CHAPTER IV

DATA ANALYSIS

This chapter presents the analysis of learners' scores in L1 proficiency, L2 proficiency, Writing Expertise, Cognitive Measure and Revision Strategies.

FINDINGS

Neater margins, more legible handwriting and a few strike overs suggested that many students considered RII, a more finished product than the OD and RI. The time spent on each draft varied depending on the way each individual viewed and worked on the writing task. Generally it was observed that the greatest proportion of time was devoted to the creation of the first draft, in which initially they had to make notes in any language they chose, build a 'task representation' and then start writing in English. Few original drafts that were left incomplete were subsequently completed in the first and second

redrafting. Subsequent drafts reflected changes in vocabulary, syntax, spelling and also required less composing time.

All revisions, Surface, Cognitive and Affective, took place during the writing session that inevitably began with re-reading what learners had written during the previous sessions. It seemed that intervention of time of one day between each session had given students the ability to distance themselves from their ideas and thus, "review their written work as if with the eyes of another reader (Zamel 1982:174). Often, these revisions would occur after rereading the text aloud as if hearing it spoken meant "seeing" it in a new and in a more removed way. This was due to the fact that while re-considering their first and second drafts, clarifications and additions that were made, necessitated further revisions.

Analysing the compositions, a change is perceived in **the number of strategies used** by learners. The following table shows the number of strategies used by learners in RI and RII. It should be noted that RI was written by them when they were asked to revise on their own, while RII was written after feedback on revision strategies.

Table No.1

Comparing Total Number of Strategies Used in RI and RII

Learner Number	Total Number of Revision Strategies Used in Revision I	Total Number of Revision Strategies Used in Revision II
1	31	28
2	0	1
3	13	14
4	16	11
5	15	17
6	25	14
7	15	21
8	10	20
9	23	26
10	5	12
11	23	10
12	21	24
13	19	22
14	30	20
15	2	10
16	10	12
17	18	22
18	9	11
19	8	14
20	26	16
21	5	4
22	14	11
23	11	13
24	29	33
25	26	22
26	10	17
27	13	10
28	4	19
29	13	11
30	14	22
31	16	2
32	25	18

Table No.1 Contd...

Comparing Total Number of Strategies Used in RI and RII

Learner Number	Total Number of Revision Strategies Used in Revision I	Total Number of Revision Strategies Used in Revision II
33	21	11
34	25	19
35	7	10
36	2	3
37	14	6
38	8	13
39	8	9
40	5	5
41	14	17
42	12	18
43	12	18
44	4	16
45	7	10
46	16	16
47	8	5
48	8	11
49	10	10
50	4	10
51	13	19
52	14	26
53	7	8
54	14	8
55	15	21
56	14	16
57	12	12
58	19	17
59	17	15
60	20	24
61	19	21
62	1	3
63	14	14

Table No.1 Contd...

Comparing Total Number of Strategies Used in RI and RII

Learner Number	Total Number of Revision Strategies Used in Revision I	Total Number of Revision Strategies Used in Revision II
64	21	21
65	10	11
66	2	4
67	12	22
68	23	28
69	8	9
70	11	16

The table indicates that there was not a single student from the sample of 70, who did not make at least a few changes at some point during the writing process. The data reveals that learners used more number of revision strategies in RII (23.3%) as compared to RI (21%). The increase in the number of strategies used in RII is likely on account of feedback. This indicates that feedback helped learners to engage in more revision strategies.

A change is also seen in the **number of students using revision strategies** in RII. As compared to RI, **43** learners used **increased number** of revision strategies, **21** learners used **reduced number** of revision strategies and **6** learners used **same number** of revision

strategies. The learners did not confine themselves to using any one particular level of strategy but drew across all three levels - surface, cognitive and affective. **In RII, there is an increase in the use of cognitive and affective strategies, while there is a decrease in the use of surface strategies.**

In RII, it is also observed that 1/3 and more strategies out of the total 63 strategies, are used by learners. This means in RII, 21 strategies and more are used. 16 learners use 21 strategies and more in RII. To investigate whether these 16 learners draw on all three levels of revision strategies, a comparative analysis is made of the total number of strategies used by them. The following table presents an account of the number of strategies used and the level of strategiés accessed by these 16 learners.

Table No. 2

Total number of strategies used by 16 learners in RI and RII

Learner Number	Revision I				Revision II			
	SL	CL	AL	Total	SL	CL	AL	Total
24	4	15	10	29	4	17	12	33
1	7	15	9	31	7	16	5	28
68	5	9	9	23	5	12	11	28
9	6	10	7	23	2	15	9	26
52	1	6	7	14	5	13	8	26
60	6	12	2	20	4	16	4	24
12	6	10	5	21	4	13	7	24
13	4	10	5	19	4	12	6	22
17	5	8	7	18	8	13	1	22
25	3	15	8	26	4	10	6	22
30	2	9	3	14	6	11	5	22
67	1	10	1	12	3	16	3	22
64	6	8	7	21	4	10	7	21
61	2	9	8	19	2	10	9	21
55	3	7	5	15	3	13	5	21
7	4	7	4	15	4	11	6	21

SL - Surface Level, CL - Cognitive Level, AL - Affective Level

In terms of levels used, the analysis reveals that the direction of change made in RII is towards greater use of cognitive and affective strategies. Out of 16 students, 15 used increased cognitive strategies in RII, while 10 students used increased affective strategies in RII. This indicates that in RII, learners concerned themselves more with meaning and

reader oriented changes than correct expression of form. The data also reveals that they drew across all levels of revision strategies.

The total number of strategies used by these 16 learners in RI and RII is also compared. It is observed that in RII, **13 out of 16** learners use **more** number of **revision strategies**, **2** learners use **less** number of **revision strategies,** while **1** learner uses the **same** number of strategies. The direction of change in RII for 13 learners who use **increased** revision strategies is towards an increase in the use of **cognitive and affective strategies**, with a **decrease** in **use of surface strategies.** In RII, learners focused their attention on meaning and content of their texts. Feedback equipped them to detect problems in content and meaning which helped them to make more meaningful changes.

An underlying relatedness is seen between cognitive changes (meaning based changes) and affective changes (audience or reader based changes). Cognitive and affective strategies are not separate behaviours. Both are interconnected to an extent that every use of a cognitive technique triggers off a corresponding and complementary affective behaviour (Bloom 1956). This study also confirms that with an increase in cognitive strategies there is an increase in the use of affective

strategies. Use of affective strategies is an indication of "reader awareness". Its use also suggests that learners re-wrote for an audience; made changes that would draw the reader towards their line of argument, bringing their text closer to their intent.

Decline in the use of surface strategies by these learners reveal their value for meaningful changes rather than accuracy of form. An exception is also seen. 4 out of 16 learners had a marginal increase in surface strategies. It is viable to argue that as a delicate relationship exists between pieces of discourse; these 4 learners probably understood that when one change is made, "everything must be read again to see how the change affects the reading" (Murray 1982: 141). To resolve global dissonance, they used cognitive and affective strategies and also used surface strategies to match their form of expression with their intended meaning.

In the case of 2 learners who have **decreased totals** in RII, there is an increase in the cognitive and surface strategies, while a **marked fall** is **perceived in** the use of **affective strategies.** Feedback perhaps helped them to make meaning based changes but, they seem not to be fully equipped to anticipate and meet reader expectations.

Out of 16, only **1 learner** used **same number of revision strategies** in RII as well as RI. Though the total remained the same, a change in the direction of use of strategies is perceived in RII. The **use of surface strategies diminished** in RII, while there was a corresponding **increase in the use of cognitive strategies**. The use of **affective strategies remained unchanged**. The thrust in the increased use of cognitive strategies in RII suggests that the learner understood the importance of making text based changes which involved meaning and content. Accuracy of form took a secondary place in RII for this learner. No change in use of affective strategies indicates two probabilities - one, either the writer has conveyed his/her intent and has nothing more to incorporate; or two, the writer is ill-equipped with affective strategies to bring about any substantial change in the text.

The above findings need to be considered in the context that RI is written by learners without any input in the use of revision strategies, while changes in RII are made by them after feedback. These observations indicate that feedback did have some effect on the use of revision strategies. It helped learners to shift focus from language corrections to meaning and reader oriented changes in their texts.

The range of use of revision strategies also increased in RII. In RI, the learners used revision strategies in the range of 0 to 31, while it was 0 to 33 in RII.

Table No. 3.

Variation in the Range of use of revision strategies in RI and RII.

Revision I		Revision II	
Range of Use of Revision Strategies	**Percent of learners using Rev.Stgs.**	**Range of Use of Revision Strategies**	**Percent of learners using Rev.Stgs.**
30-31	2.9%	30-33	1.4%
20-29	18%	20-29	24%
10-19	48%	10-19	55%
5-9	20%	5-9	10%
1-4	8.6%	1-4	8.6%
0	1.4%	0	0
Total	**70**	**Total**	**70**

24%of the sample used a wider range of strategies in the range of 20-29 strategies as compared to RI (18%). The range of use of 10-19 strategies also shows an increase from 48% in RI to 55% in RII. An interesting observation is that one learner in the sample who did not make a single change in RI also made use of 1 cognitive strategy.

Feedback thus helped learners to use a wider range of strategies in their texts. They realised that strategies are to be evolved and applied to their writing task. It is observed that the use of these strategies is not confined to any one level, but is seen across the three levels.

I. Occurrences of Revision Strategies in RII

A detailed analyses of learner compositions, OD, RI and RII reveal that in RII, more students used cognitive strategies whereas less students used surface stategies. As the number of learners using each strategy varies, its use is reported in terms of percentage. These findings need to be viewed in the context of the feedback provided to the students before writing RII. Examples presented under the strategy discussed are from learner compositions. The changes they made from RI to RII are presented in bold font. They are reproduced without editing.

