CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Having discussed the problem on hand and established the need for the study, it is necessary for the researcher to probe into the main area of research conducted by other researchers. It serves as a guide post or a lighthouse. When a research project is based on all of the relevant thinking and research that has preceded it, it becomes a part of the formulated knowledge in the field and thus contributes to thinking and research as a whole. It enables us to perceive the gap in the field of concerned research.

This chapter consists of the review of related studies to develop understanding in the area into which the investigator intends to proceed. The review of related literature is limited to only those researches and developmental studies which have some implications for this study.

The studies reviewed have been classified under three headings:

2.1 Studies related to the writing skills in English.

2.2 Studies related to intervention in writing skills in English.

2.3 Studies related to the effect of different variables on achievement.

2.1 STUDIES RELATED TO THE WRITING SKILLS

Though English occupies an important status in a multilingual country like ours, yet it is taught as a second language. The mother tongue learning is given
primary importance in any learning situation. Various scholars in India and abroad have studied issues related to the different skills of this language by using various methodologies, tools and grades. In this section investigator has tried to review some of the studies exclusively related to the writing skills in English.

Visvesvaran (1975) studied learning of teaching items in English in upper primary classes in Coimbatoor District. The investigator critically examined the learning of teaching items in English and reached a conclusion that the achievement of pupils in standard VII and VIII in urban schools was significantly superior to the rural counterparts and also that there was significant correlation between test scores and the economic, occupational and educational status of the parents.

This study did not take into consideration any variables that influenced learning and also influence of different teaching methods on learning.

A critical study of the vocabulary in English of the students of class VI was done by Dasgupta (1975), studying in the non English medium schools of Meghalaya and the influence of socio-economic background on the actual vocabulary. The findings of the study were that upper socio-economic group students had a richer vocabulary than those from the lower socio-economic group.

Pillai (1974) researched on the basic structures in English and the corresponding structures in Malayalam and its implications in the design of a course for secondary schools. He found out that the situational method was most commonly employed for teaching English in schools in Kerala, but many teachers were not fully aware of the implications and principles of the different methods. The structures in order of difficulty were in the usage of prepositions, passives and negatives.
Joshi (1975) worked on errors in written English among pupils of standard V-VII and found that students made mistakes in number and spelling, conjunctions and case. The highest frequency of errors was found in spelling, tense and number. The errors of omission and replacement, was common in ‘spelling’, irregular verbs in ‘tenses’ and use of wrong prepositions. The investigator was concerned only in minute analysis of the errors and did not conduct any additional input that could have been beneficial to the learners.

An analysis of the language skills attained in the English medium schools of India was conducted by Subramaniam (1981). This study was novel in the sense that it studied how far the English medium schools were attaining their objectives of teaching English. He found that the variety of English was fairly clean and meaningful but it was not always acceptable and grammatical. Inaccuracy was seen in the usage of ‘articles’ and ‘tenses’. In syntax a fair mastery was noticed and the English had an Indian colour and approach in the use of idioms. The investigator studied the language attainment and did not focus on the causes of poor attainment or how to modify the same.

A study on extra reading habits and its influence on the reading and writing skills in English of VII standard students of Mysore city was done by John in the year (1981). He established that extra reading habits of the student influenced their reading and writing skills in English, and they had better language ability than students with average and low reading habits. He also stated that language development had nothing to do with socio-economic status of the students. This was in contradiction to
the findings of Dasgupta (1975) who stated that socio-economic status influences the language development.

Nanda (1982) made a critical study about the causes of poor attainment in English comprehension of the students of class VIII in Cuttak city and suggested some remedial measures. The objectives of the study were to detect weak areas of comprehension skills and the causes behind it and to suggest remedial measures for developing comprehension and better teaching and learning process. The investigator found that lack of knowledge in the structural usage and lack of stronger foundations in elementary reading and new vocabulary was the cause of poor comprehension. Also, lack of teaching aids, library and reading facilities and initiative on the part of teachers was found to hinder effective teaching of comprehension. Therefore the remedial teaching programmes were used to lead to significant improvement in the post-test scores. Thus, remedial teaching was found to bring significant improvement in the learning of English language.

Assessment of the entering behaviour in English of pupils was done by Kumar (1982). The findings were that the vocabulary attainment of standard VIII pupils was very low and that boys had better attainment than girls. Maximum number of mistakes were committed in spelling, balancing of sentences, punctuation and wrong word substitutions. This was also the finding of John (1975) who found that errors were found to be more in spelling, tense and number in written English.

A study on the English language achievement of Arts graduates was done by Patil in 1983 and he found that students had only 50% of the expected English
language proficiency. There was no significant difference between male and female students.

Singh (1984) worked on the linguistic and communication abilities of high school teachers of English in relation to their classroom function. The objective of the study was to see whether the subjects’ writing ability was adequate and he found that the writing ability of most of the subjects was not adequate. Again in this study the matter of concern was to know about the subject mastery and nothing beyond that.

Dave (1985) researched on common errors in English at higher secondary level. (A report of Vth Conference of Chairman and Secretaries of the Board of Secondary Education, New Delhi). The objective of the study was to locate the common errors in English and to suggest remedial treatment. The errors in the grammatical structures and spelling were found to be the most prominent. Again, poor knowledge in the grammatical concepts and spellings were found to be the cause of improper writing as suggested by the other researchers. Here the investigator also suggested for a remedial treatment.

Deshpande (1985) made a critical study of Deprivation on Learning Ability of children studying in standard I in Municipal Corporation school, private school and a village school. The investigator studied the three components of language ability namely vocabulary, comprehension and narration and expression and the factors of deprivation affecting the three components of language ability.

The findings stated that, children who were seriously deprived were found to be affected more in all aspects of language ability and that linguistic ability was more affected seriously by experiential deprivation than by socio-cultural and economic
deprivation. Private school students were more better in comprehension than rest. This is in accordance with the findings by Visvesvaran (1975) who said that urban students performed better than the rural students.

A research on factors that influenced English language abilities was conducted by Joshi (1985). The objectives of his study were to find the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling ability of English language among eighth graders belonging to scheduled castes and non-scheduled castes varying in intelligence level, socio-economic status, sex, locality and school administration by private agencies, missionaries and state Government. The investigator also wanted to find out the common errors committed by the learners and the factors that influenced the growth of English language abilities. This study also analyzed the errors committed by the students in the language and the factors that influenced learning.

Another study on error analysis in English language was done by Mishra (1985) of under graduate students of Madhya Pradesh and suggested for remedial measures. She found errors in spelling, verb form and pattern, auxiliary, tense, preposition, adjective and adverb, pronoun, articles and connectives to be more in number. This again shows that students not only from small grades but even graduates are not competent enough in the writing of English. This was also reported by researchers like Patil (1983); Subramaniam (1981); Singh (1984); Mishra (1985); Dave (1985).

