

CHAPTER ONE

INTRODUCTION

The topic of this research study is about **“Effectiveness of Free Writing Strategy in Teaching Writing”**. This chapter consists of general background which includes language teaching and learning, language skills, writing skill, importance of writing skill, sub skills of writing, components of writing, types of writing process, prewriting, developing ideas for prewriting, free writing strategy, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Language is powerful means of communication. Different skills are used in language. Writing is a productive skill which needs very careful handling to produce sensible sentences and paragraphs. We can save our culture, tradition and share our ideas and thoughts from one generation to another. Writing is output of other language skills such as listening, speaking and reading. It is more permanent and accurate in comparison to other skills. Writing is superior to other language skills (listening, speaking and reading) because of its quality of being permanent.

It needs constant practice to become a good writer. It uses different composite skills like mental, rhetorical and critical. The writer feels more comfortable in putting his/her thoughts exactly on paper. Writing gives us relaxation. While writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use because they think as they write.

Writing can be difficult and time consuming for many students, but like any complex job, writing is easier if the writer has the right tools. Writing strategies are the tools writers use to do their work. Good writing doesn't happen by accident. Successful writers use mental procedures to control the production of writing. Writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write on any topic. Writers use strategies all the time to keep their going and to make it come out the way they intend.

Bashyal (2011, p.35) says, "A good piece of writing is grammatically accurate, correct spelling and punctuation, logical, maintained cohesion and coherence". So, the goal of written language is to convey information accurately, effectively and appropriately. The students who learn the English language can not be perfect without having the writing skill. The best way to develop writing skill is to get the learners write more and more.

Harmer (2006, p.3) says, "In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge". Even in Nepal, English has been taught and learnt as a foreign language. It is taught as a compulsory subject that carries 200 marks at higher secondary level. At this level, students are involved in many written activities to make them show their talent and creativity as well. For the examination point of view also they should have high proficiency in free writing.

The writing process involves a series of steps to follow in producing a finished piece of writing. According to Rivers (1979), the stages of communicative writing are pre-writing, writing and post-writing. Pre-writing is the planning phase of writing process, when students brainstorm, research, gather and outline ideas. Similarly, during the second phase, students create their initial composition by writing down all their ideas in an organized way to convey a

particular idea. Moreover, they review, modify and reorganize their work by rearranging, adding or deleting content as well as by proofreading and correcting errors in grammar. And the post writing refers to the final step of writing process which is publishing. The final writing is shared with the group.

According to Gardner and Johnson (1997), five useful pre-writing strategies are brainstorming, clustering, free writing, looping and asking the six journalists questions. Free writing is one of the most important pre-writing strategies. Pre-writing strategies are used to generate ideas. The pre-writing strategies are a powerful way to develop a great deal of information about a topic very quickly. In free writing, students are given a topic to write on as per their choice. Free writing exercises help to promote students' feelings, emotions and desires.

Free writing, being as an essential skill, is difficult to learn and teach. More often the difficulty appears when students deal with creative writing or free writing. Most of the students are indifferent to the free writing. While writing they become too much worried about the possible errors in their writing. These students don't try to find out the causes, possible process of improving the writing skills and don't give more time for practice, learning vocabularies, grammatical units and structures.

Harmer (2006) says:

Although some students are always happy to have gone at writing in English, others can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. And if these insecurities are reinforced because they are unable to complete writing tasks successfully, the students' attitude to writing is likely to become more and more negative. With students like this who lack familiarity or confidence with

writing we need to spend some time building the writing habit – that is making students feel comfortable as writers in English and so gaining their willing participation in more creative or extended activities. (p. 61)

To make students be more confident in writing, teachers should give precise instructions before asking to write, explaining what is expected from this writing. Moderate approach to teaching writing skill, creativity in activities selection, clear instructions before writing and feedback are crucial parts of the writing as a whole.

1.1.1 Writing Skill

The term 'skill' refers to the ability to do something well; expertise or dexterity. Writing is one of the productive and creative language skills for learning a new language. Writing is regarded as the visual representation of speech through some conventional symbols. It is an act of putting down the graphic symbols on paper or board that represent a language. It is a secondary skill in which we produce a sequence of sentences arranged in a particular order. Writing is regarded as a reflection of spoken form of the language.

Writing can be said to be the act of forming the symbols: making marks on a flat surface of some kind. The symbols have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. Writing can be taught as a mechanical process and as an intellectual activity.