The component at the **Surface level,** comprises 9 strategies. All 9 strategies are used by learners in RI and RII. The strategy of adding words which dominated learner use in RI (62.8%) showed a decrease in use in RII

(57.1%). Learners added articles, verbs, adverbs and prepositions to their texts but its use decreased in RII. Conjunctions were also used to join sentences,

OD It is in this respect that the circus troupes are at fault.

RI It is .....fault.

RII It is .....fault **and** have to be blamed for being ignorant.

while articles were filled in when writers realised that they were missing:

OD Before about 15 to 20 years people really loved to watch circus.

RI Before about.....circus.

RII Before about .....really loved to watch **a** circus.

Strategy of substituting one word for another was also used by less number of learners in RII (54.3%) as compared to RI (57.1%). On re-reading their RI drafts when writers realised that pronomial references were faulty, they corrected it:

OD And meanwhile if **he** loses the balance, they would either die.....

RI And meanwhile if **he** .....die.....

RII And meanwhile if **they** lose balance they would die.....

In RII, fewer learners (37.1%) deleted pronouns, prepositions, adverbs and verbs from their texts as compared to 42.8%. Errors in verb agreement were detected and resolved by the learners:

OD They **shows** us the games.

RI They **shows** us the games.

RII They **show** us the games.

However, only some learners (32.8%) converted verbs into their different forms (RI 38.5%).

Though punctuation was used correctly as in the example shown, a fall in learner use of this strategy is seen from 28.6% in RI to 27.1% in RII.

OD There was no other source of entertainment and so people flocked to make sure they didn't miss them perform.

RI Since it was one of the few means of entertainment available then people flocked to see them perform.

RII Since it ....entertainment available then, people flocked

to see them perform.

The percentage of learners using strategies of capitalisation (15.7%), spelling (20 %) and abbreviation versus full form (8.6%) remained the same in RI as well as in RII.

Discussion

Most of the changes learners made in RII were at the word level. They either added, deleted or substituted one word with another. These changes revealed importance the students placed on selection and rejection of words which in turn reflected their sensitivity towards language. The grammatical changes they made indicated a concern with accuracy of form and revealed their anxiousness about "getting it correct becacuse teachers care about it" (Zamel 1983:178). The punctuated texts revealed their thought processes, the break in their ideas or the transition from one point to another, but at times it was seen to be arbitrarily used. Inspite of writing three drafts on the same topic the third had more spelling errors. This could be on account of two reasons. One, that learners were unable to detect spelling errors in their own drafts, a finding corroborated by

Hayes et al (1987), that while learners were unable to detect errors in their own drafts, they are able to detect similar errors in their peer drafts. The other reason could be that perhaps experienced students pay too much attention to meaning thereby neglecting other features of writing described by Shaugnessy as "lack of visual acuity with words and letters"(1977:73). The underlying purpose of making all these changes was to make the text effective. But the feedback that students received on revision strategies made them realise that undue focus need not be placed on language corrections because these changes do not bring about any significant change in the meaning of the text. No old information is removed nor any new information is inferred by the reader. Making grammatical changes, attending to mechanics of writing and correcting spelling errors could only help them in refining expression and not contribute towards a change in meaning. This realisation led to lesser use of surface strategies in RII. Consequently, this also resulted in a marginal fall in the total number of surface strategies used by learners in RII. This is graphically represented:

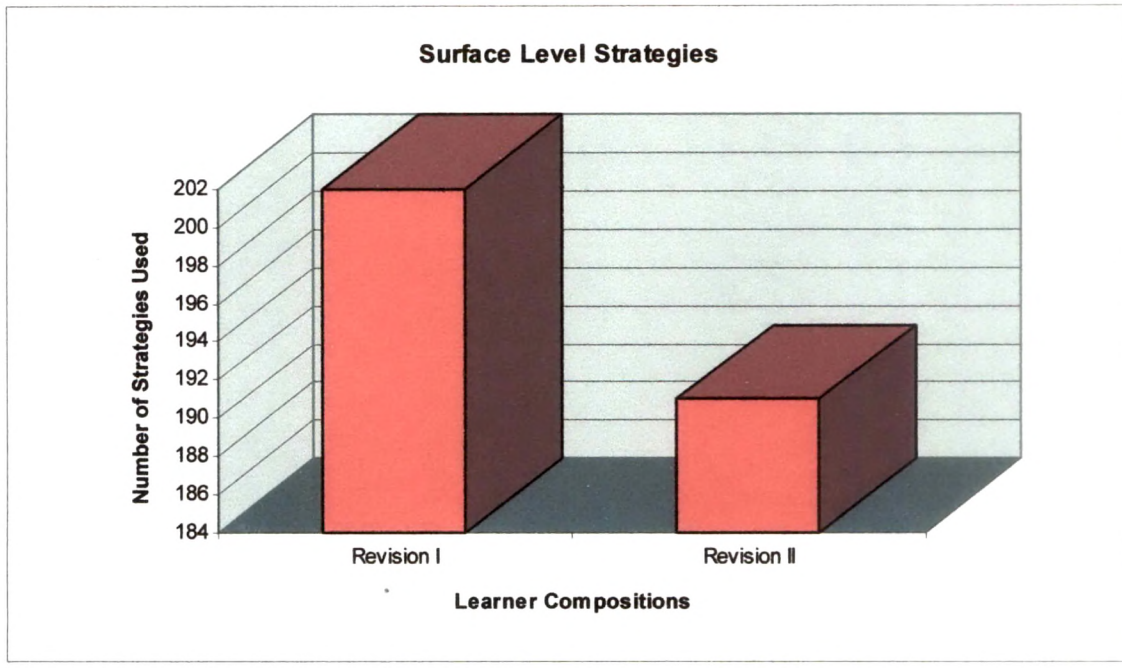
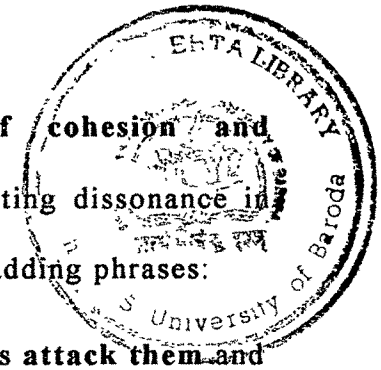


Figure 4. Surface Level Strategies

Learners used 202 strategies in RI whereas in RII they used 191. This fall could be on account of feedback learners received. It helped them to make less surface changes as they did not contribute towards discovery and change of meaning. The inference that can be drawn is that, though the fall in the use of surface strategies is marginal, it is significant because it enabled learners to **focus less on correcting language errors.**

The component on the **cognitive level** comprises 30 strategies. Analysing learner compositions for cognitive strategies showed that **in RII, learners**



used meaning oriented strategies, strategies of cohesion and redundancy. While reading their RII drafts, on detecting dissonance in meaning as many as 68.6% learners clarified further by adding phrases:

OD The trainers do not know when will these animals **attack them** and kill them or **eat them** up.

RI The trainers .....**eat them** up.

RII The trainers do not know when will these **eat them** up or **hurt them**.

Perhaps the meaning that can be inferred by the reader from the example in RI is that trainers are ultimtely killed when animals attack them. But while revising, the writer curtails and uses a milder form 'hurt them'.

To support the statements they had already made in RI and to further strengthen their line of argument, **58.6% learners added sentences in RII** as compared to 42.8% learners in RI. The following is an example of a sentence being added in RII in support of the writer's statement on the meachanised life man leads:

OD Nowadays in India life of a common man is become very hard. One has to be very fast and active till morning to evening and from Monday to Saturday. Now a days pollution also a very difficult problem and due to the pollution surrounding us we become mentally tired. In all of these situations we realy need some entertainment.

RI Nowadays in .....some entertainment.

RII Nowadays in .....Monday to Saturday. **We can say that man becomes just like a machine. So one must fill mentally and physically tired**. Nowadays pollution .....entertainment.

Likewise, qualifiers or nouns were added by 48.6% learners in RII as compared to 37.1% learners in RI, to improve the texture of their texts:

OD Some environmentalists are also the reason for the ill fate of the circus. They claim that the animals are harrased in the circus. Their training period is full of cries and sorows. What the animal does in a circus is just out of fear

RI Some environmentalists.....out of fear.

RII Some environmentalists .....harassed in the circus. Their training period is full of sorrow and **painful cries.** What the .....out of fear.

The writer reveals the true nature of the sorrow animals suffer with the use of the qualifier 'painful'. On reading, the reader can immediately visualise that physical injury is inflicted on animals which results in heart rendering cries.

Learners in RII (45.7%) appeared to add clauses to make the text seem more focused and at the same time provide the reader with more information,

OD No mention of the following paragraph.

RI Circus is said to have originated in Russia and was then spread throughout the world, thus be becoming a widely acclaimed form of entertainment.

RII Circus is .....the world **by the Russian pioneers who went around demonstrating their art.**

The strategy segmenting sentences, is usually used when material from one text segment is passed into more than one text segment. It is a change that writers undertake by distributing content matter into different text units when they detect that too much of content or information is compressed into one single unit (Faigley and Witte 1981, Bridwell 1980, Hayes et al 1987). In this study, in RII, 38.6% learners used this strategy to divide ideas into separate paragraphs. They also used this strategy to distribute examples across different sentences when too many were compressed in one sentence:

OD Some enjoy with playing or reading, or watching t.v. or traveling or dancing or singing a song to her a music to see a movie, drama, circus etc.

RI Some enjoywith playing.....circus etc.

RII Some enjoy.....dancing. **Some enjoy wisth music. Some people like to see movie drama or circus etc.**

This strategy was also used by some learners to conclude a paragraph:

OD No mention of the following paragraph.

RI Circus is said to have originated in Russia and then spread through out the world thus becoming a widely acclaimed form of entertainment.