Sharma (1985) in his study of the aspects of English language teaching in India found that the prospective principles and methodology of second language
teaching have undergone a drastic change over the last few decades. The second finding was that the existing system of teaching English in India right from the grass root level to the university stage was defective. The third finding was that the traditional methods and conservative cases of English language teaching in India was not adequate to meet the learning needs of learners.

Desai (1986) made a diagnostic study of defects in language ability of children studying in standard IV and tried out a remedial programme for the correction. He found that errors in spelling, missing letters while writing, bad handwriting, faulty pronunciation, wrong forms of tenses and usage of participles were found in majority in the first three years of language learning and improper teaching was the cause for it. The indifference of the parents towards the education of their wards was also one of the reason for it.

A diagnostic study of errors in written English of pre-degree students was done by Mohammed (1986). He found that the total sample made errors in seventeen grammatical areas.

Joshi (1989) conducted a study on the factors influencing English language abilities with the objectives to ascertain the growth level of comprehension, vocabulary, grammar, language usage and spelling abilities of English language among standard VII students belonging to different socio-economic status, sex, intelligence level and to find out the common errors committed in grammar, language usage and spelling. He found that the growth of English language abilities were the maximum among the VII graders of missionary schools followed by Government and private schools. Boys were found to make more errors in the grammatical usage.
The cause of deterioration in the usage of English language was studied by Patrikar (1991) and he critically analyzed the errors in language performance of students and made suggestions for improvement in the teaching–learning process in schools and colleges. He found that there were lexical, morphological, orthographical and syntactical errors in the students’ written language. The students were found to be deficient in knowledge of English vocabulary, morphology, and syntax. The causes for poor achievement were found to be lack of knowledge and control over the structure of the language, inference of the mother tongue and use of wrong items. Here again, lack of practice in the grammatical area was found to be the cause of poor language attainment. This can be supported by the findings of Kumar (1982); Nanda (1982); Dave (1985).

Dey (1991) made a critical appraisal of the abilities of students in some aspects of English as a second language and to find out some linguistic factors. The areas of study included vocabulary, spelling, stylistic transformation and alteration, derivational structure applied grammar and contextual meaning. The major findings of the study were that urban students performed better in the proficiency test and secondly, students with high proficiency in vocabulary, spelling, stylistic transformation, derivational structure, applied grammar and contextual meaning were superior in proficiency in English as compared to their low profile counterparts and thirdly that there was no difference in the performance of boys and girls.

This is in accordance with the findings by Patil (1983) who also suggested that there was no difference in performance among boys and girls.
Rammoorthy (1992) studied the common spelling errors in English committed by standard VI students of Matriculation schools and the objective of his study was to find whether the length of words, similar sounding words, words with silent letters and consonants were factors for misspelling. He found that the common causes for poor spelling were the length of the word, words with silent letters, words with similar sounds and words with consonant clusters. This was similar to the findings by Joshi (1975) who found that errors in omissions and replacement were cause for spelling errors.

A study of some variables related to achievement in English of standard IX pupils in Madurai District in Tamil Nadu was carried out by Shankaran (1992). The objectives of the study was to examine the attitudes and level of achievement in English, and interests towards the study of the English language against their sex, residence and their parent’s literacy level. The findings of the study were that no significant difference existed between boys and girls in respect of their attitude and achievement towards the study of English. But they differed significantly in respect of their interest in the subject.

The errors in written English of standard VII students of rural schools of Palghat, Kerala was studied by Sangeetha (1996). The aim of the study was to identify the nature of errors in written English and to make a comparative study of the occurrence of different types of errors made by the students. She found that students made errors in all areas selected like, errors in sentences construction, preposition. The problem in the structural aspect of English language was found to be the cause of
poor achievement. These findings coincided with those of Subramaniam (1981); Patrikar (1991); Mohammed (1986).

Sinha (1998) studied the use of Language for Effective Interaction. The objective of the study was to identify the learner’s weakness and difficulties in the area of learning English language as second language in class V. The research findings stated that children who were non achievers could not remember the constituent units or syllables. They had short attention span, health problem and weak visual motor ability. Most of the children had problems in accuracy and comprehension. Lack of sound educational and socio-economic background was also a cause of poor achievement.

A paper on the environment conducive to learning of English was presented by Joseph (1999). He suggested that teachers must build up a proper climate in the classroom by arousing the interest of the learners by bringing their language learning faculty to focus and by making the target language accessible to the learners. He suggested strategies like teaching English through English, using language that was in level of learner’s ability, using visual aids, using gestures and expressions, speaking in the language clearly, slowly and avoiding extensive translation of the target language into the mother tongue of the learners etc. According to him only when the teachers succeeded in creating a proper climate in the classroom, language learning would take proper shape.

Meera (2000) conducted a study entitled Language Aptitude, Select Attitudinal and Motivational Variables as the correlates of Achievement in English of Secondary school students. The investigator wanted to find out the main effect and interaction
effect of select independent variables on achievement in English particularly in relation to vocabulary, grammar and comprehension. The investigator also wanted to estimate the extent of relationship between achievement in English and each of the independent variable selected for the study of total sample based on gender, locale, and type of management of schools. The investigator also wanted to find out the best predictors of achievement in English from select independent variables and to determine the relative weight with each predictor variable contributing to achievement in English of secondary school students.

The findings were that language aptitude and attitude towards education were the best correlates of achievement in English. Secondly, attitude towards English teachers and teaching had significant relationship with achievement in English and achievement motivation did not show any significant relation with achievement in English. Thirdly, high mean achievement in English scores were found to be positively correlated with high language aptitude and favourable attitude towards education of students.

Here the investigator wanted to see the effect of certain variables that effected learning in English.

Aggarwal (2002) wrote on the changing perspectives in English language evaluation in schools. The writer suggested that evaluation in English language should be skill based, continuous, life related, using multiple techniques and should be used for improvement in learning. She also stressed on the teacher’s enthusiasm for bringing in a change, also that they should have the personal characteristics and motivation along with appropriate knowledge and skills in the subject concerned.
Girish (2002) evaluated language skills in English as second language of VII standard in Chikkamangalore city and found that there was a significant relationship between reading and writing skills; and speaking and writing skills. Most of them found difficulty in spelling and legible handwriting. Most of the students were found to lack continuity and sequencing of their expression in both speaking and writing skills. The relation between reading and writing was established by John (1981) and errors in spelling had been a matter of concern of the researchers mentioned above. Here no remedial measures have been suggested by the researcher.

Reddy (2004) studied on English Language learning Difficulties (ELLD): Meta-cognitive awareness of students in English. The study had two objectives

1. To develop diagnostic tools to identify the LLD of second language learners (English) at higher secondary level; and
2. To find out the difference between LLD students and normal students in their meta-cognitive awareness.

