CHAPTER – VI
SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

“Writing is a way of talking without being interrupted”
– Jules Renard 
(1864 – 1910)

6.1. Introduction
This final chapter is dealt with summary of the major findings, discussion, recommendations, Educational implications and conclusion.

6.2. Major Findings of the study
Following are the major findings that are obtained by testing the hypotheses quantitatively.

Findings obtained from the descriptive analysis:

The enormous increase in the post – test scores of Experimental group and moderate increase in the post – test scores of control group in enhancing writing skill in English in various dimensions showed the strategy was found effective.

As far as the attitude towards writing in English is concerned, five Cognitive Intervention Strategies such as Chunking, Imagery, Mnemonics, Spatial competence and Meta cognitive Evaluation are inter linked with five Affective Intervention Strategies namely Intuition, Interest, Attention, Motivation and Emotional intelligence.
The attitude scale BTASTWE showed the following findings:

I. Chunking

- The scale consisted nine items related to Chunking. As far as the item 1 is concerned, as many as 92.5% of the experimental group of B.Ed., trainees and 62.5% of the of control group of B.Ed., trainees enjoyed the writing letters in English.
- For the item 4, 37.5% of the experimental group and 82.5% of the control group felt that spending more time to write in English is not preferred.
- It was found from the item 9, 80% of the experimental group and 45% of the control group accepted that writing the known matter in English is fascinating.
- As far as the item 10 is concerned, as many as 75% of the experimental group and 57.5% of the control group agreed that spare time is not made useful by writing in English.
- For the item 12, 60% of the experimental group and 35% of the control group expressed that enough practice is necessary i.e writing in English is not easy.
- It was found that the item 20 revealed as many as 75% of the experimental group and 62.5% of the control group expressed their feeling as, writing in English is not a suitable instrument to express one’s feelings.
- As far as the item 26 is concerned, 12% of the experimental group and 60% of the control group wanted to enjoy writing stories in English. i.e writing stories in English is not interesting.
- It was found from the item 33, as many as 80% of the experimental group and 32.5% of the control group gave consent i.e. While writing in English, ideas dominate more than the novelty of sentences.
As far as the item 37 is concerned, as many as 86.5% of experimental group and 57.5% of control group agreed that analytical thinking and organization are the two sides for writing ability in English.

II. Imagery

The attitude scale has nine items related to Imagery. As far as the item 6 is concerned 38% of the experimental group and 57.5% of the control group accepted that no interest is shown to find out the alternate words for a single word while writing.

It was found from the item 7, as many as 82.5% of the experimental group and 40% of the control group agreed that mental manipulation is needed for writing. ie. Acquirement of writing ability is assisted by mental manipulation.

The item 11 revealed that 87.5% of the experimental group and 66.5% of the control group accepted that enhancement is obtained by using imagery ie writing skill is enhanced by imagery.

It was found from the time 13, as many as 91.5% of the experimental group and 80% of the control group agreed that paragraph writing is easier by using memory images. ie writing paragraphs in English is easier with memory images.

As far as the item 16 is concerned 94.5% of the experimental group and 90% of the control group expected freedom to write in English. ie compulsiveness does not lead to write in English.

The item 27 revealed as many as 89.5% of the experimental group and 54.5% of the control group agreed that imagery is very close to grapheme.

It was found from the item 30, only 10% of the experimental group and 25.5% of the control group agreed that correct pronunciation does not elevate writing. Hence it was found that majority of the student – teachers felt that correct pronunciation elevate writing.
- From the item 31, it was found that 81% of the experimental group and 42.5% of the control group accepted that flow of writing in English is influenced by imagination.
- As far as the item 36 is concerned, 58.5% of the experimental group and 60% of the control group agreed that dramatization is not inducing writing skill.