RII Circus .....world by the Russian pioneers who went around demonstrating their art.**Thus, circus gradually became a widely acknowledged form of entertainment.**

Realising that concepts presented by them required clarification and elaboration, learners used specific details to develop them in their RII. The following example reveals elaboration of the concept 'entertainment':

OD **What actually the "entertainment means** we should know that.

Entertainment means something which pleases the people, which makes them happy and makes forget their worries and sorrows.

RI What actually.....sorrows.

RII **Entertainment is a term which has a specific meaning**. It is something which pleases the people, which makes them happy and makes them forget their sorrows and tensions and **all such things and makes them relax.**

Cohesion refers to the formal, surface, syntactic and semantic signals which link sentences within a text. Learners used cohesive strategies to bind the text into a whole. In RII, 68.6% learners deleted sentences from the middle of the paragraph when they detected illogical sequence of sentences. This strategy is used by less learners (45.7%) in RI. The use of this strategy served as a transitory link between paragraphs and helped them to strengthen this transition as is revealed by the following example:

OD It is an uphill task of finding the cause of circus becoming a dying form of entertainment. **The film industry in our country is developed to a large extent. Every year a lot of films are released.** So nowadays people prefer to go for other entertainment.

RI It is very.....go for other entertainment.

RII It is very difficult task to find out why the circus has become a dying form of entertainment. **{.....}.** Now a days people prefer to go in for other entertainment.

Combining sentences involves joining of elements in two or more units into one (Faigley and Witte 1981). 31.4% learners in RII used this strategy as

against 25.7% learners in RI, primarily to condense information. When they perceived that too many ideas are written in many sentences or when the text is too verbose or full with jargon, they used this strategy. They also resolved dissonance in meaning with its use.

Learners deleted phrases (RI-21.4%, RII-35.7%) when they thought that the information which they had provided is unnecessary. Reducing phrases to a word enabled writers to conscise their texts to communicate effectively. When learners diagnosed that the same phrase is used too often which reduced the effect of it and when the text seemed too wordy, they used this strategy.

Discussion

The cognitive strategies which learners used ranged from the changes they made at the lexical, phrase and the clause level to the sentence and the paragraph level. Learners elaborated concepts, created visual patterns through language and added visual details. These changes need to be viewed in context of the feedback students received in revision strategies.

The analysis shows that there is an **increase in learners using meaning preserving strategies**. To put forth their intended meaning, and to make it more reader oriented, learners added sentences, clauses, phrases and lexical items. Phrases were added with the purpose of resolving dissonance in meaning and clarifying ideas. Additions at the lexical level revealed deliberate attempts made to articulate meaning more effectively; qualifiers provided a particular quality and texture to the texts and embeddings of short adjectival and adverbial clauses helped to "tighten the structure of the paper" (Perl 1979:326). At the same time, these additions provided information to the reader.

Segmenting sentences to form paragraphs is a part of the process of generating a text and projecting ideas to draw the attention of the reader. Strategically paragraphing text, not only streamlines the content that is written but also moulds it and shapes it to achieve the writer's purpose. In this study, students engaged in reorganizing paragraphs show that they wanted to project their ideas more effectively. Use of cohesive strategies are equally important to preserve the meaning of the text as a whole. Learners grouped together ideas written somewhere else in the text and resolved dissonance in logical sequencing of ideas. They strengthened

transitory links between paragraphs to present a coherent text. The cognitive changes made thus reflect that communication of meaning is uppermost in the minds of the learners. 9 out of 18 strategies, that is **50%** of the **meaning preserving strategies** are **used by most learners. More importantly,** 5 strategies out of these 9, **that is 55.5%** of **more meaning oriented strategies are used by most learners.** This confirms that learners benefitted from feedback and were even able to distinguish between more meaningful and less meaningful strategies, and use those which bring more meaning to their texts. The increase in the number of students using meaning based strategies also resulted in an **increase in the total number of cognitive strategies used by the entire sample in RII.**

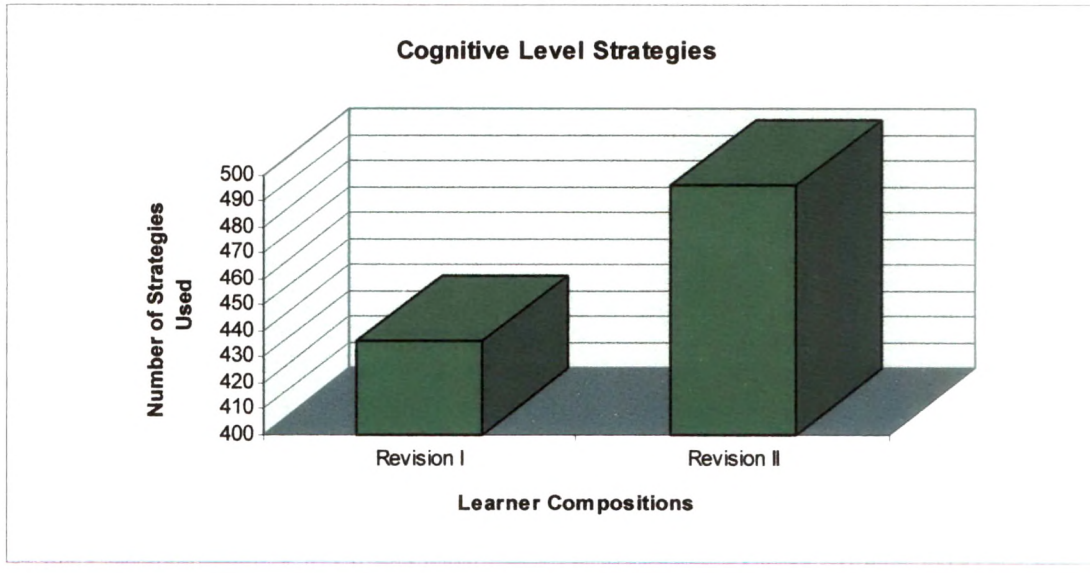


Figure 5 Cognitive Level Strategies.

An increase of 60 strategies is seen in RII (496) as compared to RI (436). This increase in the total number of cognitive strategies is significant because feedback enabled learners to make meaningful changes They realised that communication of meaning is more important than accuracy of form. This realisation helped them to focus their attention on meaning preserving changes like adding sentences, clauses and phrases, elaborating concepts, deleting sentences which helped them to put forth their intended meaning. These changes are seen to be largely responsible for the increase in the use of cognitive strategies by learners.

Writers use **affective strategies** to express opinions, depict changes and moods. In this study most changes took place at the paragraph and the sentence level in which students were seen to direct their writing towards an imaginary reader, provide information to the readers and clarify concepts. This audience awareness led them to use examples, proverbs, quotes, questions and even personal experiences to support their thinking. Affective strategies were not analysed by Bridwell (1980) though she observed that these text level or "high order revision strategies" (205) are present in the compositions of the sample.

While exploring ideas and the form with which to express them, learners made global changes As writers clarified ideas, developed thoughts and made them more concrete, 62 8% learners added new paragraphs in RII as against 54 3% in RI These new paragraphs supplied new information to the readers, helped them to focus attention on new ideas and points which writers were attempting to communicate·

OD Entertainment plays a very important role... .... and **even found to differnt forms of entertainment** . somebody may like to listen to music and so on.

RI Entertainment . music and so on

RII **Forms of entertainment** vary from person to person and even place to place. For eg sources of entertainment are different in villages and cities, although they may have common forms of entertainment

The learner has also picked the sentence "sources of entertainment are different in villages and cities" from one of the paragraphs and developed it into a full paragraph later in RII beginning with the sentence "In India folk dances are a form of entertainment for the villagers Fairs and circuses used to be the major form of entertainment for villagers many

years ago" By picking up clauses and developing them into paragraphs, learners attempted to provide information to the reader as well as develop the text into a coherent whole

Like learners of Bridwell (1980), some learners in this study also added a concluding paragraph to their essay. This was done not only to draw the composition to its logical conclusion but, also to express their opinion and present their point of view For example, a learner in the OD and RI states the reasons for circus not being the preferred medium of entertainment But in RII, the learner concludes by adding the following paragraph·

> **But today this is not true. Circus is very well, but it is also such as boring also. So I don't like it.**

To support newly clarified ideas and to substantiate their line of argument, 61.4% learners added new information in RII, as compared to 42 8% in RI This additional content was generated by learners after reviewing what they had written in their OD and RI They made significant retrospective judgements and added additional content to support their points

RII .....With the advancement of his (man's) intellect many new sources of entertainment came into being. And so came radios gramaphones simultaneous to which came into being the groups of people p**erforming tricks. This was the origin of circus**. So started the trend of fun and excitement through **physical darings of men and animals. Tug wars the fighting called "Kushti"(Indian name for wrestling) between men, walking on a rope at a height of 10 mts. from the ground, race of dogs, fights between cocks are some of such examples. With this came into being the group of people erforming physical tricks. And this was the origin of circus. Actually nothing definite can be said about when did circus originate but "Vanjharas" (Indian name for "Gypsies") and similar tribal people are said to have started ancient form of circus.**

In the above example, to support the point of view presented in RI, the writer gives examples of the different daring feats that are performed in the circus. The sentence 'Actually nothing .....form of circus', which is underlined, reveals the mental set up of the writer. The writer is still unsure of the origin of the circus, and perhaps feels that the

'vanjharas' are the originators The writer hopes that this information on the origin of the circus may help the reader.

Examples are added by learners to make ideas more concrete and to clarify meaning. Additions in the form of specific examples support the argument further. 57.1% learners used this strategy in RII as against 42.8% learners in RI Sommers' (1980) students added private examples instead of public ones as "they would be less controversial and thus be more persuasive" (385). In the present study, examples are added to focus on a particular idea. In the following example the writer adds examples to focus on the idea "physical darings " of men and animals With this addition, meaning of the phrase also gets clarified.