They prepared a diagnostic test for identifying the students and developed a meta-cognitive awareness questionnaire. The findings of the study were that at higher secondary school level, the students having LLD were in huge proportions and there were close links between language learning difficulties and deficit in meta-cognitive process. The study underlined the need for language intervention programme with approach in meta-cognitive strategic orientation.

The study only expressed the need for language intervention programme but did not find how far it was effective. Neither did it consider any variables that could affect learning.
An article on English language education in Indian schools was written by Meganathan (2006) where in the writer stated that with the introduction of English language teaching from the earliest of schooling and the mushrooming growth of English medium schools, has resulted in poor teaching learning process in vernacular medium schools. He emphasized the need for making good reading material available for the students and arranging for reading sessions and story telling sessions at the primary and upper primary stages of schooling for developing the language skills.

Venezky (1970) suggested spelling as the foundation to reading and Adams (1990) has found that spelling instruction enhanced reading proficiency through reinforcement of letter pattern.

Vernon and Ferreiro (1999) conducted an experimental study that looked at the relationship between the development of awareness of sound structure and development of writing. The study was entitled “Writing Development-A neglected variable in the consideration of Phonological Awareness” The results of the study showed that awareness of sound structures of words developed across levels of development and is related to children’s writing development. The educational implications of this study are that writing development benefits from systematic phonic instructions and secondly children should be encouraged to develop writing and pre writing skills, right from kindergarten and first grade of schooling.

A problem of children with specific speech and language difficulties through teacher’s perspectives was studied by Dockerel, et al. (2001). The study stated that children had primary language difficulties, which varied and were associated with other primary or associated problems. As a consequence intervention needed to be
addressed to these children. Teachers must therefore receive training in identifying and providing for children with difficulties. Thus suggesting that better training for teachers at the pre-service and in-service level was important.

Rass (2001) investigated an approach which he entitled as ‘Integrated Reading and Writing for Effective Language Teaching’.

The objective of the study was to integrate reading and writing course, so that learners could write more freely, naturally and fluently while acquainting them with the literature in English language.

The investigator also stressed upon the use of activities in the class and positive feedback. The investigator reached the conclusion that the course could improve all language skills because they had to listen, speak, read and write in English. When they compared their first and last written assignments in terms of content, organization and mechanics, they reported that they could see the progress. The investigator felt that a class of 2 hours per week was not sufficient and more time should have been allotted for more practice in analyzing errors and helping students to organize their thoughts in order to write sentences in a structured way.

This study is close to what Vernon and Ferreiro (1999) conducted wherein stress was given to reading and how reading helps with the written texts. A knowledge of sound also helps in writing. It was established that teachers or instructors failed to relate the spoken and the written word and this failure affected the writing ability. If children from the early years, develop the habit of reading and writing simultaneously the skills can be improved.
An importance to writing and assessment of writing skills was given in the book review by Willa Wolcott (2000) entitled, “An Overview of Writing Assessment: Theory, Research and Practice”. The author showed an even handed treatment in the importance of writing ability and of its assessment across different disciplines. She said that writing is intertwined with the learning process and the complexities of writing assessment serve as a microcosm of the assessment field in general.

Here again, the importance is given to writing and it is an area which requires an extra attention. This book review is mentioned in this study because the investigator of the present study felt that mistakes while writing are not looked upon by responsible hands and hence not corrected. One must be aware of the importance of writing, since this is a skill which is relevant for every subject.

Kamel (2003) from Saudi Arabia investigated the errors committed by the second year women students in the written English. The study was conducted in Saudi Arabia where English is taught as a foreign language. The objective of the study was to identify the errors committed in written English by under graduate female students.

The investigator listed out the common errors and concluded that these errors played a crucial role in writing good English and hence these should not be overlooked. She found that there was a need for a remedial programme for developing accuracy in written English which was based on their requirements or need and situation of the learners.

This study is relevant in relation to the present study, as it attempted to identify the writing difficulties but also the listing of difficult areas and the need for a remedial programme was realized. But the sample of the study is different as only
female undergraduates constituted the sample of this study. The present study is concerned with the students of VIII standard as at this stage if difficulties are diagnosed then their remediation can be easy.

Though some researchers have integrated reading and writing, a different view is presented by Tolchinsky (2003) in her book entitled, “The cradle of culture and what children know about writing.” Here the author stressed that children’s writing development depend on their active engagement with various kinds of written texts. The author agrees to the fact of cognitive growth by which children learn new things in a domain specific way. Early rules involve the number and variety of letters required for a word to be readable. As children write more, their productions begin to reflect the properties of their specific language. Ultimately they become sensitive to the relationship between sounds and letters and are able to produce writing. Here also, the author strongly argued that writing skill does enhance specific language skills. The author stressed that it is the teachers who have to build on student’s knowledge. It is a crucial resource for the classroom that can be tapped to help children grow in their mastery of the conventions and purposes of writing.

So it is seen here that not only reading and writing have to be integrated but various sub skills of writing need to be integrated for improvement of this skill.

Again the same viewpoint is expressed in another book review by Nelson et al. (1998), which is a collection of essays and research based articles on the theoretical and practical relationship between reading and writing. The book scrutinizes and challenges the established tradition of separating reading and writing instructions across all grade levels. There is a relationship between reading and writing process,
the effect of both on thinking and the similar roles of audience awareness in writing and author awareness while reading. The book suggests that reading and writing are related not only to each other but also to the spoken language.

The relationship between reading and writing is again found in the review of the three books edited by Pontecorvo (1998). All the three books agree that an important shift has occurred in the linguistics and psychological perspectives towards developing written language. Earlier the trend was of maintaining oral language as the primary object of analysis and now attention was paid towards developing the writing skills.

It is only recently that writing has become an object of analysis (Catch 1996; Olson 1994). The texts suggested that writing is not a mere transcription of speech but it is a conceptual object in its own right. Children can think, develop ideas and reflect about written language. There existed a complex interrelationship between reading and writing. To quote Snowling (1985) ‘A theory concerning the development of written language skills must account not only for the independence of spelling and reading but also for the dependence of spelling upon reading’ Orsalini et al. (1996).

Sperling (1996) also looked into the relationship between speaking and writing in the study entitled “Revisiting the writing-speaking connection: Challenges for Research on writing and writing instruction” and suggested that writing had critical connection to speaking. The researcher tried to study how writing differed from speaking and that writing was similar to speaking.
Newland (1932) studied the handwriting of 2381 people and analyzed the errors they made, identifying the most common illegibility in the cursive writing of elementary school children.

Spelling is the forming of words from letters, in both written and oral forms according to accepted usage (Hammill, 1982) The term ‘orthography’ refers to the spelling system of any language.

