Notes

1. The term ‘audience’ and the ‘reader’ is used throughout all the chapters interchangeably and perceived in one broad category.

2. Individual subjectivism: It is the opposite of the abstract objectivism as it denies the existing norms and holds that all aspects of language can be explained in terms of each speakers Voluntarist intentions (Holoquist, 1990:42).

3. Abstract objectivism: that abstract objectivism treats language as a pure system of laws governing all phonetic, grammatical and lexical forms that confront individual speakers as inviolable norms over which they have no control (Holoquist,1990 : 42).

4. Deconstruction: J.Derrida’s method of ‘deconstruction’ is a term given to a radical development of a thought in the human sciences, particularly in Philosophy and Criticism. In fact, this is a method of philosophical argument involving the close reading of works of linguists and other discipline based scholars to reveal logical and rhetorical incompatibilities. Deconstruction reading focuses on binary oppositions and on structural hierarchies and to deconstruct the hierarchy temporarily, so that text speaks opposite of what it appeared to say initially (Kneale, 1994). Derrida argued against the “metaphysics of presence” in which metaphysical notions such as truth, being and reality is based on our belief that reality may be “present” and exists as unmediated. Rather deconstruction always reveals difference with unity. Derrida’s term logocentrism describes the western philosophical tradition as perpetuating a fundamental opposition between speech and writing. The reader as a first major work ‘Speech & Phenomena and other Essays on Husserl’s Theory of Signs, 1967’ (as cited in Kneale, 1994), a critique of Husserl’s Phenomenologies introduced the term “met physics of presence”.

5. Experienced writers refers to writing instructors and advanced doctoral students actively contributing academic papers for graduate seminars, fictional prose & poetry for publications and memos for departmental settings. (See Kirsch, 1990). Expert writers* is a term used for those who are actively publishing writer, mostly professors of rhetoric and composition, urban history, computer science, metallurgy, science education and anthropology. (See Kirsch, 1990). However, different scholars have used the terms such as ‘experienced’, ‘proficient’, ‘competent’, ‘expert’, ‘skilled’ writers as against the novice, in- experienced, non-proficient and incompetent writers. Thus there is a wide range of variation in experienced writers or competent or expert or even skilled writers even at high school and post high school levels and so on. And so goes the argument with the inexperienced writers, basic writers or unskilled writers. For the sake of emphasizing the fact audience awareness is a marked feature of competent writers, all these terminologies are used in a conflating manner, but in the sense of two broad categories such as skilled vs unskilled writers, relevant to our frame of study (See Kirsch, 1990; Mortensen, 1990 ; Rubin and O’Looney, 1990 for basic writers).

6. The sections 3.2,3.3,3.4 explains the approaches to writing process. Grabe & Kaplan’s (1996) categories are followed i.e the four stages of writing process approaches: the Expressive Approach, The Cognitive Approach, the social context Approach and the discourse community stage.

7. ZPD(Zone of Proximal Development) as defined by Vygotsky is the domain where learning can take place most productively i.e the domain of knowledge or skill where the learner is not yet capable of independent functioning, but can achieve the desired outcome given relevant scaffolded help. Vygotsky defined ZPD as:‘the difference between the child’s developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers’(1978:85).

8. Epistemological - It refers to the process of knowing the work. Basically, how can we know the work or the process of knowledge making; what is its cognitive content and the kind of truth or uncertainty relating to it.

9. Affective Stylistics - Fish’s idea is that meaning is entirely context dependents and consequently there is no such thing as literal meaning.

10. The term ‘grammar of coherence’ used here largely in the context of the organizational and editing operations performed in the composing process much different from Winterowd(1970) article on “The Grammar of Coherence” which argues for the three sets of interlocking relationship that are the prepositional, syntactic, and transitional shapes the coherence of discourse.
11. Different groups of tribes and other sub-tribes were scattered geographically and communication was remote. That brought in local variations of the dialects.

12. Most of the dialects have no script except to name a few like khampti, Tai script or Bhoti Script (Tibetan Script) used by Monpa, Kamba and Membas in Tawang, West Kaming and Upper Siang. Besides dialect-specific primer have been prepared in Adi, Apatani, Note, Wangcho Nishi and others by Local Dialect Development center, Arunachal University and others. The Government of India policy of 3-language Formula and Daying Ering Committee recommendations in Arunachal Pradesh could not yield result that could facilitate the use of local language as a medium of instruction in Arunachal Pradesh, particularly attempts were made to introduce Devnagri script for local language.

13. Prior to this, Assamese was the medium of instruction and Beginners English was introduced in Class IV.

14. Indebted to Prof. Mibang, Department of Tribal studies, Arunachal University for providing me the details of linguistic situation in the state.

15. Not all the entries in each of the (see Crismore et al. 1993) categories and subcategories of metadiscourse are included. Crismore et al. provides the explanations, definitions or examples in each of the Metadiscourse categories (italicized bold) based on Van Kopple's (1985) classification system for Metadiscourse, though the objective of this paper was to investigate cultural and gender variations in the use of metadiscourse in the United States and Finland writers and as a result of this, the analysis revealed that students in both the countries used all categories and subcategories but cultural and gender differences were found in the amounts and types used.

16. See Dubin (1986:175-177) for a detailed checklist with regard to the decision-making feature of writing materials for the project concerned.