OD. Since time immemorial man has been craving for happiness, entertainment, liveliness, fun etc. He has been experiencing these through dances, song music etc. since the age of caves Then he found that manual tricks Of heroism stimulated him and he really enjoyed them. So started the trend of fun and excitement through physicals darings of man and animals. With the advancement of his intellect many new sources of entertainment came into being.

RI. Since time.....many new sources of entertainment came being.

RII. Since time immemorial ..... So started the trend of fun and excitement through physical darings of man and animals. **Tug wars, the fight called Kushti between men, (Kushti is an Indian term for 'wrestling') walking on a rope at a height of 10 Mts. from the ground race of dogs, fights between cocks and some such e.g.**

Addition of examples also helped writers to express opinion on the type of entertainment they liked to engage in, thus projecting their bent of mind:

OD. You come home after overtime at office and feel very tired; under such condition a song may probably entertain you and make you feel better. Music, games sports like football cricket etc. form many form of entertainment.

RI. You come home ..... form of entertainment.

RII. **I come home after overtime at the office and am totally exhausted; I realise it's Monica Seles against Steffi Graf on Prime Sports and immediately feel rather fresh. I**

entertain myself by the match on T.V. Somebody else may listen to Kishore Kumar or Mohd. Rafi on the radio or somebody may have a sumptuous meal. All these activities are forms of entertainment that fills a man's mind with joy and he forgets all the unhappiness of life.

Two or more sentences are added either to add details, elaborate concepts or to substitute information (Bridwell 1980, Zamel 1983).

RII. Watching a circus is a one type of entertainment. People goes to see circus It is a famile enjoyment. In circus there are many people **Everyone is master of these arts. So they call as artists "Kalakar". They practice For their art of day and night.....After hard practice they are feet for their art** There are some Jokers also... . There is one kage of lion.. There is a big ring of fire.. ..... afraid of these. Some artists show their art on cycle or moter or horse. They made big jump without afraid of any accident. **They drive car or bike or cycle with standing. They ride on horse with standing on it. There are six to seven person ride only on one cycle.**

In the above example with every rereading of the draft, the learner has added two or more sentences In RI, he has elaborated on the artist being called 'Kalakar' by adding sentences, "Everyone is a master. they are feet for their art". In RII, the writer adds the sentences "they drive car or bike ..... There are six to seven person ride only on one cycle" which are details of the circus item presented on the horse and motor-bike. These details elaborate on certain circus items and provide additional information to the reader.

Learners condensed their texts by deleting unwanted details 42 8% in RII deleted information from their OD and RI as compared to 28 5% in RI The use of this strategy could be accounted for in three ways. One, that on re-reading earlier drafts the writer failed to elaborate further. Another is that perhaps the writer felt that the information provided in first two drafts was irrelevant. The third possibility is that it may not be a deliberate ommission on the part of the writer In the following example only a passing reference is made to the maintenance aspect of the circus As specific information is deleted the idea tends to get generalised.

OD Moreover the people's taste had been diverted towards other medias. So even after working hard they don't gain profit. and **Moreover the maintenance of the animals other instruments**

and things also becomes difficult and complex due to the less earnings. So, the circus people now usually prefer to leave the circus and join in any other field where they can find better scope of earning and enjoying life.

RI Moreover the people's taste had been diverted towards other medias. . .. . and enjoying life.

RII. The other reasons why the circus is converted into a dying form of entertainment is that the people managing it Do not find it a profit Business. **With quite less earnings they even find impossible the maintenance job**. After working so hard day and night, they are unable to make desirable profits

Learners also engaged in multiple sentence revisions which involved shifting of blocks of sentences or parts of paragraphs to another part of the composition when they realised that they were related to ideas present somewhere else in the text. It implies that the longer the students worked with their text, the more likely they are to add, delete, or substitute extended segment of discourse. This is also suggestive of the attempts made by them to attend to elements of meaning larger than the word level.

Concern for readership is also observed as writing seems to be directed towards an imaginary reader. Learners tried to involve readers into a discussion by asking questions and using question tags. The readers were provided with a wider knowledge on the topic by addition of personal facts and background experiences of the writers. This also enabled writers to present their own opinion on the topic. Learner compositions revealed the use of topic sentence which help writers and readers alike Use of proverbs and quotes as the introductory sentence of the assignment sets the tone of the essay and increases reader awareness.

RII **In the words of G.B.Shaw, "what more pleases the eye than a riot of colours and the ears a cacophony of sound." He was right you know.** As one pays the entry fee and enters the circus compound he is greeted by the clowns and jugglers, midgets and giants, trapeze artists and acrobats - all that could bring laughter and pure thrill to the beholder - His very life.

The above lines definitely act as a prelude to what is to follow. The writer enlivens the mind of the reader so that the reader can grasp his intended meaning. He begins the essay with a positive frame of mind, sets the mood and tone of the text and allows the reader to anticipate his next idea.

Discussion

Concern for readership is the main purpose of using affective strategies. In writing, a reader always needs to be taken into consideration. Anticipation of the reader's judgement causes a feeling of dissonance when incongruities between intention and execution occur. This causes writers to "review" their work and make necessary changes. Once the text is reviewed, writers use semantic and syntactic resources to provide cues for the reader - cues which help to define the role/roles for the reader in responding to the text. In this study it is seen that after reviewing the written text, writers make numerous changes to enable readers to adopt a particular role Use of topic sentence helped writers to organise ideas more effectively and for readers it enabled them to follow the logical development of the writer's thoughts. It also helped to retain the focus on the assignment The underlying relatedness between cognitive and affective changes (Bloom 1956), is seen in this study **There is a rise in the number of learners using affective strategies in RII, in keeping with the rise in learners using cognitive strategies.** All changes made by learners at the affective level are directed towards an audience for whom they provide information, add

examples, and lead them to respond to their texts. This resulted in most students (60%) using 60% affective strategies. Out of 10 strategies that are more content and reader oriented, which help writers to change their texts to suit reader needs, 6 strategies are used by 40% to 60% learners in this study. This means, 60% of the reader based strategies are used by above 40% learners. This finding, in the context of feedback provided, is significant. It indicates that feedback helped raise reader awareness in learners and enabled them to make changes for the audience. **Increased number of students using affective strategies consequently led to an increase in the total number of affective changes made**. In RI, a total of 312 affective changes were made, whereas in RII, 340 changes were made as shown below:

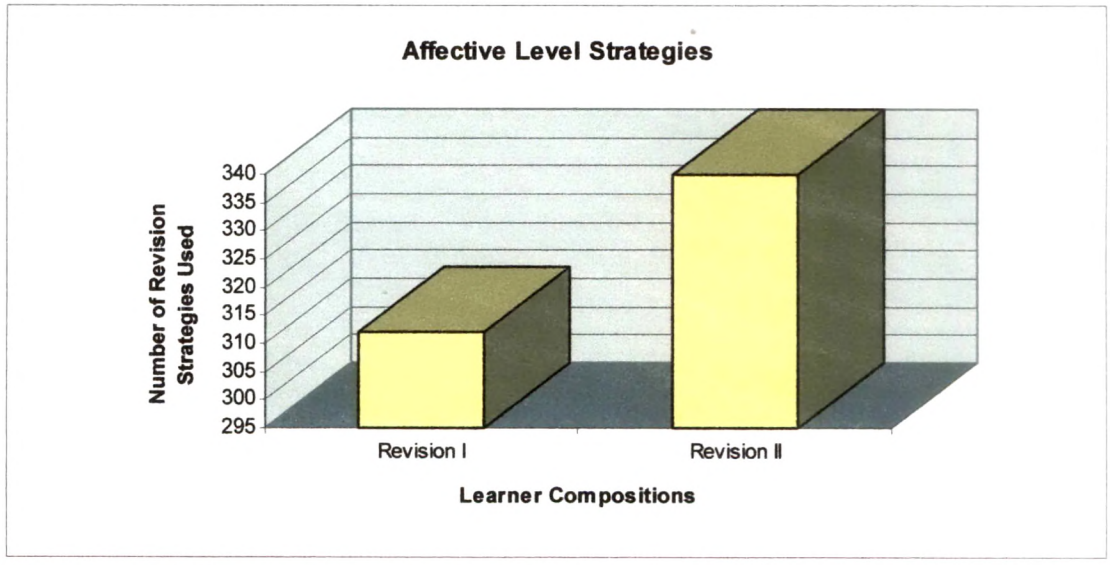


Figure 6. Affective Level Strategies

This increase in the total number of affective changes is largely on account of the increase in the use of more reader oriented strategies like adding information, adding examples adding paragraphs, use of topic sentence. This indicates that feedback helped learners to realise, one, that reader awareness is an important component of writing, and two, strategies are to be evolved and applied to the text to communicate meaning.

The findings thus reveal that learners used revision strategies at all three levels - surface, cognitive and affective (Table 4 Appendix E). A comparative analysis of surface, cognitive and affective changes made by learners is presented graphically.