To quote Moats (1995), “The written language skill (spelling) that is most evident in language related learning disorders has received comparatively little attention in research”. She pointed out that, for many literate people, spelling is a challenge and that according to the wide range achievement test normative tables, the average adult with high school education are found to spell at the eighth grade level.

The following studies were cited by Moats (1995) in referring to most frequent errors in spelling.

(a) At all stages of development, vowel spelling are more difficult and produce more errors than consonant spellings (Pennington et. al., 1986; Schlagal, 1992).

(b) Short vowels are difficult for children to discriminate auditorily and associate with symbols (Ehri Wilce and Taylor, 1987).

(c) Vowel spellings are not mastered until the fourth grade, long vowels being the most difficult to master orthographically (Schlagal, 1992).

(d) The omission of laterals (/l/ /r/) and nasals (/m//n//n/)from consonant blend cause a number of errors until sixth grade (Hoffman and Norris, 1989); (Schlagal, 1986; Sterling, 1983).
(e) Moats (1995) points out that in all grades up to sixth and probably beyond, r-controlled vowels (girl, turn), consonant doubling (pebble, sunny) and recall of vowel markers (as in gait and gate; feat and feet) are relatively more difficult.

(f) Further, it was found that a large number of errors occurred on words having suffixes that change the spelling of the base word, especially those that involve the doubling rule and the silent e-rule (Schlegal, 1986; 1992; Sterling 1983).

(g) In another study of sixth grade boys’ spontaneous writing (Sterling, 1983), a significant proportion of errors occurred in the non-syllabic past tense (-ed pronounced as /t/ or/d/).

The ability to judge the sounds in words develops through progressive differentiation and refinement of phonological analysis (Read, 1986). As children are exposed to the written text, there judgement of speech sounds is shaped and changed by their growing knowledge of spelling (Ehri, 1989; Ehri et. al., 1987).

The above mentioned studies have been cited by Moats (1995) to establish the frequency of specific spelling errors which occur among normal children and suggests the course of spelling development among them.

Anne Haas Dyson’s book: “The Brothers and Sisters learn to write: Popular literacy in Childhood and School Culture” (2003) questions on how writing develops in young children and they share an important belief in the importance of children’s knowledge to the writing process. The author spent an year observing children during their literary block, which included a writing workshop and play during recess. The children came from different cultural background. The shared cultural landscape
 figured in their school writing as well as the influence of popular media exhibited in their writing.

The present study also explored the relationship of spelling patterns along with the other components that constitute the writing skills in English.

2.2 STUDIES RELATED TO INTERVENTION IN THE WRITING SKILLS IN ENGLISH

The second section deals with all those studies which are dealing with interventional strategies for improving the writing skills.

Numerous methods for developing good writing skills have been mentioned by these studies. Studies testing the efficacy of these methods particularly with beginning writers as well as specific strategies which could be incorporated in teaching written expression at the elementary level are stated below.

A number of studies have been conducted in the Indian setting on the improvement of the writing skills of English.

Joseph (1983) evolved a strategy for teaching grammar at high school level. He evolved a multimedia strategy and studied its effectiveness. He found that there was positive reaction by students and experts towards multimedia strategy and high scores were obtained by students who learnt through this strategy. A positive relationship between intelligence and achievement of students was seen through this strategy.

The impact of remedial teaching programme on the common errors committed by the students of standard XII in written English was done by Bhaskar (1989).
found that the remedial teaching programme was effective in reducing the orthographical errors in written English.

A course in written English was designed by Sarma (1989) using the communicative approach. The findings of the study were that a number of high school students, who required English for both academic and other social activities, were poor in written English. The reason behind this was less frequency of the composition exercises. The study suggested that a well designed communicative syllabus that incorporated the needs of the students can in a tension free, interactive classroom, create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

Pradhan (1990) evaluated the effectiveness of the direct and bilingual methods of teaching English and found that the treatment produced significant effect. The bilingual method explored and utilized the linguistic habits of the children already established. The mother tongue concept was completely divorced in the course of time.

A study of the effectiveness of Concept Attainment Model (CAM) for teaching concepts of the English language was done by Salvi (1991).

The objectives of the study were to study the effectiveness of CAM in terms of (i) attainment of concept of English, (ii) achievement in English, (iii) developing inductive reasoning (iv) reaction of students towards CAM. The second objective of the study was to compare CAM and Traditional Method (TM) by taking intelligence, socio-economic status and previous achievement in English as co-variates.
The findings of the study were that CAM was found to be effective in terms of attainment of concepts of English, achievement in English, inductive reasoning and reaction towards CAM. It was found to be significantly superior to TM in terms of attainment of concepts of English, achievement in English and inductive reasoning of the pupils when the groups were matched statistically with respect to intelligence, socio-economic status and previous achievement in English. Though socio-economic status and previous achievement did not contribute substantially to attainment of English, yet intelligence was found to contribute significantly in the prediction of English in cases of CAM and TM.

Goel (1992) focussed on resource help for children with difficulties in reading and writing. He recommended that teacher must create an environment conducive to develop writing and abundant experience should be given in oral language expression which was more important in developing the ability to write and create an audience for the products of written expression thereby providing motivation for original writing.

Rammoorthy (1992) apart from identifying the common spelling errors in English committed by standard VI students also suggested for a remedial teaching programme. He found that students improved in their learning of spelling after the remedial programme.

Rajendran (1992) conducted a study to see the difference in achievement in reading and writing skills of students taught under the conventional method and activity centered approach to teaching of English and came to a conclusion that activity centered approach produced an improvement in reading and writing skills.
Chakravarthi (1993) worked on fluency in writing among secondary school students. The practitioner used intelligent reading as one of the methods. In this method learners individually read the texts related to the subject and they made their own notes. Over and above this, they also solved the crossword puzzles in groups. This improved their vocabulary considerably. For accuracy and fluency they were trained to observe details of writing, covering punctuation and spelling. This practice enabled students to become more fluent in English writing.

A model and a strategy for teaching adult learners to write composition in English was designed by Mukharjee (1993). And results stated that apart from grammatical and linguistic competence, extra linguistic materials like attitude, aptitude, need to express, social environment and a sense of appropriate rationale for relevance was observed.

An experimental study to increase the vocabulary in English of students of IX standard was conducted by Suthar (1993). The investigator used two groups one as experimental and other as control group. The experimental group was provided activities in the learning process and emphasis was given to the oral reading in the presence of the teacher and to spell and pronounce the word correctly. Correct pronunciation helped the students to pick up the spellings quickly. Reading of newspapers and magazines made the students familiar with current affairs, new words and knowledge and sentence pattern of the English language.