Harmer (1991, p. 232) says, "Writing is an activity through which human being communicate with one another and transmit their accumulated cultures from one generation to another. It equally provides us with possibilities to discover and articulate ideas in many ways." This definition consists that writing is a graphic means of communication from which we can transmit our cultures from one generation to another. So, writing is an act of transmitting thoughts,

feelings and ideas on paper. So, writing is a very complex process that requires high degree of organization in the development of ideas and information.

Rivers (1968, p.243) states "Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language: the ultimate aim of a writer at this stage is to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinement structure." From this definition we can say that writing is the way of expressing our ideas in a continuous process through the graphic symbols of the language.

Similarly, Nunan (1989) says:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (p.36)

This broad definition of writing asserts that writing is a complex process which requires many composite skills such as control of unit, format, sentence structure, vocabulary, spelling and letter formation. Writing should be cohesive and coherent to make others understand it.

Writing involves the encoding of a message of some kind. When somebody sets for writing, he has to utilize the various sub skills. Munby (1978, p.78) identifies the following sub skills:

- a. Manipulating the script of a language
 - i. Forming
 - ii. Using the spelling system

- iii. Using punctuation
- b. Expressing information explicitly
- c. Expressing information implicitly through
 - i. Inference
 - ii. Figurative language
- d. Expressing the communicative value of sentences and utterances
- e. Expressing relations within a sentence using, elements of sentence, modal auxiliaries and intra-sentential connectors.
- f. Expressing relations between parts of a text through lexical cohesion devices.
- g. Expressing relation between parts of a text through grammatical cohesion devices.
- h. Using indicators in discourse for
 - i. Introducing an idea
 - ii. Developing an idea
 - iii. Transition to another idea
 - iv. Concluding an idea
 - v. Emphasizing a point
 - vi. Explanation of point already made
 - vii. Anticipating an objection
- i. Reducing the text through avoiding irrelevant information.

All the aforementioned sub skills have to be taken into account in consideration while writing a piece of composition. Then the piece of composed composition as what produced any writer will be effective and relevant.

1.1.2 Importance of Writing Skill

Writing is a means of communicating and exchanging ideas, feelings, attitudes, thoughts and knowledge through the medium of visual representation. It has a great significance in language teaching learning activities. Bacon (1998, p. 87, as cited in Bhandari, 2011, p. 2) quotes, "Reading makes a full man, conference

a ready man and writing an exact man" As the possession of the quality of permanent and accurate, it is the crucial skill. The importance of teaching writing in general is to enable the students to respond appropriately in writing in those situations that require it and to consolidate their knowledge of language. Writing can be a best mode of learning language to be expressed for introvert students.

The writing proficiency plays a significant role in obtaining good marks in examination. It is helpful medium for those students who are unable to express their feelings and emotions by speaking. If the pupils are not well practiced in writing skill, they feel difficult to solve the questions in a fixed time of examination. Therefore, the pupils must develop their writing skill to get the good result in the examination. In this regard, the following points make the writing so important.

- i. Writing provides a different learning style. Some learners, who don't learn easily through oral practice alone, feel more secure if they are allowed to write in the language.
- ii. It ensures confidence in one's progress in the language.
- iii. Writing is portable and permanent. It makes our thinking visible.
- iv. Writing gives feedback.
- v. Writing helps to acquire the graphic system of the target language systematically and produce it in a reasonable speed.
- vi. It helps to spell the words correctly.
- vii. It helps to organize thoughts and ideas in logical sequence and in suitable paragraphs.
- viii. It provides language exposure outside the classroom.
- ix. Writing is often needed for formal and informal testing even oral activities are being measured through writing due to various circumstances.

Hence, writing is one of the most important language skills in language teaching and learning activities.

1.1.3 Components of Writing

Writing, in a simple sense, is visualizing the ideas by means of some established conventional symbols. Writing has certain components that should be influenced to be a good writing. Writing is not merely an activity of encoding verbal thought in printed symbols. The symbols of writing can be orthographic (e.g. use of alphabet) and sometimes graphic (e.g. use of graphs, diagrams, etc). Writing has certain components that should be fulfilled to be a good writing. According to Weir (1993), writing consists of four components which are as follows:

- 1.1.3.1 **Mechanics:** It refers to the aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and number which are often dealt within the revision or editing stage of writing.
- 1.1.3.2 **Coherence:** Coherence refers to the semantic relationship of different sense units between and among the utterances. Ideas and thought should be connected logically and the writing should be connected in a way that one sentence should lead another sentence.
- 1.1.3.3 **Cohesion:** Cohesion refers to the grammatical and lexical relationship between different elements of text. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across the sentences.
- 1.1.3.4 **Orthographic and Para-orthographic text:** Orthographic system deals with linguistic system such as spelling, words, phrases, clauses and Para orthographic text is related to the use of charts, tables, graphs to convey some message.