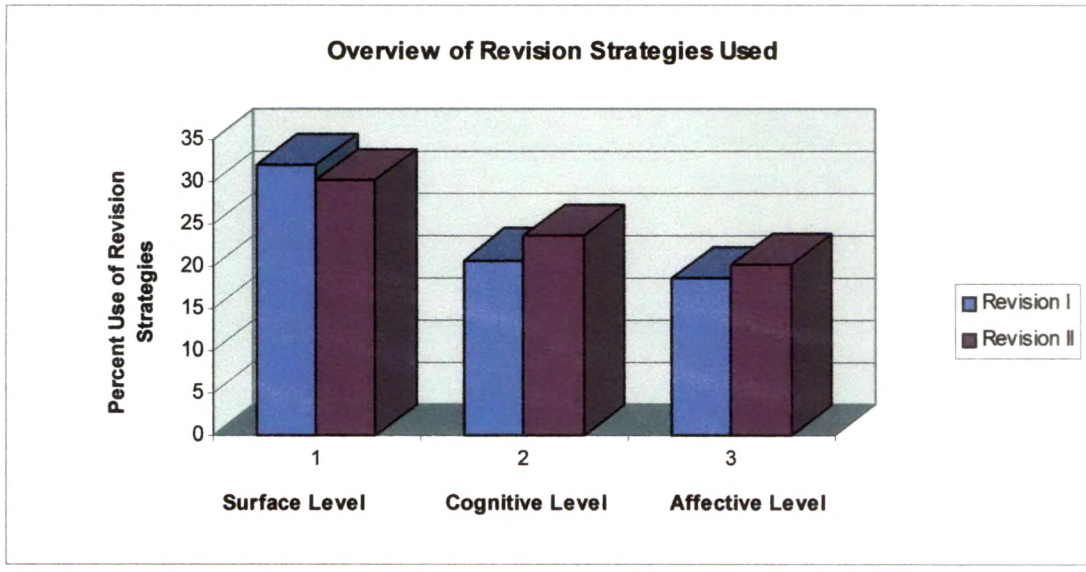


Figure 7. Overview of Revision Strategies Used

The visual depicts a **fall** at the surface level from **32.1% in RI** to **30.3% in RII** The use of cognitive strategies **increase** from **20.8% in RI, to 23.6%in RII** Even the use of affective strategies show an **increase** from **18.6% in RI** to **20.2% in RII**. These findings - **an increase in affective and cognitive strategies and a decrease in surface strategies** is significant in the context of feedback received in use of revision strategies It is viable to argue that feedback made the learners realise that surface corrections are merely cosmetic, whereas reader awareness and changes in content make the text more communicative.

A change is seen in the number of students using different revision strategies There is an increase and decrease in the number of learners using various revision strategies in RI and RII

Drafts	**Number of learners using Surface Strategies**	**Number of learners using Cognitive Strategies**	**Number of learners using Affective Strategies**
RI	42	38	25
RII	27	48	35

Another significant finding is that out of the total of 70 students, there is sharp decrease in the number of students using surface level strategies from 42 in RI to 27 in RII It is further encouraging to find that the number of learners using both cognitive and affective strategies increases in RII In RI, 38 learners use **cognitive strategies** while in RII the number **increases** to 48. In the use of **affective strategies**, the number **increases** from 25 in RI to 35 in RII. It is important to note that RI was written by learners when they were asked to revise on their own, while RII was written by them after feedback on revision strategies. The **decrease** in **use of surface strategies** and **an increase** in **use of cognitive and affective strategies after feedback**, confirms that learners **did make attempts** to bring about meaningful changes in compositions. Feedback made them aware that (1) use of surface strategies should be kept to the minimum; (2) communicating meaning was more important than accuracy of form; and (3) the reader needs to see the flow of ideas as intended by the writer. This realisation helped them to make more cognitive and affective changes in RII.

Occurrences of revision strategies in different groups of learners in RII.

Not all learners are of similar language proficiency and ability Generally they fall into the average or the above average proficiency group After feedback in revision strategies, to investigate whether learners of the above average or the average group use revision strategies at all three levels in RII, the sample was divided into two groups, Above Average (AA) and Average (A) in L1 and L2 proficiency, Writing Expertise and Cognitive Measure

To investigate whether after the feedback, learners of AALI and ALI draw on all three levels of revision strategies in RII, after the feedback, a comparative analysis was made of the percent of revision strategies accessed by both groups at all three levels It is observed that both groups draw from all three levels of revision strategies which is graphically presented

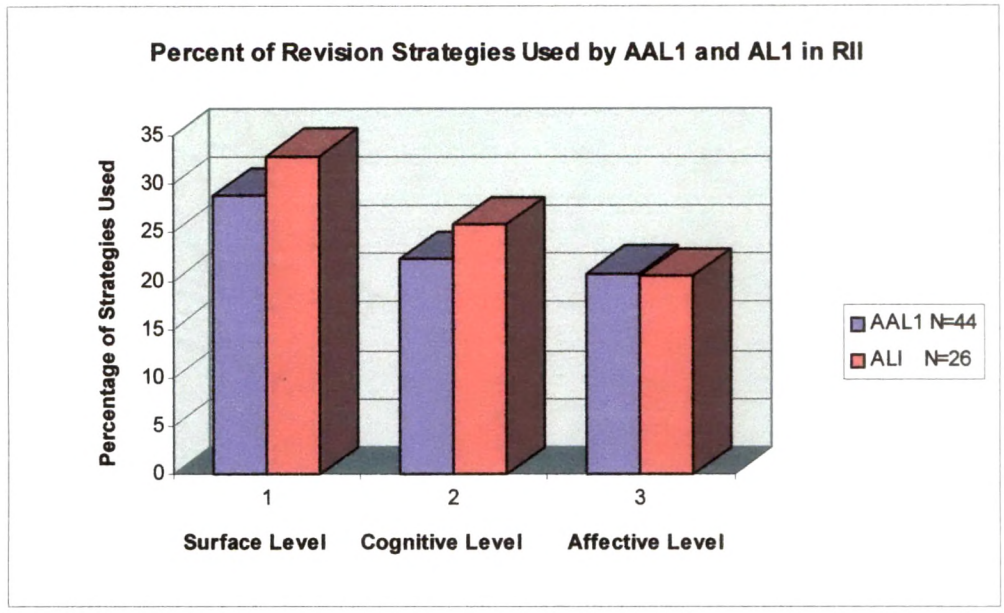


Figure 8. Percent of Revision Strategies used by AALI and ALI in RII.

As the graph depicts, AL1 group uses higher percent of surface strategies-32.9% than AAL1-28.8%. The numerous corrections made by them at this level suggest that they are more concerned with accuracy of form than expression of meaning. On the other hand, AAL1 learners use less surface strategies revealing that effecting a change in meaning is more important for them than correcting language. Though possessing average proficiency, AL1 as a group, seem to be conscious that communciating meaning is equally important. Their effort to communicate meaning is revealed in the use of more cognitive

strategies(25.8%) than the AALI group (22 3%). AAL1 learners seem to lack in their efforts to evolve strategies to enhance their writing. They seem to be satisfied with what they had written, indicating that they had reached a stage of fossilization, unable to engage in more cognitive changes to make the text more meaningful It is also likely that these learners were unable to transfer appropriate revision strategies from their mother tongue Interestingly, both groups demonstrated a similar extent of use of affective strategies - AAL1 - 20.8% and AL1 - 20.5% This indicates that both groups realise that writing for an audience is important.

Learners of AAL2 and AL2 groups also use strategies across the three levels in RII But their pattern of use differs.

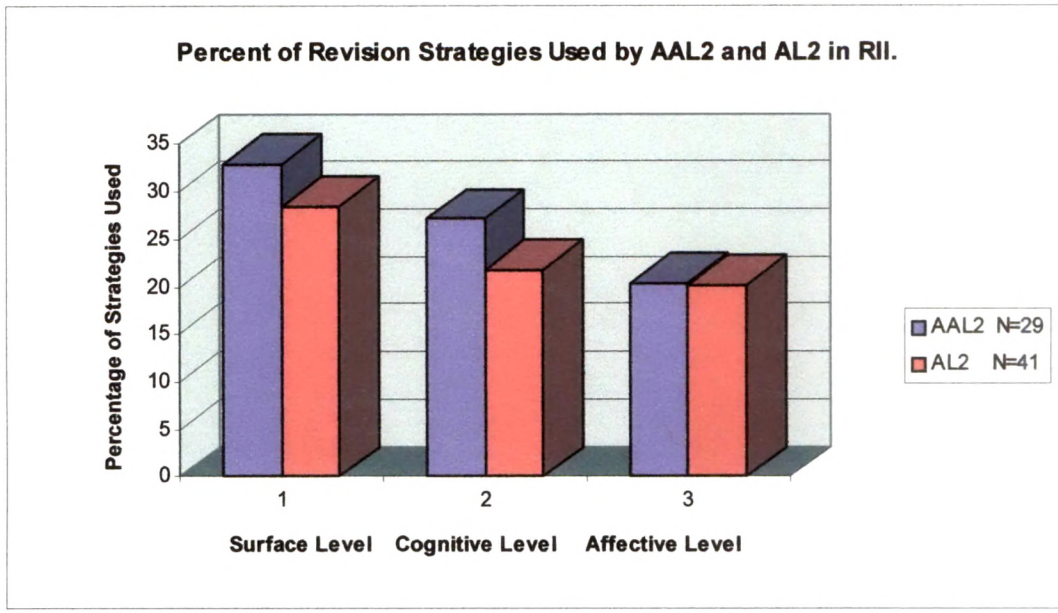


Figure 9. Percent of Revision Strategies used by AAL2 and AL2 in RII

AAL2 uses more surface (32.9%) and cognitive strategies (27.1%) than AL1 - 28.4% and 21.1%, revealing that they value communication of meaning. To convey their intended meaning effectively, they make numerous meaningful changes. These learners perhaps also realise that to make meaningful changes, form also needs to be modified; therefore more surface changes. Interestingly, both groups AAL2 and AL2 also use near equal percent of affective strategies - 20.4% and 20.1%, indicating that feedback made them realise that inorder to make the text communicative, reader based strategies also need to be used.

The following graph reveals that learners of **AAWE** and **AWE** groups also revise at three levels in RII. AAWE group uses a 40% of surface strategies, 36.7% of cognitive strategies and 29.2% of affective strategies while AWE group uses - 29.1%, 22% and 19.2% strategies respectively.

