiety. The development of humanistic psychology, which sought to establish a holistic approach to learners, led to an increased focus on individual’s emotions and feelings. Maslow (1971), posited that cognitive and aesthetic goals leading to self-actualization could not be achieved unless human psychological needs, the need for safety and security, the need for belonging, and the need for self-esteem had been satisfied. Roger (1969) argued that learning should be experiential and convergent with learner goals and that it should take place in a supportive environment.

Researches in second language acquisition have confirmed hypotheses that language learning is indeed enhanced by attention to affect. Gardner and colleagues (Gardner, 1985; Gardner & Clement, 1990; Gardner & Lambert, 1972; Gardner & MacIntyre, 1993;) conducted extensive investigations of individual differences in language learning success. Young’s (1990) research with language learners suggested that teachers who used humour and created a friendly,
supportive and relaxed classroom atmosphere that encouraged risk-taking were most helpful in alleviating foreign language anxiety and facilitating learning.

A series of interventions conducted by Maskowitz (1981, 1999) with high school second and foreign language students reported positive correlations between the use of humanistic exercises and students’ attitudes towards language learning, their classmates and themselves. Results of questionnaires administered to the teachers also showed improved attitudes towards their classes and enhanced self-concept and self-awareness. Results in overall performance shown by the experimental group were attributed to the use of strategies, some of which were affective; the effect of affective strategy component alone, however, could not be partial out.

Chamot (2001) stated, “There is a continuing need for more intervention studies to determine the effects of strategy training on language learning and proficiency”.

Perceptions of self-efficacy influence motivation. They determine the goals that individuals set as the effort they expend to achieve those goals, and their willingness to persist in the face of failure. (Bandura, 1986).

An increasing number of materials have emerged over the years to enhance affect in second language classrooms. Oxford (1990) delineated three types of affective strategies that can be used to regulate learner attitudes, motivation and emotions, self encouragement and for monitoring emotions. Arnold’s (1999) insights as:

Visualization was chosen as a focus. Discussion of the benefits of using and practicing mental imagery were followed to enhance performance. “In a relaxed state, the mind is receptive to a restructuring of one’s self-image and the appraisal
of one’s abilities (i.e., Neuro-Linguistic Programming) has shown that if you can imagine yourself doing something, you are more likely to be able to do it.”

Developing skills such as meta-cognitive, cognitive, and affective can help the language learner build up learner independence and autonomy whereby he can take control of his own-learning.

Cummig (1995) pointed out the benefits of cognitive modeling in writing instruction, which involved explicit demonstration of the strategies experienced writers use when planning, making decisions, and revising texts. He also pointed that self-evaluation as the optimal mode of assessment. In taking cognizance of the concepts, theories, and studies of the researchers, the investigator made an attempt to develop a model on writing skill in English.

3.2 Selection of a topic

Selection of a topic for the development of cognitive and affective intervention strategies has its own significance in any subject in general and English in particular. As far as English subject is concerned, unless a teacher-educator provides opportunity for student-teachers to participate in group discussion, to interactive with peer groups, teacher educators guidance instruction about the topic in English the student-teacher finds very difficult to master the ideas behind those contents. The challenges are met effectively by providing opportunities for student-teachers to apply knowledge in real-world contents and engage in active participation, exploration, and research.

Cognitive and Affective Intervention Strategies serve to support the learners as she/he develops internal procedures that enable her/him to perform tasks that are complex. (Rosenshine, 1979) The use of cognitive and affective intervention strategies can increase the efficiency of learning with which the learner approaches a learning task. The academic tasks can include, but not limited
to, remembering and applying information from course content, constructing sentences and paragraphs, learning more vocabulary and grammar, putting appropriate punctuation, editing written work, paraphrasing and classifying information to be learned.

Cognitive and Affective Intervention Strategic model was prepared keeping all types of learners in the mind to enhance writing skill. Relevant information pertaining to the mind and topic should be added. Long sentences were divided into small chunks and keywords were used to keep in memory easily. From the studies reviewed so far, it is a pioneering effort by the investigator for the development of a model using Cognitive and Affective Intervention Strategies.

Selection of the topic was done by keeping the following in mind:

- The topic should be relevant to the student teachers and it should confirm to the curriculum.
- It must pave the way to provide multisensory experience to the students-teachers.
- Ensured students’ difficulty in understanding and mastering the content.
- The topic must evoke interest in the learners.

In the present study, the investigator besides keeping the above mentioned guidelines in her mind, she interviewed the experienced professors of English about the selection of five comprehension passages. Based on their opinion and using her expertise as a teacher of English, five comprehension passages have been indentified for the treatment. i.e. to find out the effectiveness of using Cognitive and Affective Intervention strategies to enhance writing skill in English.

“Understanding the different types of tasks require different strategies, knowledge about when and why a specific task requires the use of a given cognitive strategy which is reflective of sophisticated task knowledge”. (Pintrich,
2002) Different levels of understanding among the student population have been duly taken into consideration while developing the model. Every minor step required for easy understanding of the subject was included in the model so as to make even the low achievers attain mastery.

3.2.1. Rationale for the passage chosen

It is felt that the comprehension passage was the best suitable for developing writing skill in the Indian scenario. Since comprehension lies in the middle of the cognitive level (in the understanding level) it was suitable for assessing both average and above average level student - teachers.

- Assessment of writing skill is possible only when the necessity of expression is compulsorily by writing, making other ways unsuitable.
- The correct meaning for the expression of the person using the language could be evidently arrived through writing.
- Comprehension, other than most other strategies gives room for extracting or initiating the writing skill in English.
- Presenting the concepts or ideas to be presented logically or in proper sequence is more possible when the option of writing is chosen.
- Comprehension is neither in the basic level nor in the top most level of cognition; (it is placed in the understanding level). Hence it is suitable for assessing writing skill of both average and extra-ordinary level of learners.
- If the learners get more practice in comprehension, it is easy for them to write a matter individually by understanding main points.
- Cognitive strategies like chunking, imagery, mnemonics and spatial learning are used more in the comprehension passages when compared to other areas like grammar, poem etc.
- No ambiguous words are used in the comprehension strategy. Clarity in meanings of words arouses more interest among the learners to learn easily. It improves their skill in writing.
As cohesion and coherence are followed in the comprehension passage, the learners can obtain the ability of writing any matter in the cogent order.

Comprehension plays a vital role in developing reading skill and understanding which are essential for enhancing writing skill.

Technical accuracy of syntax and punctuation in phrases, clauses and sentences are followed in the comprehension passages.

Writing skill taxonomy is perfectly covered in the comprehension passage which is needed for the learners to improve their writing skill.

Known answers lead the reader to resort writing with confidence.

Comprehension forms an assistance to initiate the interest in writing skill.

Skill of writing is indirectly made compulsive in the comprehension strategy.

Comprehension has no other answering alternate except initiating writing.

Comprehension gives confidence to write and thus pave way for interest in answering and thus the result is writing skill formation.

As comprehension strategy is suitable for Indian scenario to assess writing skill, the researcher has chosen this kind of passage.

3.3. Development of the model to enhance writing skill in English

Revised National Policy on Education (1996) envisaged launching of national mission for achieving universalization of education and quality of education. Recent advancement in teaching and learning principles have to be adopted in order to bring out better results of teaching and learning.

Cognitive and Affective Intervention Strategies, awareness of one’s learning and taking active control of their learning strategies thereafter and attitude towards writing are the two important innovative educational technologies that have been focused in the present study along with a suitable instructional model, under experimental research method. Here the concept of cognitive and affective
intervention strategies for the enhancement of writing skill is used in the instructional model by the investigator.

The primary objective of Cognitive and Affective Intervention strategies to experimental designers was to provide them with a bundle of strategies that will make them more information processors, learners who monitor, control and improve their learning activities, making more adaptations as required to ensure attaining key learning objectives. The specific aim of using Cognitive and Affective Intervention Strategies to enhance writing skill in English is to enable the student – teachers to make their thinking visible, to plan in a correct way and to consolidate their ideas in a coherent manner when they are writing.

In the words of Widdowson (1978), “Learning of a language involved the acquiring of ability to compose correct sentences”. Hence the investigator felt it an imperative need to undertake the study to identify the mistakes committed by the learning students - teachers in their writings and, to enhance their writing skill. The investigator developed an instructional model using cognitive and affective intervention strategies, with a view to minimize the mistakes committed by them, to administer the model to the trainees and also assessed the effectiveness of cognitive and affective intervention strategies to enhance writing skill in English. The model is seen significant for learning cognitive and affective skills, to enable the trainees studying to obtain the Degree of Bachelor of education to regulate their mental processes and to enhance their writing skill in English.

Different types of models provide a typical strategies to help students learn a concept, task or process which are frequently used for enhancing writing skill among B.Ed., trainees.
Model generation:

A learners mental model is highly individualized and constantly changing as more input and learning takes place. Lambert and Walker (1995) stated that a mental model is, “an individual’s” existing understanding and interpretation of a given concept, which is formed and reformed on the basis of experiences, beliefs, values, socio –cultural histories and prior perceptions. A mental model affects how one interprets new concepts and events – Nersessian (2007).

Donald Norman (1988) gave a current definition of mental models: “.....the models people have of themselves, others, the environment or things with which they interact. People form mental models through experience, training and instruction. These models provide predictive and explanatory power for understanding”

With the directions of the reviews, an initiative of exploration has been attempted by the investigator to develop and generate a model using cognitive and affective intervention strategies to enhance writing skill in English among B.Ed., trainees.

The model was dealt with five cognitive and five affective intervention strategies which helped the student teachers to develop their writing skill. Design of teaching –learning process for acquisition, recording, organization, retrieval, display and dissemination of information and training aids and materials to suit the need of the trainees.

Model has been designed with appropriate formative assessment. Formative assessment is a self –reflective process that intends to promote student – teachers attainment. Cowie and Bell(1999) defined it as the bidirectional process between teacher and student to enhance, recognize and respond to the learning, understanding performance gap. A student –teacher is trained to revise, to practice,
to monitor his/her activities by doing variety of exercises where he/she could analyze the performance and overhaul the gap in understanding if any. To be a competent teacher, B.Ed., trainees should use the knowledge along with the application in their learning, using cognitive and affective intervention strategies to enhance writing skill. This innovative model played a pivotal role in teaching – learning process in English in enhancing writing skill.

To help student - teachers and concretize the instructional model from the sample comprehension passage ‘Oil’ with the components of writing such as punctuation, vocabulary, grammar, precise -writing, homophones and descriptive writing are taught with the above said strategies. To reach the destination, the following objectives of the model are formulated.