### Mnemonics

- The attitude scale has seven items related to the strategy Mnemonics. As far as the item 5 is concerned, as many as 89% of the experimental group and 47.5% of the control group expressed consent as memory is retained by dividing the matter into smaller bits.
- From the item 14, it was found that 68.5% of the experimental group and 35% of the control group agreed that resorting to write in English does not need compulsion.
- As far as the item 15 is concerned, as many as 82.5% of the experimental group and 71.5% of the control group agreed that mechanical errors are common in English writing i.e. Adequate revision results better English writing.
- It was found from the item 19, as many as 87.5% of the experimental group and 56% of the control group accepted that revision is needed for better English writing.
- As far as the item 21 is concerned, as many as 94.5% of the experimental group and 42.5% of the control group agreed that improvement in writing is made possible by using mnemonics.
- It was found from the item 34, as many as 65% of the experimental group and 80% of the control group accepted that speaking skill does not depend only on the dictionary usage.
From the item 39, it was found that as many as 85% of the experimental group and 45% of the control group agreed that attention invariably leads to the development of writing skill.

IV. **Spatial Competence**

The attitude scale has seven items related to the strategy Spatial competence. As far as the item 3 is concerned, as many as 82.5% of experimental group and 80% of the control group agreed with the item, as improvement of writing skill is involved with correct punctuation.

It was found from the item 17, as many as 87.5% of the experimental group and 50% of the control group agreed that similies, metaphors and personification are perceived with interest.

As far as the item 23 is concerned, 70% of the experimental group and 55% of the control group accepted that confidence paves way to write in English.

From the item 25, it was found that 85.5% of the experimental group and 42.5% of the control group expressed consent as spatial competency is used to develop meaning acquisition and writing skill.

As far as the item 29 is concerned, as many as 80% of the experimental group and 52.5% of the control group agreed that motivation is required to improve writing.

It was found from the item 35, as many as 78.5% of the experimental group and 55.5% of the control group agreed that English thesaurus enriches the power of vocabulary.

As far as the item 40 is concerned, it was found that 32.5% of the experimental group and 65% of the control group agreed that arranged ideas do not speed up writing. It is noteworthy that 67.5% of the experimental group and 35% of the control group felt that arranged ideas speed up writing.
V. **Meta cognitive Evaluation**

- The attitude scale has eight items related to the strategy Meta cognitive Evaluation, as far as the item 2 is concerned, as many as 75% of the experimental group and 45% of the control group agreed that sharing English writing with others need not be given much importance.

- It was found from the item 8, as many as 70% of the experimental group and 40% of the control group expressed consent for the item lecture in English shall not be noted in English only.

- From the item 18, it was clear that as many as 85.5% of the experimental group and 50% of the control group agreed that social proficiency is indispensable for optimum utilization of writing skill.

- It was found from the item 22, as many as 65% of the experimental group and 42.5% of the control group expressed that writing in English has not become the part of the job.

- As far as the item 24 is concerned, as many as 67.5% of the experimental group and 43.5% of the control group felt that writing in English does not need monitoring.

- From the item 28, it was found that 80% of the experimental group and 42.5% of the control group agreed that early writing in English is not outdated.

- It was found from the item 32, as many as 32% of the experimental group and 42.5% of the control group expressed that evaluation is not so uncourageous to writing.

- As far as the item 38 is concerned, as many as 70% of the experimental group and 40% of the control group agreed that writing ability is not substantiated by conversation.
From the above findings of the attitude scale, it was found that major number of student–teachers have got awareness about the cognitive and affective intervention strategies and their importance in writing skill.

The assessment tool BTATWSE showed the following findings:

- The assessment was focused on six components of writing skill taken by the investigator. As far as the punctuation skill is concerned, as many as 86.88% of the experimental group and 73.1% of the control group answered the item correctly. It was found that the strategic model enhanced the punctuation skill among the student–teachers.

- It was found that 62.5% of the experimental group and 45.12% of the control group gained more knowledge in vocabulary usage. This showed that cognitive and affective intervention strategies were found effective in vocabulary learning.

- As far as the component grammar is concerned, as many as 83% of the experimental group and 43.75% of the control group answered the items correctly. It was evinced that cognitive and affective intervention strategic model influenced more on the grammar skill which enhanced writing skill of the B.Ed., trainees.

- It was found that 75.2% of the experimental group and 49.79% of the control group answered the dimension homophones. This showed that the strategies used were highly effective which influenced the writing skill.