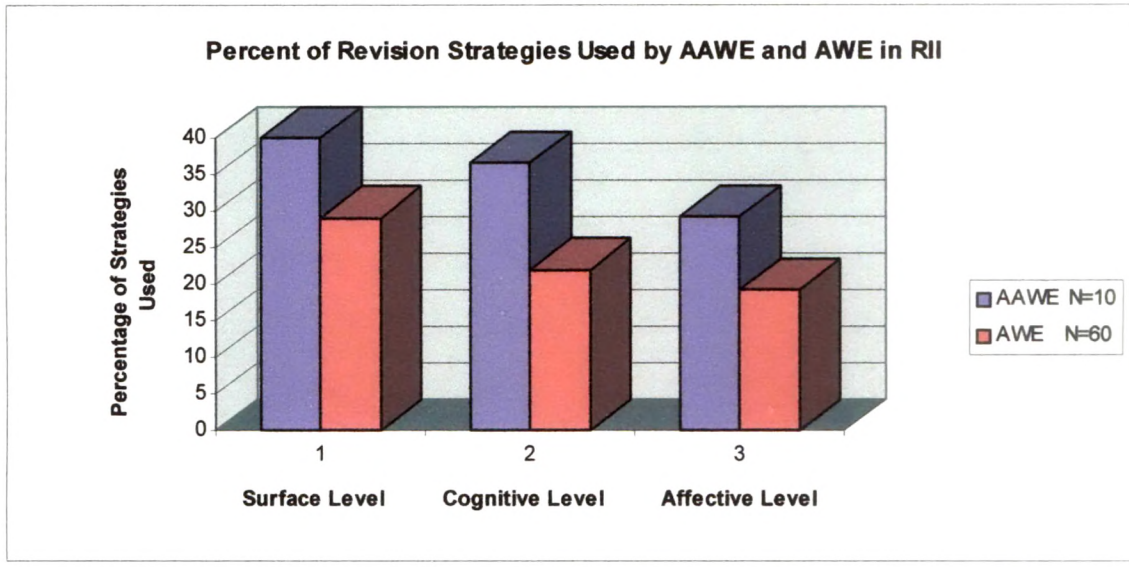


Figure 10. Percent of Revision Strategies Used by AAWE and AWE in RII

The use of increased cognitive changes by AAWE group indicates that it is the writing capabalities of learners that determine the use of revision strategies. These learners are aware that use of cognitive strategies effects a change in the meaning of the text and therefore they engaged

in many 'cognitive changes. AWE learners also attempted to make meaningful changes in their texts. Development of writing skills is a matter of training. It is seen that learners do possess strategies to revise their texts. As no training is provided to them in class to develop their writing abilities, they are unable to make increased use of cognitive strategies. Lack of training perhaps, could be the reason for AWE learners not engaging in many cognitive changes.

Increased use of affective strategies by AAWE learners (29.2%) than AWE learners (19.2%) also reveals that enhanced writing skills indicate greater audience orientation. Learners of AAWE group are aware that the text is to be addressed to a reader. Whatever changes they make therefore, are to be made keeping the reader in mind. On the other hand, AWE learners do make attempts to direct their writing towards the reader as is revealed in their use of affective changes If they were provided training in developing their writing skills, it is likely that they would have made more affective changes. They would have had a larger repertoire of strategies to choose from and apply to their texts. This would have enabled them to take their texts from being "writer based" to a more "reader based" one (Flower 1979).

The AACM and the ACM groups also draw from all three levels in their use of revision strategies in RII. AACM group uses increased surface strategies - 39.6%, cognitive strategies - 29.6% and affective strategies 21.8% as compared to ACM, surface-22.5%, cognitive-18.6% and affective-18.3%.

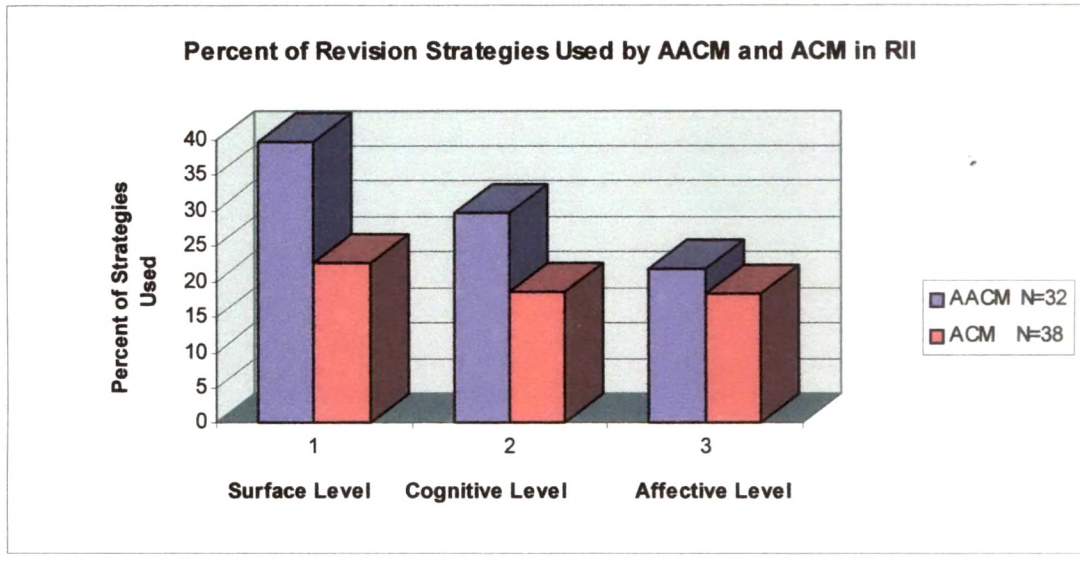


Figure 11. Percent of Revision Strategies Used by AACM and ACM in RII.

Revision or making changes in the text involves the use of complex mental sub-processes. Each change that learners make depends upon how they process information that is written by them. They detect and diagnose the problem, choose strategies from their repertoire and apply

them to their texts. Revision thus is related to decision making skills of learners. The use of increased cognitive strategies by the AACM group suggests that they have a larger battery of strategies from which they can choose and apply to their text. Learners of average ACM group, on the other hand, may have a fairly developed range of cognitive strategies, but probably due to lack of training, they are unable to make effective use of them to bring forth meaningful changes in the text.

Regarding affective strategies, the AACM group uses more (21.8%) strategies than ACM group (18.3%). Though both, cognitve and affective strategies are complementary to each other, functionally, cognitive strategies effect changes in meaning while affective strategies enable writers to project their opinions, tone, and feelings to enable readers to understand their point of view. Learners in the AACM group appear to focus on meaning and have a greater writer orientation.

Transfer of L1 Cognitive and Affective Strategies

Another significant finding of this study is that in RII, **learners of average L1 and average L2 proficiency use some common L1**

cognitive and affective strategies with learners of AAL1 and AAL2 groups. With reference to cognitive strategies it is observed that AL1 learners use 66 6% of cognitive strategies which are used by AAL2 and AL2 Out of these, **35%** of the strategies used **are core strategies** or **more sophisticated** in nature Likewise, AL2 learners have 87 5% cognitive strategies in common with AAL1 and AAL2, out of which **39.1%** strategies used **are core strategies In both groups, more than half of the more meaning oriented strategies are used.** This means, that though learners are placed in the average proficiency group in L1 and L2, they do have certain well developed writing abilities in their L1 which they use for L2 writing.

In the case of affective strategies, both groups, AL1 and AL2 share the same percent of strategy use with AAL1 and AAL2 - 87.5%. Out of this, both groups use **23.8%** of the **core strategies**. Inspite of the high commonality of strategy use, the use of less core strategies by the AL1 and AL2 group may be on account of lack of training. The need therefore is to train learners in revising so that they can use many core strategies to make their text communicative. Feedback could effect a transfer of 23.8% of core strategies. It may be claimed, that a

systematic orientation in revision during the entire year in the classroom is likely to lead to a larger percent of use of core strategies

This finding that **average L1 and average L2 learners are likely to effect a transfer of some common L1 cognitive and affective strategies to L2** is significant This further emphasises the researcher's claim of training learners in revising Without training, L1 writing abilities would lie dormant resulting in likely language loss for learners Transfer of cognitive and affective strategies is of importance, because use of cognitive strategies makes the text more meaningful and use of affective strategies makes it more communicative Training learners would therefore enable them to recognise/identify their L1 writing skills and help them to use strategies to enhance and develop their writing in L2.

The findings thus indicate that all learners use revision strategies in their writing regardless of their level of competence in L1, L2, WE and CM They also seem to possess a range of surface, cognitive and affective strategies to choose from It is also likely that some L1 cognitive and affective strategies are transferred to L2. Apparently differences among learners are bound to surface, not so much on

account of the range of strategies available to them, as on account of the frequency with which these strategies are used.

II. Frequency Use of Revision Strategies in RII

Frequency use of revision strategies in RII is investigated to find out whether strategies are used differentially by learners after feedback. Patterns of distribution across the three types of revision strategies is also observed.

Frequency use of strategies is discussed in terms of individuals revealing differences in use of revision strategies. The strategy profile (Table No.5 Appendix F) reveals considerable differences in frequency use of different strategies. All 9 surface strategies are used in fairly high proportion indicating that most learners concerned themselves with accuracy of form. **All cognitive strategies are also used differentially** revealing that learners attempted to effect a change in meaning and content of the text. **23 out of 24 affective strategies are differentially used,** revealing attempts made by learners to involve readers in their texts.