**Objectives of the model**

The student – teachers after learning the writing skill with the help of instructional model, four more comprehension passages with various types of exercises for developing writing skill were used by the investigator. Student - teachers will be able to:

i) write English without mistakes.

ii) gain knowledge about cognitive and affective intervention strategies.

iii) design a model for teaching / learning English.

iv) develop attitude towards English.

v) use their learning in various situations.

**3.4. Components identified to ascertain writing skill in English**

The investigator identified that the following components were essential for developing writing skill. And hence, the researcher has adopted these six components for her treatment. They were explained and used in a detailed manner while treating the of B.Ed., trainees.
3.F.1 Components of writing skill

Punctuation (1)        Vocabulary (2)

Descriptive (6)        Writing skill        Grammar (3)

Precise writing (5)    Homophones (4)

1. **Punctuation:** Punctuation is a set of conventions which make writing / reading easier and understand written English better. Following punctuation marks are needed to write flawless English.

**Mark of Punctuation**

♣ **Full stop (.):** The main uses are
  - to mark the end of a sentence
  - after some abbreviations
  - as a decimal point in numerical expressions.

♣ **Question Mark (?)**
  An interrogative sentence or a question tag ends with a question mark.

♣ **Exclamation mark (!):**
  It marks exclamations
  In expressions of wonder, awe, danger
    etc. (eg) How beautiful this picture is!
    - in minor sentences
      (eg) Danger! Keep out!
♣ Colon (:) 
- It introduces a list.
- it introduces a piece of speech.

♣ Semicolon (;) 
- used to separate two independent clauses that are related. (eg) sometimes it is right to forgive; some times it is wrong to forget.
- Separate a clause and related phrase.
(eg) To err is human; to forgive is divine.

♣ Comma (,) 
- to separate items in a list.
- to indicate a break between clauses.

♣ Apostrophe (’)
- in contracted forms.
(eg) It is – it’s, cannot – Can’t.
- Ravi’s shirt.

♣ Inverted Commas (‘ ‘), (“ “)
- in direct speech.
- in a quotation.
- to indicate a book or other title.

♣ Capital letter
- in the beginning of a sentence.
- in the first letter of people’s names.
- in other proper nouns.
- in titles, honours, special expressions.
♣ Hyphen (-)
- If the word on a line is too long to put on the line, it is followed by a hyphen, and the rest appears at the beginning of the next line.
- To join two or more words together.
  (eg) and eight – year-old.

♣ Dash (-)
- The dash is a long hyphen.
- to indicate a sharp break in the flow of thought in a sentence.

♣ Brackets and such parentheses
- A pair of brackets and dashes is used within a sentence to consider the stretch between the parenthetical marks as additional appended information.

Punctuation helped the student –teachers to develop various marks of punctuation to put up them in related sequences in a sentence. It is one of the essential components of writing and for the enhancement of writing skill.

2. Vocabulary: Knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words.

Importance of words: The word is one of the most important components of language. Words glisten; words radiate exquisite splendor. Words carry magic and keep us spell bound..... words are like glamorous bricks that constitute the fabric of any language........... words are like roses that make the environment fragrant,” asserts the writer of a book urging people to improve their vocabulary (Aitchinson, 1997)
St. John’s gospel in New English Bible pointed out the importance of the word. “When all things began, the word already was. The word dwelt with God and what God was, the word was” (Gupta 2006). The new century saw a renewed interest in the area of vocabulary, Paul Nation, Schmitt, McCarthy, Renouf and Michael Lewis are some of the proponents of teaching language through texts.

It is agreed that knowledge of the word form (Pronunciation and spelling), word structure, the common derivations of the word in a phrase and sentence, word meaning (multiplicity of meaning and metaphorical extensions of meaning), lexical relations of the word with other words such as synonymy, antonymy, hyponymy, common collocations (Laufer 1977) is essential for a writer. A very influential view of vocabulary acquisition claims that most of the words are acquired by exposure to the language input, rather than by deliberately committing words to the memory (Nagy et.al. 1985, Stemberg 1987) The number of exposures needed for the mastery of a new word hangs on many other factors such as the salience of the word in context (Brown, 1993) the richness of the contextual clues, the learner’s interest and the size and quality of his/her existing repertoire of vocabulary (Laufer & Hadar 1997).

While traditional studies of vocabulary learning involved learners being told just to read for comprehension, recent twists to the vocabulary learning concept have included more demanding tasks beyond reading such as looking up new words in dictionaries for comprehension (Laufer & Hill, 2000) and recalling and retelling what is read (Joe, 1998). Results tend to suggest that the more demanding a task is, the more vocabulary items will be learned. Plausible strategies are needed for vocabulary development.

The majority of vocabulary is learned receptively through listening or reading (Nagy, Anderson and Herman, 1987). When a vocabulary is taught in the classroom, learning is also likely to be receptive. Receptive activities like looking
up the word in a dictionary, matching words with their meanings, or definitions, guessing from context and learning from word pairs are more common. Findings by Griffin and Harley indicated that productive tasks may be more effective. Writing a sentence is more effective method for gaining vocabulary than reading three sentences.

The research by Bloom, Ingram and Clark (Schmitt 2000) indicated that “the relation between receptive and productive is not static, but shifts and varies according to the experience of the individual and his linguistic and cognitive abilities”. (Bloom & Schmitt 1997)

Jack Richards’s article The Role of Vocabulary Teaching, (1976) layed out a set of assumptions which characterize the relevant theoretical concerns of linguists at the time he was writing. They are:

- Knowing a word means knowing the degree of probability of encountering the word in print. For many words, we also ‘know’ the sort of words most likely to be found associated with the word.
- Knowing a word implies knowing the limitations imposed on the use of the word according in variations of function and situation.
- Knowing a word means knowing the syntactic behaviour associated with that word.
- Knowing a word entails knowledge of the network of association between that word and the other words in language.
- Knowing a word means knowing the semantic value of a word.
- Knowing a word means knowing many of the different meanings associated with the word.

Both culture and vocabulary are very closely related aspects in any language. Culture is expressed through language, and no expression of language can occur without words. It is through words that the culture of a language is
transmitted from generation to generation. Therefore, learning vocabulary is also learning culture. At the same time, vocabulary is also connected with the other subsystems. Grammar would be empty without words, and word forms are governed by grammatical function.

Laflamme (1997) stated that recent research has identified vocabulary knowledge as the single most important factor in comprehension. “Reading and writing are the two analogous and complementary processes in that both involve generating ideas, organizing ideas into a logical order, drafting them a number of times to achieve cohesion, and revising the ideas as appropriate” (Laflamme, 1997). The processes are so closely aligned that some researchers even advocate teaching writing and reading simultaneously rather than as two separate subjects (Laflamme, 1997).

Vocabulary influences writing ability. During writing process, the student does not have the luxury of examining the context in which a word is used. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly. “Mayher and Brause (1986) have stated that writing is dependent upon the ability to draw upon new words to describe an event”. (Corona, Spangenberger and Venet, 1989).

The breadth and depth of a student’s vocabulary will have a direct influence upon the descriptiveness, accuracy and quality of his/her writing. As Ediger (1999) notes, “Variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts”.

“At any level, written communication is more effective when a depth of vocabulary and command of language is evident” (Corona, Spangenberger and Venet (1998))
As words are the writer’s most important tools, vocabulary development must be an important and ongoing part of classroom learning/teaching.

- Teachers must offer direct instruction of techniques or procedures for developing broad and varied vocabulary.
- New vocabulary terms must be connected to students’ previous knowledge and experiences.
- Students should be able to conceptualize the vocabulary terms they have learned and use them in society.
- Student – teachers should be encouraged to incorporate new vocabulary terms into their oral and written reports and presentations.
- Practice and repetition are important methods to become familiar with new words and understand how they may be used correctly. (Laflamme, 1997).
- The teaching of vocabulary must be an interdisciplinary project, integrated into the curriculum at every level.

Using vocabulary to improve writing skills: While improved vocabulary can enhance students’ writing skills, there is no guarantee that it will do so automatically. Improvement in vocabulary will result in improved writing skills only if the teacher is able to create a classroom that takes writing seriously. Here the process and environment are closely intertwined and interdependent.

The importance of learning words in English cannot be exaggerated. When we say that we know English, we mean that we know the meanings and usage of a few thousand words in English. Communication is impossible without some mastery of the words used; it is mainly through using words that compose and express our thoughts to others – It is essential for writing.
3. Grammar

There has been discussions in recent years of the question – should we have grammar as a separate entity in English as a second Language (ESL) classrooms? The purpose of the grammar is to help the learners to learn English without mistakes. The general objective is to make better teacher / learner by giving some insight into the basic structure of English. Example “This is a Pen”. “This pen are”.

From the above two sentences, the first sentence is acceptable whereas the second is not. There is a set of rules that govern how units of meaning be constructed. In English, the present form of ‘be’ in the third person has two distinct forms – ‘is’ and ‘are’, the first one is used with a singular subject and the second one with a plural. We may say that the learner who has internalized such rules either explicitly or implicitly can apply them to express himself / herself in acceptable forms.

Communicative grammar is both functional and task – based. The exponents of grammar are Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Svartik, R.A. Close and H.G. Widdowson. Most of them prefer fluency in the use of language to accuracy. They analyse errors committed by the users of language from this point of view and state that once fluency is developed, appropriateness and accuracy of forms would follow it. Without a basic knowledge of the grammar of the language, one’s learning of the language is incomplete. It is essential for learning situations.

Place of grammar in writing

In the language learning (for writing), the bits of the total corpus of knowledge of language are presented one after the other for gradual, systematic acquisition. All the components are not presented at once. These components may be spelling, pronunciation, vocabulary, grammar etc. Of these things, grammar
constitutes the basis for a set of classroom activities during which it becomes temporarily the main learning objective. The learning of grammar should be seen in the long term as one of the means of acquiring mastery of the language; the learning of grammar is not an end in itself. This emphasis is on successful communication.

Following four stages constitute the frame work with a wide variety of techniques.

♣ **Perception** can enable the learners to perceive the form and meaning of the item either in speech or in written or in both.

♣ **Understanding** – facilitate the learners to move away from the context and focus on the grammatical item itself; enable them to understand what the item looks like and means and how it sounds and functions. Now the rules govern them are studied.

♣ **Absorption** is the important stage; enable the learners to do a series of varied exercises based on the grammatical item and enough practice should be given. Discrete items as well as transformation exercises can be thought of and communicative tasks can be given.

♣ **Demonstration**, should administer tests to the learners so that they can demonstrate how well they have learnt the item. The main objective is here to provide a feedback to the learners.

Proper techniques and well-designed activities are inducted in learning grammar, the student teachers realized that grammar could be as simulating as fiction. All sorts of grammar are taken to attain skills in writing.
The figure 3.F.2 showed the various sub skills of writing which are taken into account for developing writing skill among the student-teachers.