1.1.4 Stages of Writing

Writing proceeds through various stages which are in progressive manner. Rivers (1968, p. 245) has suggested five stages of writing which helps the learners to write in foreign language. They are copying, reproduction, recombination, guided writing and free composition. Implementation of these stages in teaching learning activities depends upon the level of the students. Generally, copying, reproduction and recombination are useful in lower secondary level and guided and free writing are suitable to secondary level onward. Writing is a process of learning the language.

Bashyal (2011, p.37) has presented the following developmental stages of writing.

- a. Writing as a mechanical activity:** Writing is used both as a means and as an end. Writing is a means to note down new words or grammar rules or answer the comprehension questions etc whereas it is an end in itself when we write or practice writing to develop writing. The focus of the stage is on the writing itself, that is, writing as an end in itself. Learners spend considerable time on pre-communicative activities through which they learn the mechanics and conventions of writing, like handwriting, spelling and punctuation, which are necessary for written communication.
- b. Writing as a linguistic activity:** At this stage the aim is to provide learners practice in writing error free sentences or paragraphs on given topics. The exercises are usually completely controlled or at least partially controlled and are a means of getting learners to practice a specific language point. The kind of writing is characterized by maximal teacher input and minimal learner input.
- c. Writing as communication:** This stage represents real written communication, which is characterized by a sense of purpose, a sense of

audience, and a sense of direction. The abilities that a learner requires to produce a competent piece of continuous writing would include:

- Using good grammar
- Having a range of vocabulary
- Punctuating meaningfully
- Spelling accuracy
- Using a range of sentence structures
- Linking ideas and information across sentences to develop a topic
- Developing and organizing the content clearly and convincingly
- Employing a style suitable for the purpose, reader, and occasion.

According to Rivers (1968), “To be able to write in the foreign language, the students must learn systematically through mainly three types of writing. They are: controlled-writing, guided writing and free writing.

A. Controlled Writing

Controlled writing can be conducted under the supervision of the teacher. In it, student's writing is controlled by various means; for instance, by providing questions to be answered, sentences to be completed, or words or pictures to be followed. The teacher provides only one correct answer and clear guidelines.

Some activities involved in controlled writing are:

- i. Copying
- ii. Combing
- iii. Reproducing
- iv. Completing

B. Guided Writing

Guided writing is semi-controlled writing activity. It is a bridge between the controlled writing and free writing. In guided writing the students' writing is not totally controlled but guided in some way. In it, only the message or content is controlled but the students are free to use their own vocabulary and

structures where possible. In guided writing, students are required to write sentences in combination to produce a text, keeping to the subject matter and guidelines given by the teachers.

The activities for teaching guided writing include:

- a) Paraphrasing (e.g. transformation from one to another form)
- b) Parallel writing (e.g. imitation of a model)
- c) Developing skeleton into a fuller text (e.g. writing on the basis of given clues)
- d) Guided writing by completion (e.g. completing with missing words or phrases)
- e) Guided writing by reproduction (e.g. rewriting from memory or freely. It may be reproduction by matching, reproduction by copying etc.)
- f) Guided writing by comprehension (e.g. recognition of main points)

C) Free Writing

Free writing is a technique which generates the ideas. It has sometimes been called speed writing or quick writing because its main feature is writing as quickly as possible without stopping. Its other main feature is that the writer concentrates on content rather than on form. In this way, the primary focus is on getting as many ideas down on paper as possible. The students are free to exercise their choice in respect of words, structures and sometimes ideas also. However, the teacher may help the students in collection of ideas, developing an outline, supplying some language materials, etc. In free writing, each student is free to express his/her ideas in his/her language. The pupils are expected to collect and digest a lot of information and material before they can put it in a readable form. According to Heaton (1975:146), free composition writing includes essay writing, report writing, letter writing, narrating (an incident story), describing (in the form of an essay or paragraph), replying (in the form of a letter or application), Explaining (the reasons for something etc.)