Differences are revealed in the range of frequencies of strategies in which they are used. Presented below is a table depicting the most frequently used strategies in this sudy

Table No. 6. Most Frequently Used Strategies in RII

Strategy Number	Name of the Strategy	Percent Frequency
(S) 7	Addition of Articles/ Conjunctions Prepositions etc	27.7
(S) 9	Substitution of Word with word	21.9
(A) 58	Adding Information	15.7
(A) 40	Adding a new Paragraph/ Concluding Paragraph	14 6
(A) 45	Substitution of two and more Sentences	13.6
(C) 24	Addition of Phrase/s	13.1
(A) 54	Addition of Examples	12.5
(C) 11	Deletion of Sentences	12 1
(C) 12	Addition of Sentences	10 6

S-Surface Level C-Cognitive Level A-Affective Level

It is seen that 4 strategies out of the 9, that is 44.4% of the most frequently used strategies are affective in nature. This means that

writers are aware that writing is to be directed towards an audience. Feedback made them aware that reader has to be taken into consideration, hence they added new paragraphs, provided information, presented examples to put forth their point of view. Only anticipating reader needs and responses is not enough. Equally important is to bind the text into a coherent whole which learners did.

Next follows the cognitive strategies with 33% use. The frequent use of these strategies reveal attempts made by learners to change meaning in their texts when dissonance is perceived. Frequent use of 22% surface strategies reveal that along with content and meaning, they want to provide an accurate form to their expressions. The distribution of these frequently used strategies is fairly even as they are used by a majority of learners. The range of variation therefore, is very small.

Frequency of strategies is also investigated in terms of learners using various strategies

Table No. 7.

Percentage of Students using frequently used Revision Strategies in RII.

Strategy Number	Name of the Strategy	Percent of Students Using the Strategy
(C) 24	Addition of Phrases.	68 6
(C) 11	Deletion of Sentences	68 6
(A) 40	Adding a new Paragraph/ Concluding Paragraph	62.8
(A) 58	Adding Information	61.4
(C) 12	Addition Sentences	58 6
(A) 54	Addition of Examples	57 1
(S) 7	Addition of Articles/ Conjunctions,Preposition etc	57 1
(S) 9	Substitution of Word with word	54 2
(A) 45	Substitution of two and more Sentences	52 8

S-Surface Level, C-Cognitive Level, A- Affective Level

It is seen that 58 6% to 68 6% learners use most frequently used cognitive strategies in RII This means that feedback made most learners focus on meaning based corrections. It also made them aware that dissonance in meaning could be clarified with addition of phrases and generalisations could be made more specific with adding sentences. 57.1% to 62.8% learners use most frequently used affective strategies. This shows that most learners realised the use of reader oriented strategies to convey their intent. They could make the text more communicative by providing more information, giving more examples and by adding new paragraphs, which they did. 54.2% to 57.1% students use surface strategies which indicates that along with meaning based changes they were also concerned with getting their form right.

In this study, there are some strategies which are less used by students. Table No 8 depicts 15 least used strategies in the study

Table No. 8

Least Used Strategies in RII

Strategy Number	Name of the Strategy	Percent Frequency	Number of Students Using the Strategy
(A) 50	Proverbs/Quotes made the Introductory Sentence	0.1	1
(A) 61	Repetition of Information	0.1	1
(C) 39	Addition of Visual Images/Pictures	0.2	2
(C) 30	Combining Phrases	0.2	3
(C) 28	Expansion of Word/ Pronoun to a Phrase	0.3	3
(A) 57	Deleting Facts/Personal Experience/Background Knowledge	0.3	2
(C) 10	Modifying Paragraph	0.4	2
(C) 16	Repetition of Sentence	0.4	3
(C) 37	Use of Similes and Metaphors	0.4	3
(A) 47	Deletion of Concluding Sentence	0.5	3
(A) 51	Addition of Question Tag/s	0.5	2
(A) 53	Deletion of Question/s	0.5	3
(C) 31	Repetition of Phrases	0.6	5
(A) 49	Addition of Proverbs/Quotes	0.7	4
(C) 17	Order Shift of Complete Sentence	0.8	7

C = Cognitive Strategy **A = Affective Strategy**

8 out of 15 cognitive strategies, that is, 53 3% and 7 out of 15 affective strategies, that is, 46.7% strategies remain under used in this study. This study reveals that feedback during one session could initiate higher frequency in the use of more affective and cognitive strategies At the same time, some of the strategies remain under used It is seen that learners have a large repertoire of revision strategies Due to lack of training they are unable to use it to the fullest extent If they are trained in revising, it is likely that they may use more affective strategies like adding questions, question tags, proverbs, personal experiences etc which affects the tone and style of the text and which also brings the text closer to their intent When dissonance is perceived in meaning, they may use more cognitive strategies frequently to make meaningful changes The distribution of these strategies is fairly uneven as they are used by less students The range of variation of the cognitive and affective strategies is therefore fairly large.

Another form of variation in strategy use is revealed when every individual uses each revision strategy differentially in terms of its frequency (Table No 9 Appendix G) All these findings suggest that differences among individual learners are reflected in the frequency with which they use various revision strategies

III. Correlational Analyses

To identify patterns of relationships, scores on revision strategies are correlated with (a) scores on L1 proficiency, (b) scores on L2 proficiency, (c) scores on writing expertise and (d) scores on cognitive measure

Correlating Revision Strategy Scores with Scores in L1, L2, WE and CM.

To establish a relationship between revision strategies and the variables, the scores on revision strategies are correlated with their scores in L1, L2, WE and CM. Table No 10 depicts the correlation coeffecient.

Table No. 10

Correlation coefficient of Revision Strategies with scores in L1, L2, WE and CM

Groups	Correlation Coefficient of Revision Strategy Scores
L1	-0.15
L2	+0 11
WE	+0.46
CM	+0 43

The findings from the correlational matrix indicate a high positive correlation between WE (0.46) and CM (0 43), a low, but positive correlation with L2 (0 11) and a negative correlation with the L1 scores (- 0.15).

High degree of positive relationship is **seen** with **WE scores** of learners (0 46). This is an indication that writing ability is to some extent governed by the use of revision strategies. If learners have well developed writing abilities, it is likely that they possess a repertoire of revision strategies which they can apply to their texts This finding corroborates Zamel's (1982) and Jacobs' (1982) claim that it is writing ability and not linguistic competence of learners that determines quality of the text.

The **high degree of positive correlation with CM scores** (0 43) establishes a positive relationship between revision and cognitive abilities of the learners Literature on revision claims that revision is an intense, mental cognitive activity. Revision requires making strategic decisions about how to modify the text. When learners detect dissonance in their texts, they choose from a variety of revision strategies "Strategy selection" encompasses critical decisions. They

generally choose from the following actions - ignore, delay, search, rewrite and revise The first three refer to the process of revision, clarifying problem representation etc., the other two describe the means of modifying the text. Learners use the rewrite strategy when they do not want to save the text, and usually revise when they believe that much of the text can be saved **Revision thus, refers to the process of deciding to choose strategies and employing these to the text on the basis of the diagnostic representation of the problem.** Whether writers use the 'rewrite' strategy or the 'revise' strategy, both are strategic decisions taken by learners given the 'rhetorical situation'. Choosing a strategy and applying it to the text involves decision-making on the part of the learners, thus establishing that revision is essentially problem-solving which is cognitive in nature.

A low degree of positive correlation (+ 0.11) between revision strategies and their **L2 scores** further corroborates Zamel's (1982) and Jacobs' (1982) claim that linguistic competence does not affect composing among second language writers. Difficulty in writing in L2 arises due to lack of general competence in writing and composing, rather than specific L2 linguistic competence.

A **negative correlation** is perceived between **L1 scores** and **revision strategy scores** (- 0 15) This indicates that linguistic competence in L1 does not determine use of revision strategies in L2 writing. It also suggests that L1 writing skills are not being transferred to L2 writing. In this study, neither L1 nor L2 proficiency seems to determine use of revision strategies in writing because **both are only linguistic competencies.** What learners posess by way of proficiency is the surface manifestation of languages which is not seen as transferable across languages. What is seen as transferable and interdependent is the literacy related aspects of a bilingual's proficiency in L1 and L2. Cummins'(1981)"interdependence hypothesis" assumes that there is a cognitive academic proficiency underlying both languages. Interaction of the learner with languages known contributes to the development of the underlying proficiency. Because of its non-language specfic nature, literary related skills can transfer from one language to another Due to this transfer, any task which is cognitively demanding is likely to show a moderate degree of interdependence across languages. Writing is a complex cognitive activity which draws from learner's experience in L1 and L2, and from the degree of involvement in the interaction between languages. While writing, learners draw from the knowledge of both languages, L1 and L2, that is, they draw from their cumulative

experience derived from interaction of the languages **It is these literary related skills, a combination of writing expertise and cognitive measure of learners which forms an integral part of the Common Underlying Processes and which gets transferred.** As both L1 and L2 are linguistic competencies, they do not determine writing capabalities in any language Therefore the negative correlation with L1 and positive, but low correlation with L2. On the other hand, as cognitive measures along with writing expertise form an integral part of the common underlying processes, they get transferred. Therefore, a high relationship of revision strategies with writing expertise and cognitive measure These findings again focus on **the need to develop writing abilities of learners by training them in the use of revision strategies.**

IV. Regression Analysis

The correlation results indicate a relationship between revision strategies and learners' L1, L2, WE and CM But the exact impact of the variables on revision strategies is revealed through regression analysis This analysis allows the researcher to examine and identify the

contribution, assess the amount of influence, and predict the power of each independent variable on the dependent variables. The results of the analysis are presented in the form of a pie chart.