**3.F.2. Writing – Sub Skills**

- **Visual perception** was helpful to learn spelling, pronunciation and spacing.
- **Syntax** is meant for the word order and the sentence structure.
- **Vocabulary** learning enlightened learning more idioms and phrases.
➢ **Grammar** Use of articles, prepositions, tense, voices and their agreement are learnt through grammar. Grammar played a vital role in developing writing skill in English.

   All the above items constituted make the student – teachers’ mastery in English language especially in writing.

4. **Homophones**

   One of the difficulties in learning English language and being able to spell well is to be able to cope with those many words which sound exactly the same or very much alike but which are spelt differently.

   People from every walk of life, regardless of their educational level and background, make mistakes when spelling words such as ‘principle’ and ‘principal’, ‘desert’ and ‘dessert’, ‘stationery’ and ‘stationary’, as well as many other same – sounding, every day words, i.e.-the homophones.

   This problem arises because just as a simple combination may produce a number of different sounds in English, different symbol combinations, i.e. the homophonic combinations, also make the same sound – or a sound that is very similar.

   Homophones are words that sound the same, but have different meanings and spellings. A source of wonder, then, might be that despite their identical sounds; different homophones awaken different emotions, associations, meanings – in short , each retains its individual character.

   Based on the various homophones covered, the students can develop images / metaphors to distinguish them. For variety, the investigator might focus on different categories for each homophone family (e.g. animals, seasons, food, fairy tale characters)
Some homophones belong to word families which have similar spellings and sounds. (e.g. ale / ail, -ead/-ed). These patterns and ‘rule breakers’ could be explored (e.g. lead/led read/red, bead/bed). Poems (such as limericks) could be written using various homophones, bringing out their individual characteristics where possible.

Students could make drawings which incorporate the meanings of the both homophones (e.g. – the ‘eye’ of and ‘I’; the ‘right’ to ‘write’). Here Rhythm, Rhyme or predictability patterns are used.

The detective interviews various homophones (e.g. Pear/pair/pare; read/red) to try to discover. Wordplays in drama, such as Gilbert and Sullivan’s Pirates of Penzance (Pilot/Pirate; orphan/often) could be viewed or performed by the class. Here they were encouraged and aided to contribute to or retell it using their own words/gestures/actions.

Hence, the differences in meaning and spelling of such words just have to be learnt and committed to memory which are highly useful for developing writing skills in English. Mastering these words and understanding their meanings will significantly enhance the learner’s general literacy and language skills, spelling confidence and especially writing skill.

5. Precise – writing.

A precise is a clear, orderly, concise, summary which preserves the organization and principal content of the original. A precise is shorter than the original. The word ‘Precise’ is cognate to the word ‘Precise’ coming from a Latin word meaning ‘to cut’. It has been variously referred to as ‘abbreviation’ ‘subtraction’, ‘abstract’, ‘summary’ and ‘condensation’.
A precise is a cut version of the original, retaining the main ideas and omitting all secondary ideas. Precise writing involves summarizing a document to extract the maximum number of words; it is usually necessary to paraphrase from the original document. Paraphrasing means expressing ideas from the original document in own words. When you paraphrase, cutting out all the unnecessary verbiage, always be very careful not to lose or distort the original meaning. Paraphrase elevated the writing skill.

As per the Oxford dictionary, precise is a summary or a condensed composition of bare facts; precise denotes a brief, concise, clear and well connected abstract, summary or gist of a given passage which develop writing skill.

Precise helped to identify the main themes and to distinguish the key ideas and concepts from the unimportant ones. Key ideas and concepts were underlined. Each paragraph should have one key topic, the rest of the paragraph clarifies, supports and develops. Repetitions or irrelevant details were eliminated. It emphasized the coherence.

‘Brainstorming’ – a technique of using ideas from the passage to provide ongoing stimulation to create more ideas, when brain storms on your own. It was helpful to use mind maps to arrange and develop ideas. Mental images are developed by this technique. Precise –writing helped the learner to arrange the ideas, thoughts and main theme with its supportive points which developed writing skill.

6. **Descriptive Writing**

Descriptive writing is an imperative factor and it has its own significance for the enhancement of writing skill. Information using the senses is vital to -
writing. Imagination is a kind of sense which helped to form mental images with the flow of thoughts, ideas and feelings.

Descriptive writing is about using the power of words to arouse and capture the reader’s attention and create impact; defined as a type of expository writing. It means writers feel that whatever they are writing is describing what they are writing about and the reader must be satisfied from it means describing the statement in such a way that the reader get the basic and important information from it easily. The student-teachers learnt basic imagination which led them to form mental images.

More than this descriptive writing strives to invoke a thought and involved experience. It is often considered as one of the most creative forms of writing since it is basically about being able to evoke emotions in the reader through the power of words. It has the ability to arouse the reader’s senses and create a lasting impact on his or her mind. The effect of writing was achieved by detailed descriptions and observations.

Descriptive writing was taken as one of the components of writing skill. Mental imagery a cognitive intervention strategy is highly developed by the descriptive writing which enhanced the writing skill. As it give significance to senses, it played a vital role in the development of writing skill.

3.5. **Strategy and expected performance**

Association of all these Cognitive and Affective Intervention Strategies meant the process through which the memory images were associated, related and ordered. It is an integral part of the cognitive process. The activity of combining present sensation and perception with past experience and memories makes up what we usually think of knowing. An infinite amount of information are organized using mental pictures and mental images. After learning these strategies,
the expected performance is good writing skill and competence in the teaching learning process. Memory device helped to retrieve. Transfer of knowledge helped to gain all round exposure and well developed knowledge. Meta cognitive evaluation helped to know the level of performance and ability to write well.

3.F.3 Strategy – Process – Expected Performance

The investigator verbalized the process they go through to help students develop their own plans of action. One type of plan of action is a ‘planning think sheet’ uses a series of sequential structured prompts. It specifies the topic and asks the questions, ‘who am I writing for? “why am I writing?”’, “what do I know?” “How can I group my ideas?” and “How will I organize my ideas”?

Another technique used was semantic mapping using mental images to help students plan their writing. The plan of action provided a permanent reminder of the content and structure of the writing task. It also gave the student – teachers and investigator a common language to use in discussing the writing. The dialogue between the two represented a major advance in writing instruction over traditional methods that required students to work in relative isolation.
Revising and editing skills are critical to the writing process. Developing methods help students refine and edit their work. Here the student—teachers used peer editing and altered their roles as student—writer and student critic. They identified ambiguities in their writings and asked for clarification. With the help of the investigator, they made revisions. The teacher provided the students with feedback on clarity and on the cogency of the supportive arguments; then moved on to correct capitalization, spelling and punctuation. Through this process, the interactive dialogues, helped to understand each other’s perspective. In this way the trainees developed their writing skill in English.

Feedback to student—teachers on the overall quality of writing, missing elements and strengths was given. When the feedback was combined with instruction in the writing process, they would attend to the surface features of writing like spelling and punctuation as well as to the presentation of ideas.

Cognitive intervention strategy instruction in writing included brainstorming strategies for preparing to write, organizing strategies to relate and categorize the ideas, comprehension strategies as students read and gather information for their writing, and monitoring strategies as they clarify their thoughts and the relationships among their items of information. All of these strategies are applied prior to the actual writing. These strategies are grouped under spatial competence.

Here, for the present study the investigator has taken five cognitive intervention strategies namely Chunking, Imagery, Mnemonics, Spatial competence and Meta cognitive Evaluation. And five affective intervention strategies such as Intuition, Interest, Attention, Motivation and Emotional intelligence. All these strategies were inter related to each other to develop writing skill in English.
3.6 Adaptation of Cognitive Intervention Strategies in the treatment

The researcher prepared and designed some imaginative tasks that are culturally appropriate and related to the learner’s day to day life. Student-teachers are asked to imagine the matter. The student-teachers were given proper guidance and help to use the strategies for learning.

Five cognitive intervention strategies were illustrated with various example and they were utilized now and then in the comprehension passage ‘Oil’ during the treatment. Trainees were given adequate knowledge for using specific strategies for the necessary situation.

I. Chunking

Formation of individual units of information into larger units. This was often used as a means of overcoming short-term memory limitations. Grouping together a number of items of information so that they are processed cognitively as a single entity called ‘Chunk’ – perceived, interpreted and easily remembered as a single one. Breaking a complex task into small and tractable tasks which was useful to handle complex task of writing and to organize infinite information is known as chunking. This information processing strategy grouped bits of information into more meaningful and processable units. Trainees were asked to chunk their writing into manageable units that can also make their writing easier to read, to remember and to write, by chunking it.

**Illustration was given to student-teachers as follows**

You are chunking your writing when you break up long sentences into shorter ones and divide long paragraphs into shorter paragraphs. You can also break paragraphs into manageable chunks by inserting numbers that mark off units. For example, for several reasons, you can’t count-on scores from standardized tests to predict a student’s performance accurately.
1. Test doesn’t measure perseverance, a crucial quality for success.
2. They don’t test a person’s study habits or ability to set priorities.
3. Tests don’t reflect the value of students’ family places on grades and intellectual achievement.
4. Tests don’t measure a student’s confidence and maturity.

- Notice how the numbers break the paragraphs into chunks but also retain its unity. They also act as nudges that move the reader into right direction.
- Another good way to break up a long sentence or paragraph is to display the contents in a list.
- You would probably lose your reader’s attention half –way through long sentence. Successful teachers know the factors that make the learning as a significant one.

There’s just too much information jammed together. But if you break the same information out into a list, readers can absorb it. You can also break your writing into chunks by setting off material in boxes, pasting in graphics or pictures to break up long passages of text, creating charts or dividing your writing into columns if you are creating a brochure or a news letter.

Keep your writing tight and unified, whatever you are writing, you want your readers to be able to move through it smoothly without getting lost or having to track back and re read. You can achieve that necessary unit by following any of the organizational patterns and by using transitions throughout.

Here are some key transition devices which were used by the investigator:

- Directional terms.
- Repeated works
- Conjunctions at the beginning of sentences.
- Links and nudges.
- Links are words and phrases that hold writing together by signalling
Connections:

Nudges are terms that give readers a little push from one point to the next and keep them moving in the right direction. All writers need to have stock of such terms at their fingertips and to develop a sense of when and where these terms are needed.

Here some of the most common links used are: Also, Although, Moreover, For example, In addition, However, In spite of, Nevertheless, And, Similarly, Not only, Because etc..

Nudges: This, That, These, Those, First, Since, Consequently, Therefore, Hence, Thus, Next, As a result, For instance.