- As far as the component precise-writing is concerned, as many as 67.5% of the experimental group and 58% of the control group answered the item correctly. The strategic influence was seen from the findings related to that skill.

- As far as the component descriptive writing is concerned, as many as 66.62% of the experimental group and 48.48% of the control group answered the items related to this skill. It was found that the influence of
strategic model on the component descriptive writing was move which helped to enhance writing skill in English.

From the findings of the assessment tool, it was clear that the strategic model enhanced the writing skill among the B.Ed., trainees.

1. Post–test score of B.Ed., trainees in Control group in enhancing writing skill in English was significantly greater than that of the pre-test. Hence the conventional method has got its own significance.

2. B.Ed., trainees in Experimental group differed significantly in enhancing writing skill in English between the pre-test and the post-test. As the gain score of Experimental group was found greater than that of the Control group, the Cognitive and Affective Intervention Strategies were found effective.

3. B.Ed., trainees of Control group and Experimental group did not differ significantly in their English writing in the pre-test.

4. B.Ed., trainees in Control group and Experimental group differed significantly in English writing in their post–test. Hence it was found that the Cognitive and Affective Intervention strategies were effective in enhancing writing skill.

5. B.Ed., trainees in Control group did not differ significantly in their attitude towards writing in English between the pre-test and the post-test.

6. B.Ed., trainees in Experimental group differed significantly in their attitude towards writing in English between the pre-test and the post-test. Hence, the strategies were found effective in developing attitude towards English writing.

7. Demographic variables such as Gender, Locale, and discipline of Control group were not significantly associated to writing in English in the pre test.
8. Demographic variables such as Gender, Locale and Discipline of Control group were not significantly associated in writing in English in the post-test.

9. Demographic variables such as Gender, Locale and Discipline of Experimental group were not significantly associated in writing in English in the pre-test.

10. The variables Gender and Locale of the Experimental group of B.Ed., trainees were not significantly associated to writing skill in English in the post-test. But the variable discipline was found associated to writing skill in English in the post-test.

11. B.Ed., trainees in Control group and Experimental group did not differ significantly in the pre-test for the following dimensions of writing skill in English.
   But they differed in Homophones; i.e. the Experimental group outperformed their counterparts in homophones in the pre-test.

12. B.Ed., trainees in Experimental group outperformed their counterparts significantly in the following dimensions of writing skill in English in the post-test.
   a. Punctuation, b. Vocabulary, c. Grammar, d. Precise –writing and e. Descriptive writing. Hence, the Cognitive and Affective Intervention strategies were found effective in enhancing writing skill in English of the Experimental group.

13. B.Ed., trainees in Control group differed significantly in the following dimensions of writing skill between the pre-test and the post-test.
And they did not differ significantly between the pre-test and the post-test for the dimensions Grammar and Homophones.

14. B.Ed., trainees in Experimental group differed significantly in the following dimensions of writing skill in English between the pre-test and the post-test.

15. Cognitive and Affective Intervention strategies were found not influencing writing skill in English of Experimental group in the pre-test.

16. The Cognitive Intervention strategies such as Chunking, Imagery, Mnemonics, Spatial competence and Meta cognitive Evaluation were found influencing or contributing a lot to writing skill in English of the Experimental group in the post-test.

17. There was no significant correlation between attitude towards writing and writing skill in English of the Control group of B.Ed., trainees in the pre-test.

18. There was no significant correlation between attitude towards writing and writing skill in English of the Control group of B.Ed. trainees in the post-test.

19. There was no significant correlation between attitude towards writing and writing skill in English of the Experimental group of B.Ed., trainees in the pre-test.

20. There was significant correlation between attitude towards writing and writing skill in English of the Experimental group of B.Ed., trainees in the post-test.

6.3. Discussion

The Cognitive and Affective Intervention strategies adopted to enhance the writing skill in English have resulted in overall improvement in different
dimensions in the post test. In addition to the enhancement of writing skill in English their competence in adopting Cognitive and Affective Intervention strategy has also improved substantially in the post-test.

The enhancement in the post-test on responding behaviour revealed that the student-teachers’ writing skill in English, seeking of new information and the inquisitive attitude are very essential. This was followed by reinforcement with enhancement in the post-test. An effective writer should be able to chunk the units, forming mental imagery, should recall the main ideas of the matter, reward the correct responses and focus on the main areas.