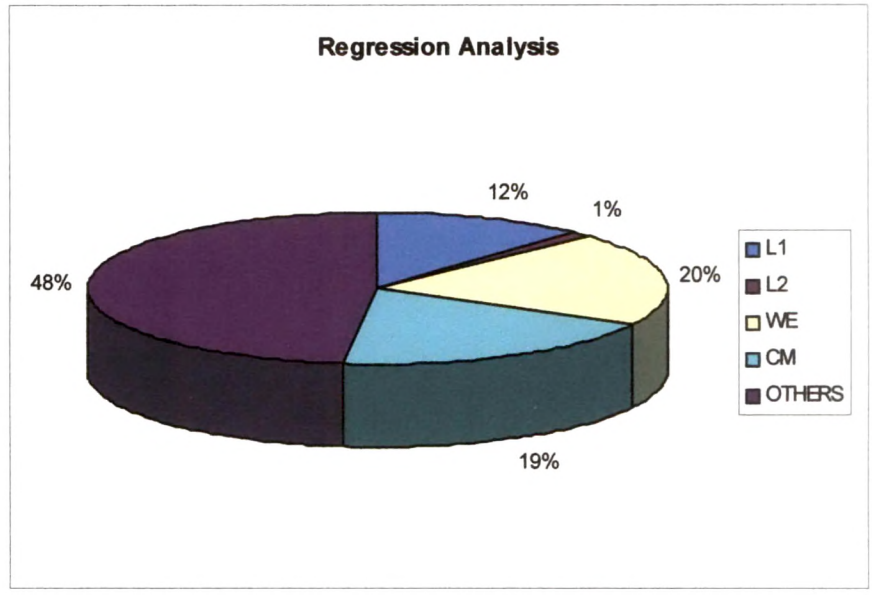


Figure 12. Regression Analysis

The pie chart shows that WE seems to have the maximum impact of 20%, followed by CM- 19%, L1- 2%and lastly L2-1%. These results again focus on the effect of writing competence on the use of revision strategies. The influence of L2 is a mere 1%. This signifies that the ability to write proficiently in English, depends upon the competence in composing rather than linguistic proficiency. If learners are competent

in composing, if they possess well developed writing abilities, it is likely that they may overcome linguistic difficulties Revision being integral to composing, it is the **writing competence** of learners **that determines the use of revision strategies**, rather than their linguistic proficiency

The impact of cognitive measure (19%) on revision strategies, focuses on revising being a highly cognitive activity in which, learners detect textual problems and take decisions to apply relevant strategies from their repertoire. As this involves every learner to use his/her own cognitive faculty, it makes revising a problem-solving and a decision making activity for every individual learner.

The most interesting finding of the regression analysis is the impact of L1 proficiency on revision (12%). L1 proficiency seems to have a relatively high impact on use of revision strategies in L2 writing Perhaps this impact is revealed on account of transfer of some L1 writing skills and revision strategies to L2 writing If the researcher had examined and analysed L1 writing abilities of the learners and compared them with their L2 writing, it is likely that areas in which transfer of strategies take place could have been located and different

types of MT strategies identified that get transferred to L2 writing Learners possess certain L1 abilities, but due to lack of training they are unable to use them to a great extent This means that there is language loss of L1. If opportunities are provided to them in the classroom, it is likely that they may utilise their L1 abilities in writing L2. It is this area that needs to be further examined and investigated

Revision strategies also seem to be influenced by some other factors that account for nearly 48% in the pie chart. The factors that are likely to influence the revision process and particularly the use of strategies are attitudes towards revision, motivation, belief, writing anxiety, topic of the assignment, age, grade, level, and sex Future research could be undertaken in these areas

Regression analysis thus confirms that wrting competence and cognitive ability of learners together play a dominant role in the use of revision strategies. L2 proficiency does not seem to contribute much to revising, instead, it is the composing ability in L1 that learners seem to use for L2 production In the light of these findings, there is need is to exploit and channelise the underutilized L1 writing abilities and strategies of learners to further their L2 writing abilities.

IV. Feedback Effect

A variation is seen in the marks learners obtained on their OD, RI and RII (Table 11 Appendix H). It should be remembered that learners wrote RII after they received a feedback on revision strategies. It is observed that **32 learners** obtained **more marks in RII, 11 learners** received **less marks** while, marks of **27 learners remained the same**. The range of increase in marks is from 1 to 25 and the range of decrease in marks is from 1 to 20

The following visual depicts the feedback effect on levels of revision strategies used by learners who received increased marks, decreased

marks and whose scores remained the same on their revised versions.

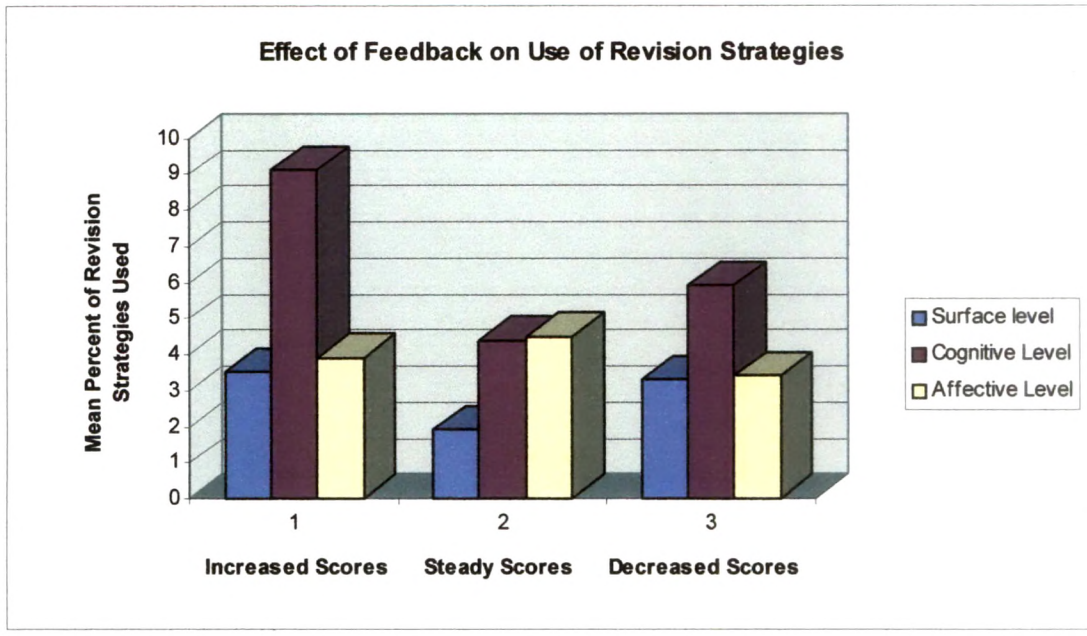


Figure 13. Effect of Feedback on Revision Strategies.

Those learners who obtained **a high score** in RII on their compositions, have **increased use of cognitive strategies (9.1%).** Comparatively, their **use of surface strategies decreased (3.5%).** Feedback helped them to realise that meaning affecting changes are to be addressed than language based changes.

Use of each cognitive strategy triggers off a complementary affective behaviour. By using affective strategies (3.9%) learners demonstrated

that they are aware that they are writing for an audience Though increase in the affective strategies is marginal as compared to the use of surface strategies (3 5%), it is significant because feedback made learners realise that they need to involve readers in their texts and fulfill their expectations

The graph (Figure 13) also reveals that learners receiving **same scores** on their RII have **used** nearly the **same amount of cognitive (4.4%) and affective (4.5%) strategies.** Infact, a marginal increase in use of affective strategies is seen over the cognitive. This indicates that feedback helped learners to a certain extent to make changes for the audience. They did make reader oriented changes but they were not enough to earn more marks The need therefore is to train learners to use revision strategies so that they make more meaningful and reader based changes to enhance their texts

The trend in use of revision strategies for those learners who obtained **decreased scores** on their compositions is different They are seen to use **increased cognitive strategies (5.9%);** they also have a **near equal use of surface (3.3%)** and **affective (3.4%) strategies.** Feedback helped these learners to make meaningful changes and to write for the reader.

However, use of an equal number of surface strategies may have nullified the use of cognitive and affective strategies and therefore they received less marks in RII

These findings corroborate Beach (1979) when he claims that if learners are taught to revise more extensively, their drafts would improve. This study reveals that feedback helped learners to a certain extent to score more marks on their revised version If feedback could help most learners to make meaningful changes and involve audience into their texts, for which they were awarded more marks then, it may be hoped that systematic training imparted in the classroom throughout the year, in revision strategies is likely to benefit more learners. However, it should be noted that, more revision does not necessarily mean "better revision". In bringing about meaningful changes in the text, the number of revisions that the writer makes may not be as important as the inter-relatedness of those revisions. **Success in revision therefore, does not depend upon the amount of revision undertaken but, how effectively 'revision' solves textual problems.**

If revision is to be incorporated as a classroom activity, it is necessary that first, **teachers should be oriented in the use of revision**

strategies Teachers are not aware of the use of revision strategies. No teacher training institute provides emphasis on improving/revising students' texts, nor any methodology emphasises that revision is an effective writing strategy As no formal training is imparted to teachers in revising, they do not consider revision very important. The importance of revision as an integral part of the writing activity is lost on them. They still consider revision as an editing or a 'mop up activity' As no opportunities are presented to the students to revise their work and make meaningful changes in their texts, they do not know that revision strategies are to be evolved and applied to enhance their writing.

The findings of this study confirm that writing and revision are not separate behaviours. Revision is integral to writing and revising is an effective writing technique. If opportunities are provided to the learners, they do make efforts to enhance their texts Feedback if provided, does help to a certain extent to enhance their writing skills The researcher therefore makes a strong claim that, **to develop writing skills of learners, revision be made an integral part of the language teaching programme.**

VI. Summary of the findings

The findings of the present study reveal that

1 A wide range of revision strategies are accessed by all learners regardless of their proficiency levels in L1 and L2.

2. Differences among learners are reflected in the frequency with which they use various revision strategies

3. There is evidence of transfer of some L1 cognitive and affective strategies to L2 writing

4. There is significant positive correlation between revision strategies and Writing Expertise and Cognitive Measure. There is a negative correlation between revision strategies and learner proficiency in L1 Multiple regression confirms that writing expertise has the greatest impact on use of revision strategies. Cognitive measure follows in the degree of impact on revision strategies.

5. Finally, feedback provided in revision strategies can play a significant role in improving the quality of the essays