Studies have reported of using cognitive models for language teaching particularly for written composition. Some of the models implemented were the Concept Attainment Model (Malhotra, 1993), Concept Organization Model
(Mukharjee, 1993), International Feedback Approach (Singh, 1993; Singh and Sarkar, 1993) and Corrective Feedback (Mekhlafi, 1997). Studies have used the Concept Attainment Model for teaching English grammar (Shristava, 1995).

There is a need to develop adequate vocabulary to communicate and express our thoughts. Renuka (1995) worked on developing the communication skills in English. The researcher had given some of the practices through activities to develop communication skills. By these practices the children were able to listen, speak, read and write correct English.

The communicative method was found to be advantageous in teaching language (Shanmugham, 1995).

Balakrishnan (1996) studied on the use of Educational media in English language teaching and found that the impact of audio-visual aids was greatly felt in case of language teaching. Language teaching is basically different from the teaching of other subjects. It aimed at the development of language behaviour on the part of the learner while the aim of teaching other subjects was acquisition of knowledge. Visual aids were found to be more useful in giving practice to the learners to construct sentences and to formulate utterances. Tape recorders, video cassette player and other Audio Visual equipments were more suitable for this purpose.

Peer tutoring was found to have positive effects for learning spellings by students in class IX (Gyanani, 1996).

A study on developing the life skills was done by Samuel (1996). The objective was to develop creativity, observation, thinking independently and free expression of the students. The researcher had used different activities with teaching
aids to develop each skill. The researcher had selected I to IV class students. The increase in the vocabulary enabled the children to comprehend the essence of questions and answer suitably and profusely.

The use of multimedia was proved to be beneficial for slow learners (Reddy and Ramar, 1997).

Kurien (1998) developed communicative learning material in English for enhancing functional operations of productive skills among secondary school students of Kerala.

Learning English through internet was the topic of the paper presented by Srinivas (1999). She suggested that computer literacy should be a must for learners and teachers as well, as today’s education does not stress upon memory based education. Even distance education over the internet can make learning of English as a foreign or second language more accessible for Indian learners who have little access. It should be incorporated into the regular course as it not only increased language competence but also prepared for competitive examinations.

Shihabudheen (2000) studied the effectiveness of programmed instruction in learning English as a second language by secondary school pupils. Programmed instructional materials for teaching tenses in English for standard IX pupils were developed. The major objective of the study was to determine the comparative effectiveness of programmed instruction and conventional method of teaching on achievement in English.
The findings revealed that the experimental group that learnt English through programmed instruction achieved high mean scores than that of the controlled group which learnt through the conventional method.

Singh (2000) suggested the use of language games in developing language skills in English at primary level.

Learning of English grammar is a difficult topic for the students. But the study on “Let’s learn English grammar with pleasure” by Leela (2001) revealed that learning of English grammar was a pleasant experience through the use of illustrations, cartoons, pictures and print media.

Raghavan (2001) analyzed the development of remedial instructional programme for elementary school children with writing disability in English and found that students made errors in spellings and handwriting. There was influence of the mother tongue and found the remedial programme to be effective in reducing the number of errors.

Singh et al. (May 2001) conducted a study on English language Proficiency of students studying English language through different teaching systems. They made an attempt to study how English language proficiency of students gets affected when studying in an innovative system of school education. It was found that students studying in the innovative system performed significantly well in all the four skills of English language. The investigator prepared a comprehensive language proficiency test battery and administered it to students studying in the innovative and traditional systems. The analysis was done by considering the mean scores. Students of both the systems were found to exhibit the same level of proficiency only in one skill viz
listening. In all the other skills that is speaking, reading and writing the performance of the students in the innovative system was found to be significantly higher.

Shailaja (2001) conducted a study on language skills with special preference to vocabulary among primary school children. The study revealed that, in order to develop the language skills ample practice has to be given.

There was another innovative technique used by Sriram (2001) who worked on teaching cursive writing in English to primary students at class V level. This experiment was carried out for the period of 4 ½ months. A favorable improvement was noticed and this was the result of personal experience and experimentation of the teacher, committed to the cause of improving the quality of English teaching.

On the effect of coloured ribbons as reward in learning of spelling of English words, Vasantha (2001) conducted a study. This was also an experimental study and it was conducted to motivate students to learn spellings of English words correctly. The coloured ribbons as rewards had significantly increased learning of spelling of English words among boys and girls.

Teaching and learning process requires innovative techniques to make it more effective. Teaching of English alphabet using letter cards was one such innovation. Mithuraj (2002) introduced teaching of English alphabet to standard III students through activities using letter cards. The investigator used a pre and post-test experimental design with controlled group and experimental group. The controlled group was taught by traditional method and the experimental group through activities using letter cards for a period of three weeks. This study proved that the teaching of
alphabet through activities using letter cards was more effective than the traditional method.

Another study related to the writing skill was done by Tikaram (2002). The investigator worked on effect of Synectics Model upon essay writing at secondary level. He used pre and post test single group experimental design as the method for this study. When subjected to comparison with traditional method, Synectics model treatment was found to be more effective than the traditional method of treatment for essay writing.

Valsamma (2002) developed models for teaching English at the secondary school level. The major objectives were to prepare Discovery Learning Models (DLM) and Computer Assisted Model (CAM) for teaching the topic ‘noun’ at secondary school level and to test the effectiveness of DLM and CAM in the achievement of English. The findings of the study revealed that DLM and CAM were effective in terms of immediate post test achievement and hence DLM and CAM can be adopted for teaching English. The study also revealed that DLM is superior to CAM and the traditional method.

Babitha (2004) developed a self instructional package on basic grammar in English for upper primary school pupils and found that the package had been effective in learning and application of basic grammar.

Jagathy (2004) analyzed the development of remedial instructional programme for upper primary school children with writing disability in English and suggested that different modalities of teaching should be encouraged in all classes as children having disability in one subject will also have problems in other subjects. The
investigator also suggested that the teachers should be the role model and encourage the students in learning.

Arulswamy et al. (2004) studied about the interactive media in teaching and learning and concluded that interactive multimedia can be used to develop active and mastery learning. It can stimulate the students’ mind and encourage learning through all senses because multimedia can combine so many media together. In this type of a learning situation there is active participation on the part of the learner as opposed to passive learning, listening to lectures and demonstration.

Muthukumar (2005) researched on “Learning centered education”. In learning centered education, the teacher guided and helped the students to learn through activities and group work. Apart from that, the teacher encouraged the learners to learn after introducing the basics and the literature pertaining to the English subject.

An article written by Selvan (2006) entitled “Play and Teach English: An Easy and practical method to Teach the skills of Language” emphasized the need for introducing language games in the classroom. The author said that language games generate a lot of fun and excitement in the classroom and the excitement attract the learner towards other language making the job of the teacher easy and the learning of the language simpler. He established that learning the four skills of language can be made enjoyable through language games. This was also supported by Singh (2000).