In order to respond and reinforce, written communication is a significant factor. When compared with the pre-test score, creditable increase was observed in the post-test on written communication in different dimensions, which established the fact that the B.Ed. trainees have enhanced their written communication skill. In other words the student-teachers have improved their writing skill in clarity, emphasizing key ideas, pronunciation, putting correct punctuation, using verbal and non-verbal communication, using more vocabulary, constructing paragraphs with cohesion and coherence. Equal progress in planning, execution and knowledge of the subject matter has been achieved in the post-test. For presenting the knowledge of the subject matter, a systematic planning is necessary. The enhancement in the post-test score revealed the development of the skill in planning and knowledge of the subject matter. In the classroom, the trainees’ participation, discussion, arriving conclusions and gaining knowledge has increased. This enhancement proved that the student-teachers have gained the ability to write well, which is very essential for their written communication. The post-test scores of various dimensions of writing skill revealed that the student-teachers have enhanced their skill, using previous knowledge, relevant concept, selective attention and interest, arousing intellectual curiosity and eliciting
responses through various exercises. Using these components was a significant for developing writing skill. The outcome of the experiment revealed that the enhancement in writing skill was achieved. Improvement was observed in motivation. They involved with interest and attention in their work. It proved that the student-teachers have improved in writing with the help of affective intervention strategies together with cognitive intervention strategies.

In meta cognitive evaluation, there was a substantial improvement in the post-test. The B.Ed. trainees have also developed their competence in using instructional techniques. The post-test score reflected a notable improvement, when compared with the pre-test. The improvement in using more vocabulary, homophones in various situations with several examples showed their spatial competence. This was reflected in the post-test scores.

The statistical outcome revealed that the cognitive intervention strategies Chunking, Imagery and Mnemonics have recorded a significant improvement in their writing skill along with the usage of affective strategies Intuition, Interest, Attention, Motivation and Emotional intelligence in the post-test. These strategies have played the most significant role in participation, discussion, arriving conclusions and gaining knowledge about writing. This enhancement proved that the student-teachers have gained the ability to write well, which was very essential for their written communication and enhancing the writing skill in English of the student teachers. The strategies closely followed by them were meta cognitive evaluation and spatial competence which have been improved in the post-test. The enhancement was achieved by adopting these intervention strategies. In the post-test on implementing the cognitive intervention strategies ‘chunking’ and ‘imagery’, the student-teachers have gained a remarkable improvement. The mental picture created by the English teacher facilitates rehearsal, spatial learning and chunking. The mental picture included concept mapping, metaphor and
imagery. The enhancement was observed in the post-test on adopting these cognitive intervention strategies. When compared to the other cognitive intervention strategies such as spatial competence, the student-teachers have recorded less percentage of enhancement in writing skill due to some practical difficulties in the class room.

The adoption of the cognitive intervention strategy, mnemonics may have resulted in the enhancement of the competence and on responding behaviour. The components namely questioning, using key words for memorization, retaining and note taking have contributed much. Spatial learning cognitive intervention strategy would have contributed in reinforcement because comprehension of the relationship between concepts, relating prior knowledge with new knowledge, comparing and contrasting and brain storming strategies strengthens the competence of reinforcement. Grouping, associating, structuring and sequencing strategies contribute to the enhancement in written communication to a major extent. All the components were grouped together in the spatial competence. Imagery facilitated competence in planning and knowledge of the subject matter while chunking facilitated competence in dividing more smaller units from a major topic.

Statistical evidence showed that creating a mental picture was one of the effective strategies for developing enhancement in the knowledge of the subject matter and planning. Mnemonics would have contributed to the enhancement of competence as interest, motivation, attention, questioning strategy, and situational evaluation with attitude.