Repeated words:

Although you will often want to edit repetitions language as you revise, occasionally you may choose to unify your writing by deliberately repeating a key word or phrase.

Using conjunctions to connect sentences or paragraphs you may remember some authority telling you that you shouldn’t start a sentence with and, or, but because they are conjunctions whose purpose is to join parts of sentences. Well, they are connections and they do join things, so you wouldn’t want to use either one as the very first word of a piece of writing. But they are also strong signal words that can work well for beginning a sentence or a new paragraph when you want to emphasize a connection or to show a contrast. They also help hold the parts to your writing together. Both words can serve as important hooks to unify their writing.

Sentences and paragraphs to a reasonable length.

Keep your sentences and paragraphs to a reasonable length. Because, it is a fact that many of us quickly become impatient with lengthy sentences or
paragraphs especially when we are reading on line and have to scroll the text up a few lines at a time. That’s when we may stop reading, so it’s definitely in a writer’s best interest to try to keep sentences and paragraphs reasonably short.

- **Paragraphs**
  
  You can check on paragraphs length in a different way: but the simple is just to look at what you have written. If you are trying to cover too much in one stretch, it is better to focus on one small point at a time. Readers can process only a limited amount of information at a time and if we crowd too much data into a few paragraphs, they will lose interest.

- **Sentences**
  
  Your sense of your audience should help you decide how long to make your sentences. If you are writing an opinion column for a newsletter or an editorial, you can assume that your readers are probably reading hurriedly and won’t take time to process long complex or rambling sentences. You also would intuitively write relatively short sentences if you were creating a web page for a club you belong to or writing a presentation you will be giving orally. You can and you will probably improve it in the process.

- **Avoid extreme adjectives such as vicious immoral and intolerable.**
  
  Here the comprehension text “Oil” is divided into several paragraphs with reasonable length; each having one main theme with supported points. Links and Nudges are used at necessary places. Operationalise chunking and Questioning for use. First the student –teachers are ‘Directed Reading-Thinking Activity. It involved extensive reading and writing and writing of materials. It gave comprehension skills through making predictions about the passage and finding evidence to support or refute those predictions. The text was divided into chunks of varying lengths to maintain their interest. Others respond and the teacher can guide student –teachers thinking by asking questions such as “why do you think
so?” or “Can you prove it?” “Can you understand?” Student–teachers then have an opportunity to revise their predictions if necessary, set new predictions for the next chunk of text, and continued the process. Chunking improved comprehension as well as writing and spelling skills. This activated prior knowledge, modeling and reducing anxiety, promotes motivation. In this way, chunking process was going on. For more structured versions the investigator directed them, cloze exercises, comprehension monitoring activities and error detection tasks are given. After a guided instruction in the use of instructional strategy, student–teachers are asked to use the strategy independently to read, understand a piece of text and write a paragraph based on it. The investigator measured the number of main and subordinate ideas student–teachers recalled and coded that the ideas had been transferred into writing. Positive reinforcement was used throughout the treatment to motivate the student–teachers.

II. Imagery

Mental imagery referred to our ability to create and manipulate mental images. It is of crucial importance in many of our cognitive activities such as map reading or imagining the possible rearrangements of units. It was used to investigate the nature of mental transformations. Idea development can occur using imagery only. Internal processes such as perception, interpretation, imagination and recall are used interactively with what occurs ‘outside’ the mind such as modeling and sketching. Use of imagery was a tool for idea development for generating thoughts on the fly without a sketch sheet, it can support brainstorming process; this might have the potential to improve idea development. This stored knowledge becomes readily available for performing writing tasks; to enhance idea generation. Imagination is an important ability that is related to cognitive, affective and coping skills (Donahue & Tuber 1993, Pickard 1990, singer & Singer (1981))
Understanding the relationship among concepts helped student–teachers grasp them more quickly and efficiently and develop well–structured mental pictures about the content.

The act or process of forming mental images was by memory and imagination like dual coding, read, remember-write, make a picture in mind. This activity led learners through the process of adding detail to sentence starters to create mental images of what they are writing. This activity helped to improve writing assignments regardless of the subject matter by drawing on the experiences of the learners and using these experiences to vary and expand the vocabulary they use in writing.

**Objective**

Learners will visualize what they are writing about in order to expand their use of a wider vocabulary and improve written communication.

**Skill:- Convey ideas in writing**

**Learners needs and goals;**

In discussing why learners thought writing was difficult, they said that they didn’t know what they wanted to say. This cognitive intervention strategy helped learners to see now visualizing more of the details of what they were writing about would help them incorporate more details into their writing.

- There is an array of possibilities where imagery could be implemented to make one writing more detailed.
- Discuss the problems and methods used to help them write effectively. Remind learners that writing is just speech written down. If they can think what they want to say half the battle is won.
- Discuss the use of imagery (forming mental pictures of what you see or say) in increasing one’s writing skill. If an individual can clearly visualize a certain
scene or event in his mind it greatly expands his ability to write about that scene or event.

- Put a sentence starter (a subject and a verb) on the black board that might tell of an action strengths:
  - Information in multiple modes improved comprehension.
  - Organization improved memory.
  - Complex relationships or processes can be easier to understand.

Ex: ‘Customer chose’

Let each learner add one word at a time to complete the thought of the person being described. The final result should be a complete picture of a certain customer buying a particular product.

Here is, how a class might develop this sentence starter.

- Customer chose
- Old customer chose.
- An old, customer carefully chose food.
- An old, grey-haired customer carefully chose food.
- An old grey-haired, customer carefully chose canned food and crackers.
- An old, grey-haired, stooped customer with a cane carefully chose canned food and crackers.
- An old, grey haired, stooped customer with a cane carefully chose canned cat food and crackers in the grocery store.

With the addition of each word, the details of the picture become clearer and the picture becomes easier to visualize. The final sentence in the series above showed a much clear picture of the customer as he picked out his items.
This exercise was repeated several times with the whole class, each time using different sentence starter, a different picture will be developed.

Learners will be surprised that not only changes their visual image of what the customer did change as the verb is changed, the picture in the learners minds of the customer himself also varies each time a new sentence is created. With each different sentence created, learners should see that forming a visual image helped them have a better understanding of what they want to write.

As an individual assignment, gave learners two or three sentence starters and asked them to add words to expand each sentence to create a strong visual image.

**Assessment**

Learners were able to complete the assignment without too much difficulty.

**Reflection**

This activity helped the learners see how making a picture in our mind allowed us to add details in a sentence to create a more vivid image in the mind of the reader. The learners were not only able to increase their vocabulary usage by using this idea with visual images, but they were able to expand and begin to write paragraphs and even short stories. In the class room, increase in vocabulary was necessary in order to develop their writing skill.

**III. Mnemonics**

A technique used to aid memory – a useful and effective technique for memorizing collections of items is called mnemonics.

Imagery transformation, identify new word, find familiar word, similarities some sounding word, creating an image linking new and familiar words, practice
and remembering image is called as mnemonics. It was explained in the following manner.

**Plan:** Pay attention to the prompts.

- List main ideas
- Add supporting ideas
- Number your ideas.

Mnemonics is a memorization tool, showing information into the brain in large amounts can be absolutely overwhelming.

- **Ex:** Make a fun sentence out of a series of information, not only it learns the information quicker, but retain the information over time.
- **Active memorization:** Transfer the words from the pages of the book to a word document, choose most important information, implant the information in their minds.
- Make love of learning; They don’t get too tired out.
- Write the vocabulary word on the front of the note card.
- On the back of the note card, write definition of the word, the parts of speech and a sample sentence.
- Student can quiz himself by looking at the front of the vocabulary cards, reciting the answer on the back.
- Key word mnemonics are useful memory tools.
- Cognitive structuring memory devices that facilitate recall via elaboration and chunking.

Mnemonic instruction was a set of strategies designed to help students improve their memory of new information. Mnemonics instruction linked new information to prior knowledge through the use of usual and/or acoustic cues. These strategies have been proven effective with students at a wide range of ability levels (gifted normally achieving and those with mild and moderate
disabilities) and at all grade levels. Mnemonics are particularly helpful in teaching students who have difficulty recalling verbal and content–area information as they are effective with any type of verbal content.

**Three basic types of Mnemonic strategies are used as follows:**

1) **Keyword**: A key word was a familiar word that sounds similar to the word or idea being taught. Key words were generally used with an illustration of some type. The teacher created a picture on other graphic that links the old and new information in the students memory.

2) **Peg word**: Peg words referred to a set of rhyming words that are used to help students remember information involving numbers or other information in a particular order.

3) **Letter**: Letter strategies included acronyms and acrostics (or sentence mnemonic) Acrostics are sentences in which the first letter of the words corresponds to the first letters of the information. Students are expected to remember.

Of three types of mnemonic strategies letter strategies were used more often in teaching writing. Keywords can sometimes be used as well as in the following example. The purpose of using mnemonics in teaching writing is to help students remember the steps in the process of a particular kind of writing such as narrative paragraph or paragraphs. Keywords can be used either alone or with a graphic organizer to help students construct paragraphs, either singly or in a series, and to help them remember that writing always has to have a structure to be effective.

**Implementation**

In teaching new content good teachers not only tell their students what is important to remember, they also give them ways to remember it
The researcher attempted to

- create the memories themselves and must be explicit in their instruction, tilling students.
- go through the specific steps involved in using mnemonics to show students how to use it to retrieve information.
- practice all steps of the strategies with the students, until they can practice them independently and retrieve the information correctly.

Key word strategy explanation was given by the researcher as follows

One key word strategy for teaching writing helped the students to remember the constructions of a paragraph. Whenever you start to write a paragraph, remember the keyword. At the top, you have the topic sentence, which tells the readers what your paragraph will be about. In the middle is the body of your paragraph. This is where you write the sentences telling the readers what you want them to know about your topic. At the bottom, is the end of your paragraph. This is where you write a sentence finishing your paragraph by summarizing what you told your readers. The key word mnemonic was useful when students were first learning what a paragraph is and how to write one.

It is important to go through the steps with students, every time they write a paragraph until they can use the mnemonic independently. Repeated use made a mnemonic most effective. Formative evaluation was another key to the effective use of mnemonics. Until students become proficient in writing paragraphs, evaluate their use of the mnemonics and the result, to determine where instructional changes may be needed.

Letter strategy

Letter strategies involved the use of acronyms and acrostics. (sentence mnemonics) One acronym used in teaching writing was DEFENDS, which was a task-specific writing strategy used in conjunction with an organizer to cue
students through the writing process. This strategy was effective with student –
teachers in the following manner. Illustration followed as ,

**Ex: DEFENDS**

- **Decide on goals and theme:**
  - Decide what is written and what you hope will happen when they do.
  - Decide what kind of information you need to communicate.
  - Decide what your theme will be about.
  - Note the theme on your planning form.