The studies of Arulswamy, Muthukumar and Selvan are general in nature, yet they are incorporated here because it holds true to English language teaching.

Yeshodhara et al. (2006) wrote an article on the impact of Learning –Centric Approach on the Achievement Level of using auxiliary verbs among the students of
standard VIII and found the approach to be effective in the usage of the auxiliary verbs. There was no significant difference in the achievement of boys and girls.

The Language Experience Approach, where the teachers' knowledge of a particular child's interests served as the basis of instruction was suggested by Fernald (1943), Smith (1967), Burns et al. (1971), Hammill and Bartel (1982). The student was encouraged to write creatively; the emphasis of instruction was always on the quality of the ideas expressed. In course of time when the more mechanical and rule governed aspects of writing were introduced, care was taken to ensure that the development of these skills did not interfere with the child’s desire to write creatively.

Gersten and Baker (1999) suggested the use of intervention which adhered to a basic framework of planning, writing and revision as a part of a recursive rather than a linear process. This meant that, each step could be revisited during the writing process, and the steps did not always proceed in the same order. In the studies cited by them each step was taught explicitly with several examples and often supported with a “think sheet”, a prompt card or a mnemonic.

In the book entitled “The effect of computers on student’s writing; A Meta–Analysis of studies from 1992 to 2002” the author Arnie Goldberg et al. compared students’ writing with computers Vs. paper and pencil. They found that significant mean effect in favor of computers were found for quantity of writing and quality of writing. The results of the meta analysis suggested that, on average, students who used computers when learning to write were not only more engaged and motivated in their writing, but they produced written work that was, of greater length and higher quality.
Golden (1985) presented a paper entitled “Reading-Writing: Classroom teachers discuss literatures on the teaching of writing.” It suggested that composition exercises helped the students to write better and also helped the teacher to instruct better. Also that teachers benefit a lot from the inter relationship of reading and by using ‘how to’ books on writing that meet immediate classroom needs.

Cummings (1989); Lensmire (1994); Zhang (1987); Raimes (1987); Piper (1987); Amdt (1987) conducted studies on the writing skills of English and on the ways of improving it. The common conclusion arrived at by these studies was that proper encouragement should be given to children in writing. Extensive reading and other purposeful uses of a second language facilitate the long term development of effective writing performance. This was supported by Elley, 1983; Krashen, 1984. It was suggested that an ESL (English as a Second Language) methodology that emphasized meaningful communication with problem solving and emphasis on rehearsal/revision helped in the improvement of the writing skill.

Brainstorming activities also proved useful in improving the written texts (Barra, 1993).

Developing an interactive classroom approach to reading and writing helped in developing the students discourse competence both receptively and productively (Lopes, 1991).

In the Reading-Analyzing-Writing Approach (Kang, 1993) expanded the student’s language experience. In addition, student acquired a repertory of useful expressions, sentence structures and other important writing elements in the English
language with knowledge, they could express themselves more fluently along with sufficient practice (Knoblauch and Branon, 1985).

Proper use of instructional technique and developing new instructional procedures helped in teaching effective writing (Hillocks, 1986).

Winkle (1990) prepared a self instructional book to help people speak and write more correctly. The book presented the rules of standard English grammar in an easy to understand manner. The book had six chapters: (a) The Sentence, (b) Parts of speech, (c) Case (d) Modifiers, (e) Agreement and (f) Building better sentences. The section within each chapter contained numerous examples as well as practice items.

Blumner (1994) prepared learning modules to develop the writing skills. The objectives of the study were to familiarize the students with components of clear and direct sentences, familiarize students with the concept of plain English and various types of letters and memos and review basic rules of grammar, punctuation and usage. The topics covered in the modules were writing sentences, avoiding ineffective writing, writing different types of letters and reviewing basic grammar. Each module contained objectives, procedures, student handouts and learning activities. A post test and answers to all exercises were included. The modules were found to be useful in familiarizing the students with concepts of plain English and usage.

Hyslop (1996) developed an educational package on evaluating writing in the elementary and secondary classroom. These packages were designed for implementation either in a workshop atmosphere or through individual study. This package presented materials to assist educators in designing and implementing
classroom projects and activities centering on the topic of evaluating writing in the elementary and secondary classroom.

Kamel (2003) along with studying the errors being committed in the written English of Saudi Arabian students also wanted to improve the quality of written English of low achievers in women’s college in Saudi Arabia. The objective of the study was to try out certain measures to improve the writing skills of the low achievers. The recommendations and suggestions were that the time allotted for English should be increased to six hours per week and that the remedial treatment given was successful in improving the written English for different abilities of Arab students.

Effectiveness of Learner-Centric Teaching Approach has been suggested by the works of Howe (2001); Carlile (1998); Glew (1994) who said that it can play a significant role in contemporary education and related research activities. A number of case studies of Rogers (1983); Baxter (2001); Chase (2001); and Gamba (2001) show the positive effects of learner centric approach. This approach was found to be true to English language learning also.

All these studies mentioned above in the second section suggest the use of additional input in form of multi-sensory aides apart from regular teaching that can improve the quality of writing. Many of these studies do not study individual components of writing and factors that can influence writing.

2.3 STUDIES RELATED TO FACTORS INFLUENCING ACHIEVEMENT

The third section under the Review of Related Studies deals with factors that have an influence on achievement like intelligence and anxiety to name a few.
Way back in 1974, Abraham conducted a study on some factors relating to under achievement in English of secondary school pupils. He attempted to identify factors leading to under achievement in English of secondary school pupils. The study was conducted on 82 secondary school pupils drawn from the schools of Trivandrum district of Kerala. Intelligence and achievement in English were used as the basis for classifying the sample into over, normal and under achievers.

The following results were obtained:

- The achievement level was associated with attitude towards personal adjustment, social adjustment and socio economic status.
- More number of girls was found to be normal achievers than boys.
- Problem of under academic achievement was found to be more in rural schools and more number of students with over academic achievement was found in urban schools.
- Number of over achievers was proportionately found more in private schools than in Government schools.

Austin (1973) analyzed institutional environment and student characteristics. He suggested that students’ ability is the most important factor in determining the academic success.

Jagannadhan (1985) studied the effect of certain socio psychological variables factors on the academic achievement of children studying in classes V to VII. He found that inter correlations between socio psychological variables and home environment had a positive and significant correlation with other independent factors.
Studies of Sarkar (1983); Jain (1965) and Narang (1982) also conclude that home environment did have an effect on the performance. But SES was found to have no relationship with academic achievement.

A prognostic study of writing ability with the help of creativity and intelligence of the students was conducted by Sharma in 1989. The objectives of the study were

- to standardize a Writing Ability Test (WAT).
- to appraise students’ proficiency in writing ability.
- to determine the difference in writing ability, sex wise and strata wise.
- to determine the relation between writing ability and intelligence, originality, fluency and flexibility.