The enhancement of writing skill in English with regard to different variables and dimensions showed that the Cognitive and Affective Intervention Strategic Instructional model played a pivotal role among B.Ed. trainees.
6.4. Implications of the study

As this experimental research involved cognitive and affective intervention strategies to improve the writing skill of student – teachers of B.Ed., programme, the effectiveness of the strategies is expected. However, the instrument used in this study showed that cognitive and affective intervention strategies such as Chunking, Imagery, Mnemonics, Spatial competence, Meta-cognitive Evaluation, Intuition, Interest, Attention, Motivation and Emotional Intelligence contributed to writing skills in English. It was also found that these strategies could enhance the attitude of student –teachers towards writing in English. The components identified for writing in English in the present study such as Punctuation, Vocabulary, Grammar, Homophones, Precise – writing and Descriptive writing were developed by these strategies. In turn, these strategies were believed to improve the professional development of student-teachers and they are able to motivate them towards writing in English. This is particularly true for student –teachers whose second language is English.

Methodological Implications

The hypotheses advanced in this study have addressed how a number of factors of cognitive and affective intervention strategies affect student –teachers’ writing skill in English. Review of related literature has facilitated the design of the research (chapter-2) employing quantitative methods for obtaining data. The quantitative method was employed two questionnaire designed to ascertain the writing skill of student –teachers in English.

The experimental method was adopted and data were collected from student –teachers of the college of Education. However, the data collected were from a group of samples purposely chosen. Therefore, the findings can only fit the samples in the study. Raw scores for both the scales were taken for interpretation of results. As the present study adopted experimental research method, raw scores
have not been transformed to measures to achieve uniformity for more valid interpretations of results. Hence no technique such as Weighted Likelihood Estimation (WLE) was adopted in the present study.

The number of student–teachers who showed strong positive attitude towards writing in English through their responses to the closed entered questions was not significantly reflected in the magnitude of the quantitative data. This implied that other factors included in this study might have influenced on attitudes. Hence other factors of attitude may also influence writing skill in English among the B.Ed., trainees.

6.5 Recommendations of the present study

There was a significant difference between the pre-test and the post-test in all the variables and dimensions undertaken in this study between the control group and the experimental group of B.Ed. trainees. The difference between the mean score of control group and the mean score of experimental group of student teachers was great which indicated the influence of the Cognitive and Affective Intervention Strategic model on writing skill. The mean scores of control group and experimental group in the post test were 48.40 and 66.65 respectively.

The mean difference between the score of BTATWSE of control group and the experimental group was great. The gain score of experimental group which was higher than the control group showed that the experimental group has been more influenced by this strategic model.

As far as the writing is concerned, the control group has moderate performance. The sample group being the student-teachers it was happened. Though they have previous knowledge about the writing, their enhancement in writing skill in English was lower than the experimental group. Hence it was
suggested that the treatment of using the Cognitive and Affective Intervention strategic model for developing writing skill should be given to control group for better performance.

Regarding the attitude towards writing in English is concerned, experimental group was better than control group. The experimental group showed better performance in enhancement and yield better results than the control group. This trend of improvement in all the dimensions of writing skill and variables of Cognitive Intervention strategies like Chunking, Imagery, Mnemonics, Spatial competence and Meta Cognitive Evaluation and Affective Intervention strategies of Intuition, Interest, Attention, Motivation and Emotional Intelligence of inclusion in the instructional model.

The correlation studies also corroborated the results of the ‘t’ test and ANOVA indicated that there was a strong correlation between the variables and the improvement gained in the post-test. The regression analysis revealed the influence of these intervening variables and dimensions on enhancing writing skill in English.

On the basis of the statistical treatment of the quantitative analysis of the data, the following recommendations have been evolved.

1. New and novel techniques pertinent to Cognitive and Affective Intervention may be evolved to help the trainees to conceptualize the concept of enhancement in writing skill in English. As selecting the comprehension passage for treatment usage of Cognitive and Affective Intervention strategic model was found effective in enhancing writing skill in English of the student-teachers, they may be oriented on this strategic model for developing their writing skill in English at work place.
2. It is observed from the findings of the present study that the investigator’s orientation on development of a model to enhance writing skill in English played a significant role in enhancing the writing skill of B.Ed. trainees. Hence teachers’ orientation on the model is essential rather than self-instructional.