- **Estimate main ideas and details**
  - Think at least two main ideas that will explain your theme.
  - Make sure the main ideas are different.
  - Note the main ideas on your planning form.
  - Note at least three details that can be used to explain each main idea.

- **Figure best order of main ideas and details:**
  - Decide which main idea to write about first, second, etc and on the planning form.
  - For each main idea note the best order for presenting the details on the planning form.
  - Make sure the orders are logical.

- **Express the theme in the first sentence:**
  - The first sentence of the essay should state what the essay is about.

- **Note each main idea and supporting point.**
  - Note your first main idea using a complete sentence, explain this main idea using the details you ordered earlier.
- Tell yourself positive statements about your writing and tell yourself to write more.
- Repeat for each of the other main ideas.

❖ Drive home the message in the last sentence:
- Restate what your theme was about in the last sentence.
- Make sure you used wording different than that in the first sentence.

❖ Search for errors and correct:
- Look for different kinds of errors in essay and correct them.

IV. Spatial competence

Capacity to perform tasks requiring the mental manipulation of spatial relationships such as mental rotation, mirror drawing; Map –reading or finding one’s way around an unfamiliar environment is spatial competence.

Prior knowledge activation, reading the facts, ask different questions, listing words, first find out, then use it to create alternate words, replace new words, to make sense, transfer of knowledge all are related to spatial competence. Special relations continue to be fundamental to reasoning and to understanding.

❖ For ex getting skill in writing by imagining relationships such as cause and effect, scheduling, comparing and contrasting, anticipating needed items for organizing an essay or a letter and understanding when it is one’s turn to talk in social conversation. Understanding spatial relations is basic to carrying out many tasks related to writing.

❖ Spatial competence as (1) the ability to perceptually and cognitively understand space. (2) the capacity to move through space and act upon the environment. The two neural ‘What’ and ‘Where’ systems capture object characteristics and spatial location respectively. Links can be made between the development of spatial competence and the design of their
environments. These two components could be called receptive/constructive and interactive aspects of spatial competence.

- For Gardner (1983) every person possesses multiple intelligences that are expressed to varying degrees according to endowment and development. He described “Spatial intelligence” as the ability to perceive the visual world accurately, transform and modify perceptions and re-create visual experiences even without physical stimuli. Motor skills which allowed them to explore the world and expand their spatial understanding of the world.

- **Neural structures of spatial competence**

  Many neural systems were involved in visual object and space perception. ‘What’ system captured the characteristics of objects and involved the inferior temporal cortex: the ‘Where’ system described the situation of objects and involved posterior of the parietal cortex. Despite the distinction both systems, especially the ‘Where’ system recruit other parts of the brain. It summarizes the neural systems in our brains in three categories (though they are not necessarily differentiated from each other) recognition; strategic and affective networks. These networks have implications for the presentation of information, the methods of expression offered to them and the emotional responses to the learning environment. In the same way it aims to intuitively appeal to students’ mind/brains.
3.F.4 Interactive experiences through action

Receptive Constructive experiences through perception

Representational re description
as a mechanism for
developing over time
through different types
of interactions with the
environment

Spatial competence

Experiences with
different spatial
relationships

Spatial information processing is a component of many tasks and cognitive activities. Humans have the ability to maintain and manipulate mental images to perform a number of tasks and activities, from mental rotation to image composition, to mental simulation. The ability to transform images and inspect the results is an essential component of spatial reasoning.

Active memorization, manipulation and transformation of ideas and thoughts helped to transfer the knowledge from partial to whole. This manipulation helped the student-teachers to enhance writing skill.

V. Meta cognitive Evaluation

Evaluating the plan of action:

Student teachers are asked to repeat or go over something in order to commit it to memory or to retain it in memory. To recall on enumerate items of information repeatedly in order to retain them in short term memory or long term memory.
Trainees relating, transforming, reading text, identifying main ideas, writing summary in own words, combining summary in a paragraph, multiple line of approach in language use, perceiving relations among ideas, vocabulary, sentence, structure and style in different situations were evaluated as follows:

1. Storage skill
   - Purpose
   - Abstract based

2. Retrieval skill
   - Summarise
   - Coherence
   - Anticipation

3. Cohesion

4. Ellipsis (omission of words and phrases)
   - Comprehension
   - Identification
   - Distinguishing main factor
   - Priority

5. Note making
   - Reviewing
   - Rethinking
   - Re-organization

6. Substitution (used to avoid repetition)

7. Editing

8. Miniturizing – Logical development and balance of the original are important; it helped to retain the overall meaning and impression.

Meta cognitive evaluation is a very important strategy. This involved to checking oneself the way one learned and the strategies he was using, and modifying them according to the task and situation, leading to enhancement in
performance of writing skill. The researcher guided them and helped them to evaluate their writings wherever needed by the student–teachers.

3.7 Affective Intervention Strategies in the Treatment

Following Affective Intervention Strategies are interlinked with the above said cognitive intervention strategies in the treatment.

I. Intuition:

The act or faculty of knowing or sensing without the use of rational processes, immediate cognition, knowledge gained by the use of this faculty, a perceptive insight is called as intuition. Also a sense of something not evident or deducible an impression mind of thought is intuition.

Writing and Intuition:

As a developed skill writing can be as much of an intuitive process as any other. Intuition being something that we know about subconsciously but we may not consciously recognize. It is something that we are generally wise to listen, intuition is generally the result of quiet listening, perceiving and awareness while writing is a conscious and active process.

Intuition is defined as “immediate apprehension” Intuition is “to know anything immediately, without the intervention of any reasoning process” Intuition has both intrinsic and instrumental value that are closely related. Intuition is accompanied by positive emotion. The strategy intuition motivated student-teachers to get immediate cognition which enhanced writing skill.

II. Interest:

Interest is a strategy for enhancing memory and comprehension, thinking and writing. It is more or less consistent pattern of affective cognitive, and conative behavioural responses of feeling and thinking.
Interest arouses motivation and attention in any work process. Here it activated student – teachers writing ability.

III. Attention:

Attention was the process of getting an object of thought clearly before the mind (Ross-1951)

Attention was being keenly alive to some specific factor in our environment. It was a preparatory adjustment for response (Morgan & Galliard (1942))

All these definitions highlighted the following facts which were needed for developing writing skill.

1. Attention is essentially a process, and not a product.
2. It helped in our awareness or consciousness of our environment.
3. This awareness or consciousness was selective.
4. At any one time we can concentrate or focus our consciousness on one particular object, matter or event only.
5. The concentration or focus provided by the process of attention helped the trainees in the clear understanding of the perceived object or phenomenon (in the writing process).
6. For providing an appropriate response, one has to give proper attention to the stimulus to reach the stage of preparedness or alertness both mental and physical which may be required.
7. Attention was not merely a cognitive function but was essentially determined by emotional and curative factors of interest, attitude and striving.
Effects of attention used in the process as,

1. Attention helped in bringing about mental alertness, and preparedness. As a result trainees attempted to apply their mental powers as effectively as possible.

2. Attention helped in providing proper deep concentration by focusing their consciousness upon one event at one time rather than on any others.

3. It marked us better equipped to distinguish or to identify the object of affection from others.

4. Attention acted as a reinforcement of the sensory process and helped in the better organization of the perceptual field for maximum clarity and understanding of the object or phenomenon under observation.

5. Attention provided strength and ability to continue the task of cognitive functioning despite the obstacles presented by the forces of distraction like noise and unfavourable weather conditions.

6. When attention was paid to an object even the process or phenomenon yield better results in the form of the amount and quality of learning, remembering, transfer of training, thinking, reasoning and problem solving as displaying the inventive abilities and creative functioning like writing.

Interest and attention:

Interest as well as close attention were essential for useful learning and memorization. A person who has no interest in what he learns, will not give due attention to it and consequently will not be able to learn it. Interest is the mother of attention and attention is the mother of memory.

Attention helped to learn more without any distraction. Student-teachers’ attention helped them to listen the comprehension without any external barriers affecting their learning process of writing. Attention helped them to develop writing ability.
IV. Motivation

Motivation is the activation or energization of goal oriented behaviour. Motivation may be internal or external. In education motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in writing English. It can:

- direct behaviour toward particular goal. ie to develop writing skill in English.
- lead to increase effort and energy.
- increase initiation of and persistence in, activities.
- enhance cognitive processing.
- determine what consequences are reinforming.
- lead to improve performance in writing.

First requirement to motivate students, was to get their attention and sustain it. Generating answers to write. An internal state that energizes, directs and maintains behaviour.

Writing motivation is one’s desire to put more effort into writing activity. It is framed with one’s appraisal of the relationship between writing activity and writing outcome. Writing involved memory retrieval, goal setting, planning, and evaluation. Motivation can also be the purpose or reason for a piece of literature.

Motivation for writing occurs at three levels

1. **Specific level**: Focusing the processes between goal setting and writing sentences.
2. **Intermediate level**: Focusing the structure between goal setting and writing sentences.
3. **General level**: Focusing on overall structure of a piece of writing.
V. Emotional intelligence

A short term evaluative, affective, intentional psychological state including feelings – ability to perceive, appraise and evoke emotions when they facilitate cognition is called as emotional intelligence.

- ability to comprehend emotional messages and to make use of emotional information.
- ability to regulate one’s own emotions to promote growth and well-being.

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Teachers particularly need to develop emotional skills because teachers are the people who handle human beings with emotions.

Benefits of Emotional intelligence were

- Increased performance
- Improved motivation
- Enhanced innovation
- Trust in the work
- Effective management and leadership
- Excellent team work.

In the words of Kothari commission, yesterday’s education system cannot satisfy the present needs and even less so the tomorrow’s needs. The emotional intelligence which has the significance in the education is needed to enhance writing skill along with cognition. Emotional intelligence allowed us to think more creatively and to use our emotions to solve problems, language acquisition, to achieve the goal of writing.
Human mind is made up of two parts – one that thinks and one that feels. It is found that emotional mind acts faster than the rational mind. It springs into action without pausing even a moment to consider what is doing. Good mood enhances the ability to think flexibly making it easier to find solutions to intellectual problems. In the present study emotional intelligence along with cognition helped to enhance writing skill in English by maintaining harmony between the head and the heart. Hence, the intellect cannot work at its best without emotional intelligence.

Affective intervention strategies produced indirect effect in enhancing writing skill. With the help of Cognitive and Affective Intervention Strategies, the comprehension passage “Oil” was taught with the instructional model developed by the investigator. The researcher helped the student-teachers improve their writing skills by (a) increasing student–teacher motivation to have good writing skills, (b) providing instruction in writing processes and rules, (c) providing writing practice, and (d) providing constructive feedback about the student–teachers writing. With high motivation, trainees found ways to improve their writing and persistence in the effort. To write well, trainees need to apply appropriate processes, to apply rules of writing such as grammar rules etc. Writing practice helped most when students received clear, specific feedback about what to do the same and what to do differently in the future.