The findings of the study were that the urban students had shown better results in WAT than their rural counterparts and no gender difference was found in WAT. A positive correlation existed between WAT and Intelligence.

Mehrotra (1986) researched on the relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement of high school students. The investigation was designed to study only the relationship between intelligence, socio-economic status of the family, personality adjustment, anxiety and achievement of high school students.

The major findings of the study were that,

- There was an inverse relationship between level of anxiety and academic achievement.
• There was positive relationship between socio-economic status and academic achievement.

• There was positive relationship between intelligence and level of adjustment and academic achievement.

• In general, girls had a comparatively higher level of anxiety than the boys.

Badhri (1991) studied the effect of intelligence and socio-economic status on the academic achievement and all of them reported that intelligence effected the achievement of the students while socio economic status was not found to be influencing academic achievement of the selected samples.

This was contradictory to the findings by Chaudhary (1971); Cuppens (1967); reported positive relationship between Intelligence, anxiety, socio-economic status and academic achievement.

Siddiqui (1983); Patel and Kapadia (1985) reported that girls were found to be more anxious than boys whereas Ansari and Rahman (1981) found no such difference.

Sharma (1982) studied on factors related to under achievement among secondary school girls of Haryana and found that poor vocabulary, spelling and reading speed and comprehension were the major factors contributing towards under achievement of girls. The performance of high achieving rural girls on linguistic factors were lower than the performance of under achieving urban girls. The study stressed that for utilizing the talents of students it was essential to develop reading and writing skills in time.
Misra (1986) critically studied the influence of intelligence, socio-economic status on Academic Achievement of Higher Secondary Students in rural and urban areas of Kanpur. He found that a positive relationship existed between socio-economic status and academic achievement of students and intelligence and academic performance of students.

Kulkarni (1986) analyzed the relationship of school environment, socio-economic status and educational aspirations, intelligence and achievement. The study established that students’ personal characteristics, educational aspiration, intelligence and socio-economic status have significant relation with Academic Achievement.

Kapoor (1987) studied the factors responsible for High and Low Achievement at the Junior High School level and found that high achievers showed a higher level of intelligence and majority of high achievers belonged to higher socio-economic group.

Research on language development in socially disadvantaged and socially non-disadvantaged children was conducted by Reddy (1988). The study reported that there was a significant difference between boys and girls results being in favour of the former with regard to number of sentence scores. Also, urban children, socially advantaged children, those from higher grades, performed better than rural children, socially disadvantaged and from lower grades respectively.

Ramachandran (1990) studied on the relationship between performance and other psychological variables, reasoning, anxiety and adjustment. The objectives were to find the relationship between academic performance and reasoning, anxiety and
adjustment and to study the variables influencing academic performance, reasoning, anxiety and adjustment.

One of the finding relevant to the present study was that there was low correlation between academic performance and anxiety.

A similar relationship between academic achievement in relation to intelligence, creativity and anxiety was established by Thilagavathy (1990). The objectives of the study were-

1. To find out the relationship between academic achievement and intelligence, creativity and anxiety and,
2. To find out the intelligence, creativity and anxiety of high achievers and low achievers.

The findings of the study were:

(a) The high, average and low achievers differed significantly among themselves in their intelligence.

(b) The high achievers secured comparatively higher mean scores than the average and low achievers in creativity.

(c) The high achievers belonged to the low level anxiety group and low achievers belonged to the high level anxiety group. Anxiety had only a negative influence on academic achievement.

Chadha et al. (1990) conducted a residual study on creativity, intelligence and scholastic achievement. The major findings of the study were that correlation was positive and significant, between creativity and intelligence, creativity and scholastic achievement, and intelligence and scholastic achievement. They also found that there
was a positive and significant correlation between intelligence and scholastic achievement.

Intelligence and socio-economic status as correlates of academic performance was the title of the study conducted by Garg et al. in the year 1992. One of the objective of the study was to assess the relationship of IQ and socio-economic status with academic achievement. The major findings of the study were (a) a linear relationship appeared between IQ, socio-economic status and academic performance which held good for both rural and urban students. (b)The mean achievement score of rural students was lower than that of the urban students and finally rural students had higher mean of IQ scores as compared to urban students.

Rani (1992) studied a similar relationship and the study was entitled, “A study of Intelligence, socio-economic status, achievement – motivation and academic achievement with reference to pupil’s behaviour in classroom. It was found that socio-economic status, intelligence, achievement motivation and work activity were the variables which contributed positively to AA in all groups.

Namrata (1992) sought a relationship of personality traits, situational stress and anxiety factors to student achievement. The objective of the study was to study the relationship of academic achievement with anxiety, personality characteristics and four different type of stress. One of the major findings of the study which is relevant to the present study was that students having lower level of anxiety tended to score higher in the academic achievement. This was similar to the findings of Ramachandran (1990).
The study by Thejovathi (1995) on skill development among Secondary School students’ learning English as second language notes the negative influence of rural region and the positive influence of urban region. This finding pointed to the need for using the strategy of exposure to second language for fostering language skills. The students coming from rural region can learn second language better if mass media and technology and such strategies were employed to increase their exposure and familiarity to English.

Verma (1996) reported that factors like appropriate study habits and low test anxiety contributed to better achievement in language, especially in subjects like Hindi and English.

Devi (2002) investigated into problems of the adolescents in relation to their intelligence and academic achievement. They came to the conclusion that there existed a close relationship between the number of problems faced by adolescents with their level of intelligence and academic achievement.

Singh (2002) studied anxiety in relation to sex, ordinal position and grade level and found no relationship between gender and ordinal position whereas parental education did effect the academic achievement of students.

Panda (2005) found a correlation between academic achievement and intelligence of class IX students. The objective of the study was to find out the effect of intelligence on academic achievement and also assess the interrelationship between academic achievement and intelligence in different categories of schools.

The major findings of the study were that there was a low relationship between academic achievement and intelligence in different categories of schools.
Panigrahi (2005) studied on the relationship between academic achievement with respect to intelligence and socio-economic status of high school students. It was found that there was positive correlation between academic achievement and intelligence. High intelligence was found to better academic success. Low positive correlation existed between academic achievement and socio-economic status and no significant difference was found in the performance of boys and girls.

A relationship between intelligence and academic achievements and comparison of achievement in relation to medium of instruction was studied by Thakur (2006). The findings of the study revealed that there was high positive and significant correlation between intelligence and academic achievement. Also, for superior and average intelligent students the influence of mother tongue on academic achievement was insignificant but for below average and poor intelligent, medium of instruction played an important part.