3. As the Cognitive and Affective Intervention Strategies were found effective in developing writing skill in English among the B.Ed., trainees whose second language is English, teacher educators in English language teaching may be oriented on the use of these Strategies.

4. Certain dimensions of Cognitive and Affective intervention strategies and attitude towards writing were found to have contributed to attain enhancement in writing skill in English. Positive association of these strategies with various dimensions like punctuation, vocabulary, grammar, homophones, precise-writing and descriptive writing may be taken cognizance for the enhancement of writing skill in English. It is recommended to orient these components by efficient means to the student-teachers.

5. The role of cognitive process of learning is activated only by suitable interventions. Learning is twofold; one is learning skill, another one is learning new knowledge. In educational institutions, there may be a less focus on cognitive intervention and affective intervention strategies. The study revealed that the trainees’ enhancement and effectiveness in their writing skill in English adopting these intervention strategies could be improved. For them the intervention strategies have to be suitably selected and adopted. The influence of cognitive and affective intervention strategies was found effective in enhancing writing skill in English. Hence, the student-teachers of all colleges of education could be trained to practice these strategies to enhance writing skill in English.
6. One of the institutional awareness of curriculum frame work and syllabus design based on Cognitive and Affective Intervention strategies on the beginning level, can improve teaching of English, learning English among all level students at all categories. The result obtained from present study showed that the student-teachers used the Cognitive and Affective Intervention strategies in the teaching learning process. It helped them in identification and planning of problem, awareness and selection of suitable strategies, adopting them and improving their own efficiency.

7. Though teaching-learning strategies are familiar to the teacher-educators of English, they must know specific strategies for the given task to make the learning more effective and also they must be well acquainted with the use of latest innovative teaching-learning strategies.

6.6 Recommendations for future policy decisions

Research in general and educational research in particular must be committed to contribute recommendations for future policy decisions on the basis of the findings of the research. In that way, the present study is committed for the following recommendations for future policy decisions in enhancing writing skill in English.

1. The strategic perspectives of Cognitive and Affective Intervention Strategies may be incorporated in teacher education curriculum at all levels as an instructional strategy. In the present study cognitive and affective awareness was positively associated with enhancement in English writing skill.

2. The orientation on the Cognitive and Affective Intervention strategic awareness, identification of the strategy, use them for suitable situation may be given to the teachers at all levels as this instructional model was proved effective in the present study.
3. Concerned departments should organize training programmes for the teachers at all levels to get mastery over the strategic techniques with the help of experts in the field of psychology and English.

4. The idea of integrating the components of Cognitive and Affective Intervention into instructional model, the so called Cognitive and Affective Intervention Strategic Instructional model was endorsed to be a unique design of its kind for the development of English writing skill.

5. Student-teachers of all faculties at secondary level may be oriented on the search of various innovative strategies using Cognition and Affective Intervention pertinent to the topics identified for the development of writing skill in English.

6. In the ever growing educational field, there is a paradigm shift in education, making students to be independent in their learning is one of the predominant responsibilities of the teacher. Hence more opportunities should be given to the student teachers to find out appropriate strategies and techniques. For this purpose, motivation may be given to them by the teacher-educators.

7. Experts may be identified in English teaching to guide the student-teachers to draft the pros and cons of the various topics in English that are identified for the development and to improve various skills in English with a Cognitive and Affective Intervention Strategic Instructional model.

8. Today, education gives more importance to learning difficulties especially for the writing difficulty. More intensive research and study in this field could help to develop a remedial process among parents, teachers, administrators and curriculum planners and educationalists.

9. From this study, it is evident that the student-teachers do not differ significantly in their grammar, vocabulary, comprehension and word recognition which are not up to the expected level because of so many
factors. Hence, necessary steps may be taken to minimize the errors by consulting the experts in these fields.

6.7 Recommendations for development of Instructional Model

The following recommendations are given for the development of model designers on the basis of findings of the present study.