After having gone through various steps and strategies suggested by various researches incorporating the essential characters in the model, the following cognitive and affective intervention strategies were carefully identified for the development of a model for enhancing writing skill among the B.Ed., trainees.

**Cognitive intervention strategies**

1. Chunking
2. Imagery
3. Mnemonics
4. Spatial competence
5. Meta cognitive evaluation

Affective intervention strategies
1. Intuition
2. Interest
3. Attention
4. Motivation
5. Emotional Intelligence

After identifying the above cognitive and affective intervention strategies they are organized to meet the demands of developing writing skill in English. Based on the opinion of the experts in English writing, the different components of the model are appropriately edited. It is believed out of the research findings of the present study that any kind of passage in English can be taught through this model to enhance the writing skill in English. The following model show called “Vanaja’s model on writing skill in English” explains the detailed functions of cognitive and affective intervention strategies in which writing skill in English could be developed in B.Ed., trainees.
3.F.5. VANAJA’S MODEL ON WRITING SKILL IN ENGLISH
Cognitive intervention strategies such as Chunking, Imagery, Mnemonics, Spatial competence and Meta cognitive Evaluation and Affective intervention strategies namely Intuition, Interest, Attention, Motivation and Emotional intelligence were organized according to the need and the researcher would have implemented them throughout the treatment. Other than the passage ‘oil’ four more passages with different exercise were practiced for getting mastery in English writing skill.

1. **OIL - G.C. Thornley**

1. There are three main groups of oils: animals, vegetable and mineral. Great quantities of animal oil come from whales, those enormous creatures of the sea which are the largest remaining animals in the world. To protect the whale from the cold of the Arctic seas, nature has provided it with a thick covering of fat called blubber. When the whale is killed, the blubber is stripped off and boiled down, either on board ship or on shore. It produces a great quantity of oil which can be made into food for human consumption. A few other creatures yield oil, but none so much as the whale. The livers oil and halibut liver oil are given to sick children and other invalids who need certain vitamins. These oils may be bought at any chemist’s. (Chunking, motivation, spatial competence)

2. Vegetable oil has been known from antiquity. No household can get on without it, for it is used in cooking. Perfumes may be made from the oils of certain flowers. Soaps are made from vegetable and animal oils. (Imagery)

3. To the ordinary man, one kind of oil may be as important as another. But when the politician or the engineer refers to oil, he almost always means mineral oil, the oil that drivers tanks, aeroplanes and warships, motor-cars and diesel locomotives; the oil that is used to lubricate all kinds of machinery. This is the oil that has changed the life of the common man. When it is refined into petrol it is used to drive the internal combustion engine. To it we owe the
existence of the motor-car, which has replaced the private carriage drawn by the horse. To it we owe the possibility of fling. It has changed the methods of warfare on land and sea. This kind of oil comes out of the earth. Because it burns well, it is used as fuel and in some ways it is superior to coal in this respect. Many big ships now burn oil instead of coal. Because it burns brightly, it is used for illumination; countless homes are still illuminated with oil-burning lamps. Because it is very slippery, it is used for lubrication. Two metal surfaces rubbing together cause friction and heat; but if they are separated by a thin film of oil, the friction and heat are reduced. No machine would work for long if it were not properly lubricated. The oil used for this purpose must be of the correct thickness; if it is too thin it will not give sufficient lubrication, and if it is too thick it will not reach all parts that must be lubricated. (chunking, spatial competence, cohesion, coherent, meta cognitive evaluation)

4. The existence of oil wells has been known for a long time. Some of the Indians of North America used to collect and sell the oil from the wells of Pennsylvania. No one, however, seems to have realized the importance of this oil until it was found that paraffin-oil could be made from it; this led to the development of the wells and to the making of enormous profits. When the internal combustion engine was invented, oil became of world wide importance. (Imagery)

5. What was the origin of the oil which now drives our motor-cars and air-craft? Scientists are confident about the formation of coal, but they do not seem so sure when asked about oil. They think that the oil under the surface of the earth originated in the distant past, and was formed from living things in the sea. Countless billions of minute sea creatures and plants lived and sank to the sea bed. They were covered with huge deposits of mud; and by processes of chemistry, pressure and temperature were changed through long ages into what we know as oil. For these creatures to become oil, it was necessary that they
should be imprisoned between layers of rock for an enormous length of time. The statement that oil originated in the sea is confirmed by a glance at a map showing the chief oilfields of the world; very few of them are far distant from the oceans of today. In some places gas and oil come up to the surface of the sea from its bed. The rocks in which oil is found are of marine origin too. They are sedimentary rocks, rocks which were laid down by the action of water on the bed of the ocean. Almost always the remains of shells, and other proofs of sea life, are found close to the oil. A very common sedimentary rock is called shale, which is a soft rock and was obviously formed by being deposited on the sea bed. And where there is shale there is likely to be oil. (spatial competence, imagery, chunking, interest)

6. Geologists, scientists who study rocks, indicate the likely places to the oil drillers. In some cases oil comes out of the ground without any drilling at all and has been used for hundreds of years. In the island of Trinidad the oil is in the form of asphalt, a substance used for making roads. Sir Walter Raleigh visited the famous pitch lake of Trinidad in 1595; it is said to contain nine thousand million tons of asphalt. There are probably huge quantities of crude oil beneath the surface. (paragraph reasonable length)

7. The king of the oil field is the driller. He is a very skilled man. Sometimes he sends his drill more than a mile into the earth. During the process of drilling, gas and oil at great pressure may suddenly be met, and if this rushes out and catches fire the oil well many never b brought into operation at all. This danger is well known and steps are always taken to prevent it.

8. There is a lot of luck in drilling for oil. The drill may just miss the oil although it is near; on the other hand, it may strike oil at a fairly high level. When the drill goes down, it brings up soil. The samples of soil from various depths are examined for traces of oil. If they are disappointed at one place, the drillers go to another. Great sums of money have been spent, for example in the deserts of Egypt, in prospecting for oil. Sometimes little is found. When
we buy a few gallons of petrol for our cars, we pay not only the cost of the petrol, but also part of the cost of the search that is always going on. (spatial competence, transfer of knowledge)

9. When the crude oil is obtained from the field, it is taken to the refineries to be treated. The commonest form of treatment is heating. When the oil is heated, the first vapours to rise are cooled and become the finest petrol. Petrol has a low boiling point; if a little is poured into the hand, it soon vaporizes. Gas that comes off the oil later is condensed into paraffin. Last of all the lubricating oils of various grades are produced. What remains is heavy oil that is used as fuel. (chunking, mnemonics, spatial competence)

10. There are four main areas of the world where deposits of oil appear. The first is that of the Middle East, and includes the regions near the Caspian Sea, the Black sea, the Red Sea and the Persian Gulf. Another is the area between North and South America, and the third, between Asia and Australia includes the islands of Sumatra, Borneo and Java. (Chunking, Mnemonics, spatial competence)

11. The fourth area is the part near the North Pole. When all the present oil fields are exhausted, it is possible that this cold region may become the scene of oil activity. Yet the difficulties will be great, and the costs may be so high that no company will undertake the work. If progress in using atomic power to drive machines is fast enough, it is possible that oil-driven engines may give place to the new kind of engine. In that case the demand for oil will fall, the oilfields will gradually disappear, and the deposits at the North Pole may rest where they are forever.
**Comprehension – I**

1. Do the first three paragraphs talk about the same thing or about different things? What do they talk about?

2. Mineral oil is described in this essay from the third paragraph onwards. This description can be sub-divided into four parts. The first two parts are given below. Give the other two.
   (1) Its uses and importance: para 3
   (2) Its history and origin: paras 4 and 5

3. In what connection are the following things mentioned in the essay? (The first two items have been answered; answer the rest in the same way).
   (1) Blubber: animal oils, whales
   (2) Perfumes: vegetable oils, their use
   (3) Friction between metal surfaces:
   (4) Sedimentary rocks:
   (5) The danger of fire.
   (6) Atomic power:

4. The third paragraph mentions three main purpose for which mineral oil is used. What are they?

5. The author points out four pieces of evidence that confirm the theory that oil originated in the sea. What are they?

6. How does the author express the importance of the driller? What is the greatest danger which has to be faced in drilling for oil?

7. What are the four main products of oil refineries?

8. Name the four areas of the world where oil deposits are found.

**Comprehension – II**

Answer the following questions by choosing the best alternative (a, b, c or d) under each. Think carefully and, if necessary, refer back to the text before you make your choice.

1. Whales are
   (a) the largest animals that have ever lived in the world.
   (b) the largest animals living on land.
(c) the largest animals now living in the world.
(d) the largest animals living in the Caspian Sea.

2. Vegetable oil
   (a) was unknown in ancient times.
   (b) was known to people long ago.
   (c) was known only to old people.
   (d) Is known only to old people.

3. The term ‘mineral oil’ is used by the author to refer to
   (a) the oil from which petrol is made.
   (b) petrol only.
   (c) cod liver oil.
   (d) any oil that burns

4. Oil-burning lamps
   (a) are used in more and more homes nowadays.
   (b) are not used very much now.
   (c) burn more brightly than any other kind of lamp
   (d) are used by a large number of people, although not so many as previously.

5. The purpose of lubrication is
   (a) to produce heat
   (b) to reduce friction
   (c) to reach all parts of a machine
   (d) to produce oil of the right thickness.

6. Mineral oil became very important only when
   (a) the internal combustion engine was invented
   (b) the oil wells in Pennsylvania were developed
   (c) lubricating oils were made from it
   (d) American Indians began to collect and sell it
7. Scientists think that
   (a) coal was formed from shale under the surface of the earth.
   (b) oil was formed from large deposits of mud on the sea bed.
   (c) oil was formed from sea creatures caught between layers of rock.
   (d) oil was formed from sea water by processes of chemistry, pressure and temperature.

8. ‘Where there is shale, there is likely to be oil’. The author says this in order to show that
   (a) oil was first formed under the sea.
   (b) shale is a sedimentary rock.
   (c) oil was made from shale.
   (d) shale is another from of oil.

9. The author mentions Trinidad because
   (a) it is an example of a place where drilling is not necessary to obtain oil.
   (b) it has a famous lake which was visited by Sir Walter Raleigh.
   (c) it probably has large quantities of crude oil under the surface.
   (d) its asphalt is very good for making roads.