There is no doubt that a reasonably close relationship existed between high IQ and success at school. Pupils with high IQ’s tend to gain high marks and to stay longer at school and those with poor IQ’s tend to do poorly in their class work and drop out earlier. (H.J. Eysenck, 1981)

Heath (1989) suggested that early learning opportunities provided to children by their parents in the socio cultural context of the home and community established much of what may be learned, how and when it will be taught and the rate of learning. Similarly anxiety has been found to interfere with the performance of the individual at school because of the distracting influence of anxiety on attention. A few studies however suggested that the influence of anxiety did not always debilitated but varied
with particular features of the task to be performed and depended more on conditions of performing situation.

It has also been found out by Gaurdy and Spielberger (1971) that the effect of anxiety on performance varied with other personality characteristics. In particular, intelligence was an important variable in moderating the specific effects of anxiety on performance.

Recent research studies have attempted to establish interaction between anxiety level and the instructional methods used. But the results were inconclusive.

Anxiety was found to facilitate success on simple task and to hinder complex achievements. (Faber I.E. and Spence W.K., 1953)

An increased attention has been laid on the importance of influencing variables on learner’s performance. Earlier studies of Tallruadge and Shearer (1969); Shchett-Kaye (1972); Clute (1981) using anxiety and learner’s performance; and Peterson (1977); Hermann and Hincksman (1978) using both anxiety and intelligence on learner’s performance were attempts to find the main and interaction effects of learner variables with instructional treatment.

Studies of Alwin and Thornton (1984); Estrada et al. (1987); Richman et al. (1982); Rowe (1991); Share et al. (1984); Wells (1985) state that SES differences among children are relatively poor predictors of achievement.

But, Sigmond and Varreti (1985) suggested that relationship between SES and achievement did exist. Douglas and Ross (1965); Galloway (1976); Fogelman (1978); Matusek and Haskin (1978) also came to the same conclusion. The test scores indicated that the quality of instruction was only variable in determining performance
on a standardized test and other variables included SES and school attendance were not found to be effective.

High socio-economic status children grow more than mid socio-economic status children in the size of their productive vocabulary was suggested by Hoff (2003).

Walker (1994) found that socio-economic status and related differences in child language prior to school were predictive of subsequent verbal ability, receptive and spoken language and academic achievement assessed on standardized tests.

Noble et al. (2005) suggested that socio-economic status is strongly associated with cognitive ability and achievement during childhood and beyond. Interconnections were revealed between language and socio-economic status and a predominant role of individual differences in language ability involved in socio-economic association with executive function.

Pappamihiel (2000) made an investigation of English language anxiety in Mexican Girls and found girls were more anxious about using English in their mainstream classes which was also supported by Chang (1997); Daly Kreiser and Rogharr (1994); Felson and Trudeau, (1991); Onwuegbuzie, Bailey and Daley (1997). In addition to this was an article by Berger and Shechter (1996) that suggested difference in handling of stress by the two gender.

The gender main effect is consistent with Padilla et al. (1988) who found that overall female students were more concerned about language difficulties than male students. This correspond to (Bernstein et al. (1989); Gierl and Rogers (1996); Plancherel and Bolognini (1995) who suggested that by incorporating more
cooperative learning groups students will have more opportunities to interact positively with each other and reduce anxiety.

Alliance (2001) for childhood issued a statement in April blaming high stakes testing for damaging children’s health. The group reported that children’s level of stress and test related anxiety were showing up as headaches, stomach aches, acting out and depression.

Other studies include Schwarzer and Ralf (1981) on Test anxiety related to grade levels and types of school. Another study by the same researchers entitled ‘What will become of anxious elementary school pupils?’ (1979) found that lower grades in German language and mathematics were significantly associated with greater anxiety especially for girls.

People with high anxiety levels are especially likely to perform poorly on difficult or ambiguous test items. They do particularly badly in pressured, stressful situations such as important exams (Spielberger et al., 1962).

A number of techniques can help anxious students cope with their tensions and these programmes raised the anxious students’ grade points by one half point on the average. (Spielberger et al., 1962)

Anxious students were sometimes reported of blocking or choking up on tests and were unable to retrieve information that they knew. (Linda L. Davidoff, 1981)

Journal of Michigan association of school boards reported that higher rates of poverty and lower rate of parental education, correlated with lower achievement in children (2001).
Fraine et al. (2003) studied on the effects of secondary schools and classes on language achievement. The results of the study indicated that the group composition at the class level was very important. They found that in classes with high average initial cognitive ability or with large proportion of girls, the language achievement was found to be higher.

Anzi (2005) studied Academic Achievement and its relationship with anxiety, self esteem, optimism and pessimism. They found that there existed a positive relationship between high degree of academic achievement and low anxiety. A certain degree of anxiety was found to be facilitating academic achievement, but when anxiety increased beyond a level then they found that the students were performing very badly. On difficult tasks low levels of arousal of anxiety improved performance relatively to high levels, but on easy tasks, the reverse was true (Reber, 1995, p. 860).

A fair number of previous studies have found a significant relationship between academic achievement and anxiety (Diaz et al. (2001)

Horwitz (2001) researched on the relationship between Language Anxiety and Achievement and the study indicated a moderate negative relationship between anxiety and achievement. Anxiety was indeed a cause of poor language learning in some individuals.

It was found that those who had better SES generally did better in competitive tests than those for whom family life had always been a struggle against poverty.

Research studies have revealed that students face problems in the writing skills in English wherever it is taught as a second language. Kamel (2003); Dyson (2000); Reddy (2004); Meera (2000); Dey (1991).

Studies have also revealed that intelligence is significantly correlated with general achievement Spielberger (1978) Panda (2005) Panigrahi (2005) etc. Reviewers like Sharma (1978) have noted that intelligence in particular is an important variable in moderating the specific effects of anxiety on performance. The proposition that anxiety and intelligence have interactive effect on achievement has empirical evidence (e.g. Gandry and Spielberger, 1971; Ravindran, 1977).

Further, study of trend reports and abstracts available in Educational Survey Reports reveal that no studies in India involving intervention in writing skills of second language English and inner variables like intelligence, socio-economic status and anxiety have been made.

Hence the present study was designed to study the interaction effect of intervention and learning variables like anxiety, intelligence and socio-economic status on achievement in writing in English. Thus the statement, “An Experimental Study to Assess the Effectiveness of Intervention on the Writing Skills in English”.

The investigator in this chapter has tried to present some important and related review in studies and literature briefly. After reviewing the available studies and literature, the investigator found that though some studies have explored the writing difficulties in English, most of them are on secondary and college level students and a
few on elementary levels. They have not included the variables which this study has included. Besides, no study has controlled the most influencing variables such as intelligence, anxiety and socio-economic status for assessing the effect of intervention on writing skills of elementary students. Thus, through this study the investigator not only wants to find the areas of writing difficulties, but also the impact of intervention on overcoming the identified difficulties in English.