1. In the present study the Cognitive and Affective Intervention Strategic model has great impact for the enhancement of writing skill in English. The Cognitive Intervention elements such as Chunking, Imagery, Mnemonics, Spatial competence and Meta Cognitive evaluation with Affective Intervention strategies like Intuition, Interest, Attention, Motivation and Emotional Intelligence could be integrated and inter-related to each other to develop planning, monitoring, executing and evaluating the plan of action effectively on various dimensions of writing like grammar, vocabulary, homophones, precise-writing and descriptive writing. The instructional model prepared by the investigator identified the task, instructional objectives, preparation of instructional materials, evaluation and reflection.

2. An orientation may be planned for the student-teachers of B.Ed. for identifying various strategies of cognitive and affective domains and preparing the instructional model with the help of those strategies.

3. The suitability may be planned for the student-teachers and the model may be monitored for the development of writing skill.

4. As attitude towards writing has contributed to the enhancement of writing skill of the sample of the present investigation, a workshop may be organized for the needy student-teachers of B.Ed. on the effective integration of the Cognitive and Affective Intervention strategies with Attitude towards writing in English.
5. The expertise of the concerned subject on the cognitive psychology and English may be obtained for the development of the Cognitive and Affective Intervention Strategic model.

6. As the use of Cognitive and Affective Intervention Strategic model has not directed more impact on developing writing skill in English among the student-teachers of control group, an effective orientation on the above said model is to be given for them. This model is a chief component for the development of English writing skill and it is an important entity for the effective teaching-learning process for the enhancement of writing skill in English.

6.8 Suggestions for further research

Any good research even after answering its research questions must be inclined to update and innovate new ideas for further contributions to the needy sector. In that way, following suggestions for further investigations are made.

1. As the present study identified five intervention factors each in Cognitive and Affective domains of knowledge such as Chunking, Imagery, Mnemonics, Spatial competence and Meta cognitive Evaluation, Intuition, Interest, Attention, Motivation and Emotional Intelligence respectively, further study may explore with some other intervention strategies on these domains to improve the writing skill in English among the student teachers from diverse disciplines hailing from different cultural and socio-economic backgrounds.

2. In the present study, it was found that the conventional method of teaching English could significantly enhance writing skill in English But the gain score of experimental group with Cognitive and Affective Intervention strategies was greater than that of the gain score of Control group. Hence a study may be attempted to explore the common factors which can
influence the gain score of both the control group and the experimental group to improve writing skill.

3. As the present study adopted Cognitive and Affective Intervention Strategies without using the advancement of technology, further study may be attempted to integrate technology with these strategies and determine their effectiveness on writing skill in English.

4. As the present study has not taken cognizance of the influence of proficiency of the regional language on writing skill in English as a foreign language, further study may be attempted in this line of thought.

5. As the present study has taken attitude towards writing into account as the intervening variable, the attitude and aptitude towards reading in English have not been taken into consideration. Hence further study may be attempted to establish the relationship between the attitude, aptitude of our reading with writing skill and attitude, aptitude of writing.

6. A further study may be attempted to find out the effectiveness of Cognitive and Affective Intervention strategies on the enhancement of certain components of writing such as thematic appreciation, idioms and phrases, story writing, attitude towards poetry etc.

7. The present study was confined to enhance the writing skill in English only. Further study may be done with respect to other skills and other subjects also with necessary modification.

6.9. Conclusion

In the light of the research findings it is felt that the present piece of research may contribute on alleviation of difficulties of B.Ed. trainees, to enhance the writing skill in English with innovative approach. It is hoped that appropriate model so called Cognitive and Affective Intervention Strategic model to develop writing skill may be given for the needy trainees and the findings of the study may be taken into consideration for a better frame work in developing writing skill in
English among the B.Ed. trainees by implementation of this innovative strategy. The recommendations that have emerged from the findings of the present study will provide an opportunity to realize the dream of increasing writers in English and to produce quality in standard, to enhance writing skill in English envisaged in the National Education. The present investigation is a endeavour towards this objective.

Writing is an essential skill for successful communication in this information world. It is the teachers’ prime duty to provide this “extraordinary thing” to learn any subject aesthetically. Once students are tuned to writing, they become more attentive which develops concentration. This takes the students to a right direction by ways of organizing the ideas, thoughts, feelings etc to a content, delivering the concept coherently and cohesively, gaining momentum to attain the expertise to reach the goal of writing skill and to utilize them in their social organization.