10. The oil drill
    (a) should always go at least a mile into the earth.
    (b) Cannot go more than a mile into the earth
    (c) Often goes up to a mile into the earth
    (d) Occasionally goes more than a mile into the earth

11. The driller is unlucky when
    (a) the drill brings up soil
    (b) the drill strikes oil at a high level
    (c) the drill goes very near the oil without striking it.
    (d) the drill does not bring up any soil
12. The cost of unsuccessful drilling
   (a) is met by the driller
   (b) is paid by the refineries
   (c) is paid by the government
   (d) is included in the selling price of petrol

13. When crude oil is heated, petrol rises from it first, because
   (a) it has a low boiling point
   (b) we want to collect it first
   (c) it can be cooled easily
   (d) it is the most important product of crude oil

14. Three areas of oil deposits are mentioned in a single paragraph, whereas the fourth area is mentioned in a separate paragraph. This is because
   (a) the fourth area is a long way from North America
   (b) the fourth area has not been developed yet and may never be developed
   (c) its oilfields are already exhausted
   (d) the fourth area is a good place to develop atomic power.

15. Progress in using atomic power may
   (a) remove many of the difficulties of drilling for oil
   (b) give rise to a new kind of oil-driven engine
   (c) reduce the cost of drilling near the North Pole
   (d) make it unnecessary to drill near the North Pole

**Spelling**
Here is a list of word wrongly spelt. Insert a letter in each word to make it correct.

1. Separate
2. Consumption
3. Asphalt
4. Origin
5. Difficult
6. Aroplane
7. Vegetable
8. Mineral
9. Paraffin
10. Carrage
Pronunciation

(a) In the following words the letters in italics are pronounced /e/ as in ‘paper’, or /ɛ/ as in further. Arrange the words in two lists under /e/ or /ɛ/

| certain   | world   |
| atomic   | existence |
| earth   | statement |
| desert (n) | purpose |
| vapour   | internal |

Find ten more words in the passage, five of each type, and add them to your lists.

(b) When we speak or read English aloud, not all the words in the sentences are said with the same force. Only the more important words in them, like nouns, interrogative pronouns, main verbs, adjectives, demonstratives and adverbs are generally stressed. Observe how only certain words are stressed in the following sentences:

1. Great quantities of animal oil come from whales.
2. These oils may be bought at any chemist’s
3. The existence of oil wells has been known for a long time
4. What was the origin of the oil?
5. A very common sedimentary rock is called shale

Now mark the stresses in the following sentences and practice saying them:

1. This oil has changed the life of the common man
2. They were covered with huge deposits of mud.
3. Which animals are the biggest in the world?
4. The engineer always refers to mineral oil.
5. Many big ships now burn oil instead of coal.
Practice saying the following words with the correct stress:

1. de’posit
2. con’firm
3. in’valid (adj)
4. engi’neer
5. de’velopment
6. ge’ologist
7. possi’bility
8. poli’tician
9. ma’rine
10. ex’istence

**Vocabulary – I**
Find single words in the passage which have roughly the meaning given below:

1. separated by a thin film of oil
2. sick people
3. exploring an area for a mineral such as oil
4. form of oil used for making roads
5. pieces of evidence
6. any substance that can be burned to give heat

**Vocabulary – II**
Match the words given under A with the meanings given under B. List B has some extra items.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. originate</td>
<td>(a) very big</td>
</tr>
<tr>
<td>2. minute (adj)</td>
<td>(b) prove that something is right</td>
</tr>
<tr>
<td>3. marine</td>
<td>(c) have one’s beginning</td>
</tr>
<tr>
<td>4. enormous</td>
<td>(d) march</td>
</tr>
<tr>
<td>5. antiquity</td>
<td>(e) something real</td>
</tr>
<tr>
<td>6. confirm</td>
<td>(f) very small</td>
</tr>
<tr>
<td></td>
<td>(g) very old</td>
</tr>
<tr>
<td></td>
<td>(h) the distant past</td>
</tr>
<tr>
<td></td>
<td>(i) found in the sea</td>
</tr>
</tbody>
</table>
Vocabulary – III

Copy out the following passage and fill in the blanks with words chosen from this list. Make changes in the forms of the words as necessary.

1. illuminate  4. billion  7. enormous  10. strip  13. marine
2. fuel  5. mineral  8. invalid  11. lubricate  14. originate
3. antiquity  6. consumption  9. confirm  12. region  15. exhaust

The oil used for .......... as food or as a tonic by .......... is different from the ...... oil which is used in industry ....... quantities of this are to be found in the Middle East and Arctic ....... But this will soon be ....... if we used it as...... for..... at the present rate.

Grammar – I

Observe the following sentences:
(a) The whale yields a great deal of oil.
(b) The cod and the halibut also yield oil.

The verb in the first sentence is yields, because the subject (the whale) is singular in number. In the second sentence the verb is yield, because the subject (the cod and the halibut) is plural in number.

Fill in the blanks in the following with suitable forms of the verbs given in brackets. Use only simple present tense forms (e.g. yield, is yielded, do not yield, etc).

Drilling for oil …(be) a difficult process. First, geologists …. (indicate) the places where oil …. (be) likely to be found. Then the driller … (send) his drill into the earth, sometimes more than a mile deep. From time to time, samples to see if any traces of oil… (be) present. If he … (not find) any evidence of oil, the driller…. (stop) drilling and … (move) to another place.

Now here is a paragraph with all its sentences in passive voice. Fill in the blanks in it with suitable passive forms of the verbs given in brackets.
The crude oil which (obtain) from the oil well (take) to the refinery. There it (treat) with heat. The first vapours rising from it (collect and cool) to form petrol. The gas that (obtain) next (condense) into paraffin. Then oils of different grades (produce), which (use) for lubrication. Last of all, a thick oil (leave behind), which (burn) as fuel.

**Grammar – II**

Observe the following sentences:

(a) The blubber of whales is boiled down to produce oil.
(b) The livers of certain fish yield nourishing oil.

The definite article is used here at the beginning because there is an of phrase (of whales, of certain fish) after the noun.

Here are some sentences with blanks in them. Only some of the blanks require the definite article; the others do not require anything. Study the sentences and put in the definite article wherever it is necessary.

1. ....... existence of oil wells has been known for ...... centuries
2. No one seems to have realized ...... importance of ..... oil collected by the Indians of North America until it was found that ...... paraffin-oil could be made from it.
3. What was ..... origin of ..... mineral oil?
4. ...... scientists are confident about ..... formation of ..... coal, but they seem less sure when asked about .... Oil.
5. Oil is found in ....... Sedimentary rocks, i.e.rocks which were laid down by ...... action of water on....... bed of the ocean.

**Composition – I**

Think of the kind of paragraph we discussed in a previous lesson – the one in which we make a general statement at the beginning and then support it with
details, one by one. The following five sentences can make up such a paragraph, but they are not in the proper order. Study them first.

1. All these have internal combustion engines which require petrol or diesel.
2. Modern society depends a great deal on mineral oil.
3. Secondly, there would be no motor-cars, aeroplanes or diesel engines for trains.
4. Without it, there would be no paraffin-oil for lighting or cooking.
5. Thirdly, modern warfare would be impossible because there would be no tanks or fast warships, which also have petrol-driven engines.

These sentences can be rearranged in such a way that they make a good, continuous paragraph. The proper arrangement is: 2+4+3+1+5. You can see this from the following:

Modern society depends a great deal on mineral oil. Without it, there would be no paraffin-oil for lighting or cooking. Secondly, there would be no motor-cars, aeroplanes or diesel engines for trains. All these have internal combustion engines which require petrol or diesel. Thirdly, modern warfare would be impossible because there would be no tanks or fast warships, which also have petrol-driven engines.

Now, here are two sets of sentences. Each set can be rearranged in such a way that it makes a well-built, continuous paragraph. Study the sentences and then rearrange them properly.

(a) 1. Shale, for example, is a sedimentary rock, and where there is shale, there is likely to be oil.
2. First, almost all the oil-fields of the world are near the oceans of today.
3. The theory that oil originated in the sea is supported by several facts.
4. In some place, oil is in fact found in the sea, where it comes up to the surface from the bed of the sea.
5. Lastly, shells and other proofs of sea life are usually found near an oil well.
6. Further, the rocks in which oil is found are sedimentary rocks, which were formed originally in the sea.

(a) 1. Motor-cars, aeroplanes and ships use such engines.
2. It burns well and is therefore used as fuel for internal combustion engines.
3. Mineral oil has several properties which make it useful in oil lamps.
4. Secondly, it burns brightly and can therefore be used in oil lamps.
5. A lubricant is used to reduce friction between metal surfaces.
6. Thirdly, mineral oil is very slippery and therefore acts as a good lubricant.
7. A great many people in the world depend on oil lamps for illumination.

Composition – II

Just as a paragraph require a proper arrangement of sentences, so an essay requires a proper arrangement of paragraphs. The paragraphs in an essay should be so arranged that different aspects of the subject are described, one by one. For example, look at the way in which mineral oil has been described in the essay you have read. See the list under question 2 of Comprehension – I.

Now, here are a number of points which could from the basis of an essay on coconut oil. Study them and then arrange them in such a way that they make a plan for a short essay of three paragraphs.

1. Used mainly as food, in cooking
2. Made from coconuts
3. A vegetable oil
4. Widely used in tropical areas where coconuts are plentiful.
5. Used as a hair oil.
6. The kernels of coconuts are dried, to remove their moisture.
7. Soap – makers also use it.
8. The dry kernels are put into a mill which squeezes out their oil content.
9. Put into bottles and tins for marketing.
10. Has been made and used for many centuries in countries such as India and Ceylon.

2. THE FUN THEY HAD - Isaac Asimov
3. A ROBOT ABOUT THE HOUSE - M.W. Thring
4. A WRONG MAN IN WORKERS PARADISE - Rabindranath Tagore
5. MAKING SURGERY SAFE - Horace Shipp

The above four more comprehension passages were practiced by the student – teachers with all sorts of components of writing skill, doing various exercises. Needed help and guidance was given by the investigator then and there. Various assessment focus on writing skill were done to notice their enhancement in writing skill. They in the enclosed C.D.

3.8. Implementation of the model:
The passage ‘oil’ – has infinite number of information.

- Items of information – Main groups of oils such as animal, vegetable and mineral, refineries and drilling, their uses etc.
- Divided into eleven paragraphs.
- Description can be sub-divided into several parts as uses, importance, history, origin, availability risk factors etc.
- Inserting numbers that mark off units.
- More links and nudges are used to hold writing together by signaling connections and keep moving in right direction.
Each paragraph expresses a new item but shows connection to the previous one.

More vocabularies are used.

Paragraphs are kept in reasonable length.

Most of the sentences used in the comprehension passage are simple and easy to understand the meaning without vague.

To emphasize the concerned things conjunctions are used at the beginning of the sentences.

Key transition devices are used.

Relatively short sentences are used. Extreme adjectives such vicious, immoral are avoided.

Trainees imagined main group of oils as animal oil from whales; vegetable oil from flowers; engineers refer to oil means mineral oil.

Learn more synonyms for difficult and significant words, Example illumination, lubrication, locomotives, warships, all kinds of machinery, combustion drive tanks etc..

To memorize the terms repetition and keywords, acronyms are used.

Using mental imagery helps to formulate ideas, thoughts and manipulate them in their writings.

Adequate practice makes the trainees’ enhancement in writing skill.

Spatial knowledge helps them to see the things as a whole, for transfer of knowledge and to manipulate them in writing.

Mental images are mental representations of perceptual experiences. They are used in mnemonics, techniques that improve the chances of recalling information. They functions in some ways like internal pictures, undergoing certain kinds of mental operations and transformations.

Visual perception has received the most attention.

Finally evaluation is done with peer groups and by the teacher-educator.

Reinforcement was done.
This comprehension passage ‘Oil’ was taught to the student – teachers for five weeks with more number of exercises which covered the components of writing skill as punctuation, vocabulary, grammar, homophones, precise-writing and descriptive writing. Four more comprehension passages were practiced for the enrichment of writing skill in English.

The model developed by the investigator helped the student –teachers by gaining strategic awareness in the initial stage. But at later stage the trainees obtained thorough knowledge which resulted in the enhancement of writing skill. The investigator has taken five cognitive intervention strategies namely chunking, imagery, mnemonics, spatial competence and meta cognitive evaluation and five affective intervention strategies namely intuition, interest, attention, motivation and emotional intelligence for the development of the model to enhance writing skill in English.

Writing never occurs in a vacuum”. The student-teacher tap prior knowledge; ie, they draw upon long-term memory to access a vast store house of back ground information. The student - teachers search the existing schemata. to make sense of information from the text.

“Schemata are like mental file cabinets, and new information is organized with prior knowledge in filing system”. Envisionment is created in their mind as they begin to write. It was continued to change and deepen as they continued to make meaning. At the initial stage they are stepping into an envisionment. At this point they might have somewhat distant relationship with the text and they are trying to become more familiar with it. As the trainees began to tap prior knowledge, naturally they started to ask questions and made predictions when the researcher used the cognitive and affective intervention strategies. That would have helped them to find focus and to direct their attention while composing. Their predictions made them to foster their forward momentum and become confirming
and revising meaning. They continued to ask questions throughout writing process. From the felt sense the student-teachers summoned the image, words, ideas and feelings that would be transformed into written words. As the student-teachers constructed the gist, they would also identify main ideas and organize information, sequencing and prioritizing the events or ideas into main and supporting details.

The student–teachers were able not only to select cognitive and affective intervention strategies but also to monitor and regulate their use. The monitor has been called an executive function and evaluation. They returned to rewrite the bits of text to revise meaning and reconstruct the draft with the help of the researcher.

Finally “Stepping out and objectifying the experience” was evaluation. Quality of writing was assessed by the researcher in the following ways. Writing Skill Taxonomy was followed during the treatment. The coverage includes

1. Organization (Sentences / Phrases / Paragraphs in order)
2. Grammar (Correct use of nouns, pronouns, verbs)
3. Syntax (Writing clear and coherent sentences)
4. Punctuation
5. Capitalization
6. Spelling
7. Vocabulary (Using correct word given situation)

Reinforcement: Ensured the mastery over the process of attaining writing skill in English, among the student-teachers by asking certain relevant questions. To enhance the retention capacity students attention should be focused on the key terms of the topic. Due attention needed was given for making them to understand the important terms pertaining to the comprehension. After the treatment the student–teachers acquired various competencies and skills:
- Undergoes a continuous professional development in teaching practice and lifelong learning.
- Utilizes a variety of appropriate technologies, strategies to promote skills of writing.
- Understands how a student’s physical, social, emotional, ethical and cognitive development influences writing. This kind of knowledge is required in order to effectively monitor students and to address such issues when planning instruction, selecting materials and teaching/guiding students to knowledge acquisition.
- To be able to educate effectively and guide students toward new cognitive structures and meaningful educational outcomes using proven techniques and personal skill.
- Uses innovative approaches to knowledge development in students since such innovations can lead to increase motivation.
- Should map knowledge to be acquired using a concept map of forming mental imagery.
- Confidence in learning writing skill in English with the help of the instructional model.
- Able to understand grammar, sentence structure, vocabulary etc using different comprehension passages, doing variety of exercises with the help of cognitive and affective intervention strategic techniques.
- Able to use in different situations to attain mastery over writing skill.
- Revision as required: Update the strategies, if certain objectives are not achieved go through the process once again.
- Different types of passages for comprehension were given for practice and enhancement of writing skill was observed.
3.9 ASSESSMENT FOCUS:

The aspects of writing were assessed by the researcher to evaluate student—teachers ability as follows:

AF1 Write imaginative and thoughtful texts
AF2 Produce texts which are appropriate to task, reader, writer and purpose
AF3 Organize and present whole texts effectively, sequencing and structuring information, ideas and events
AF4 Construct paragraphs and use cohesion within and between paragraphs
AF5 Vary sentences for clarity, purpose and effect
AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
AF7 Select appropriate and effective vocabulary
AF8 Use correct spelling, order, events and tone

The researcher helped the student—teachers to attain mastery in English writing in the following ways and assessed their quality of writing.

WRITING ASSESSMENT:

Teaching learning Strategies for Writing

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
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</thead>
<tbody>
<tr>
<td>• Connect ideas together, eg. in time sequence or by number (AF3)</td>
<td>• Use time-related words and phrases to structure and sequence writing; (AF3)</td>
</tr>
<tr>
<td>• Understand how full stops are used to mark the beginning and ending of sentences; (AF6)</td>
<td>• Use connectives to form complex sentences, eg. because, so, if (AF5)</td>
</tr>
<tr>
<td>• Add-ed and-ing to different roots, verbs, eg. stopped, digging (AF8)</td>
<td>• Demarcate sentences accurately in different types of tasks; (AF6)</td>
</tr>
<tr>
<td></td>
<td>• Select nouns and verbs for clarity and precision (AF7)</td>
</tr>
<tr>
<td></td>
<td>• Spell vowel digraphs and split digraphs in common words; (AF8)</td>
</tr>
</tbody>
</table>
• Sequence narrative writing by using time-related words or phrases, (AF3)
• Vary simple and compound sentences to clarify meaning; (AF5)
• Demonstrate consistency in the use of past and present tense, eg in dialogue and narration; (AF6)
• Use capital letters and full stops in narrative tasks; (AF6)
• Spell and write consonant clusters at the end of words, eg. bench, climb (AF8)
• Add interest to narrative by the addition of detail that portrays eg, the feelings, or intentions of the main theme(s); (AF1)
• Maintain focus on purpose and reader when selecting and organising material; (AF2)
• Structure narrative writing into paragraphs, eg. indicating shifts in time and place; (AF3)
• Use a range of connectives to vary the organisation of complex sentences (because which, where); (AF5)
• Make connections between themes, characters, events
• Use connectives to link clauses in complex sentences, eg, when, after if... then, (AF5)
• Use a range of vocabulary and ideas to engage the readers interest, eg. humour, anticipation in description; (AF7)
• Spell and write polysyllabic words using knowledge of structure; (AF8)
• Add descriptive detail in narrative, rather than relying on dialogue, to establish and develop theme (AF1)
• Link sections of writing together, signalling transitions and changes of emphasis; (AF3)
• Group related ideas and information within paragraphs; (AF4)
• Use connectives to link or compare ideas and events within and between complex sentences (Whilst, although, until); (AF5)
• Use commas to separate clauses and inverted commas to mark direct speech; (AF6)
- Use capital letters and full stops to mark sentence boundaries; (AF6)
- Add detail to their writing through the use of well-placed adjectives and adverbials and by expanding noun and verb phrases to enhance meaning; (AF7)

<table>
<thead>
<tr>
<th>(5)</th>
<th>(6)</th>
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</table>
| • Use different strategies for conveying authorial point of view in narrative and in writing, eg by presenting characters in stories through eyes of narrator or other characters; (AF1)  
• Organise paragraphs carefully, varying focus and pace; (AF1)  
• Use a wider range of particularly in non-fiction texts; (AF6)Maintain the purpose and view point of the writing throughout eg. maintain objective reporting rather than lapsing into narrative; (AF2)  
• Use paragraphs to structure texts, developing main ideas by including relevant detail and comment; (AF3)  
• Use connectives (although, until) to link or compare ideas and events within and between complex sentences; (AF5) | • Sustain a chosen view Point and move between objective and objective Perspectives appropriately ; (AF2)  
• Draw on a range of stylistic fearers (rhetorical questions, repetition of words of cohesive devices such as topic sentences, repetition of words and Phrases to shape the reader’s response (AF2)  
• 2use a variety of cohesive devices such as topic sentences, adverbials and structural Patterning to make links within and between Paragraphs: (AF4)  
• use varied sentence structure to convey cause and effect, and to elaborate ideas : (AF5)  
• Incorporate direct and indirect speech accurately, managing transitions between them; (AF6). |
- Very past tense forms (were swimming, had been seen) and use modal verbs (could, should, may, must) to suggest consequence, possibility, or to qualify opinions; (AF5)
- Recognise sentence boundaries and demarcate them accurately; (AF6)

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| - Vary form and style to interest and challenge the writer; (AF2)  
- Use a range of stylistic features to position the writer and convey viewpoint effectively; (AF2)  
- Provide clear links within and between paragraphs, shaping texts by incorporating summative or reflective comment; (AF4)  
- Vary clause and sentence structures, e.g., embedded adverbials, for emphasis and effect; (AF5)  
Use a wide range of punctuation to achieve clarity, control the development of ideas, and guide writers’ responses; (AF5) | - Use different strategies for conveying authorial point of view in narrative and in writing, e.g., by presenting characters in stories through eyes of narrator or other characters; (AF1)  
- Organise paragraphs carefully, varying focus and pace; (AF1)  
Use a wider range of particularly in non-fiction texts; (AF6) |
3.10. Conclusion

Development of the model was the result of the effort. It was not the product of a sudden insight but a slower step-by-step, model evolution process. The student–teachers were engaged in a number of processes that correspond to enhancement of writing skill in English. The diagrammatic notation developed was capable of showing each of the processes and the contribution made for the teaching/learning process.

The objectives of the study, formulation of the hypotheses, research design, experimentation, construction and validation of the tools used are discussed in the following chapter.