1.1.5 The Steps of Writing Process

The writing process is something that no two people do the same way. There is no "right way" or "wrong way" to write. It can be a very messy and fluid process. According to Gardner and Johnson (1997), the following is only a representation of commonly used steps.

1.1.5.1 PREWRITING

Prewriting is regarded as the vital first stage of the writing process. This covers everything the writer does before starting their rough draft. As a minimum, prewriting means coming up with an idea which can be generated by writing about incidents from daily life, or childhood, keeping a notebook of ideas and so on.

-) Decide on a topic to write about.
-) Consider who will read or listen to your written work.
-) Brainstorm ideas about the subject.
-) List places where you can research information.
-) Do your research.

1.1.5.2 DRAFTING

At this stage the writer starts his first draft as a rough draft. He doesn't think about word-count, grammar, spelling and punctuation. So, Writing requires concentration and energy.

-) Put the information you researched into your own words.
-) Write sentences and paragraphs even if they are not perfect.
-) Read what you have written and judge if it says what you mean.
-) Show it to others and ask for suggestions.

1.1.5.3 REVISING

Revising is the work about making “big picture” changes. The writer might remove whole sections, rewrite entire paragraphs, and add in information which he has realized the reader will need. The revision stage is sometimes

summed up with the A.R.R.R. (Adding, Rearranging, Removing, and Replacing) approach.

-) Read what you have written again.
-) Think about what others said about it.
-) Rearrange words or sentences.
-) Take out or add parts.
-) Replace overused or unclear words.
-) Read your writing aloud to be sure it flows smoothly.

1.1.5.4 PROOFREADING

Proof reading involves the close-up view of individual sentences and words. It needs to be done after the writer has made revisions on a big scale: or else he could agonize over a perfect sentence, only to end up cutting that whole paragraph from his piece. When editing, he goes through his piece line by line, and makes sure that each sentence, phrase and word is as strong as possible.

-) Be sure all sentences are complete.
-) Correct spelling, capitalization, and punctuation.
-) Change words that are not used correctly.
-) Have someone check your work.
-) Recopy it correctly and neatly.

1.1.5.5 PUBLISHING

The final step of the writing process is publishing. This means different things depending on the piece of working.

-) Read your writing aloud to a group.
-) Create a book of your work.
-) Send a copy to a friend or relative.
-) Put your writing on display.
-) Illustrate, perform, or set your creation to music.
-) Congratulate yourself on a job well done!

The five stages of the writing process are a framework for writing well and easily. The writer might want to bookmark this post so that he can come back to it each time he starts on a new article, blog post, essay or story: use it as a checklist to help him.

1.1.6 Stages in communicative writing

Writing is the expression of ideas and views through written form. It is productive skill of language which includes some production of symbols on the paper. The main purpose of teaching writing is to develop creativity in the learners in free writing. As part of communicative writing, the students can be asked to write things in pairs or small groups. According to Rivers (1979), there are three stages in communicative writing as follows:

1.1.6.1 Pre-writing

Pre-writing is the first stage of committing an idea to paper. Prewriting is an unadulterated, imaginative stage to conjure up ideas, write them down on paper and determine which ideas will work best for the outline and the final essay. Prewriting is usually not an organized stage, unlike the outline, but it allows jotting down ideas on paper and contemplating them.

Rohman and Wlecke (1964:12, as cited in Laur, 2004) published a report on an experiment at Michigan State University: their research launched the term “prewriting,” which they called the “initial and crucial stage of the writing process”. They further described prewriting as the discovery of a personal context, of self-actualization through writing.

Rohman (1964, as cited in Laur, 2004) says:

Pre-Writing: The Stage of Discovery in the Writing Process.” In order to bring more attention to this inventional stage of writing, Rohman tries to isolate and describe the principle of pre-writing and devise

ways for students to imitate its dynamic. He first establishes the relationship between thinking and writing, maintaining that “students must learn the structure of thinking that leads to writing since there is no other ‘content’ to writing apart from the dynamic of conceptualizing. It is in this regard that Rohman considers prewriting a form of self-actualizing and recommends three methods for imitating its principle: journal-keeping, meditation, and analogy. By emphasizing the importance of thinking and writing done before drafting, Rohman’s work on prewriting helped initiate interest in invention among composition teachers and scholars.

Pre-writing activities are done before the pupils begin writing. They make it easier for them to write. They are used to get the students to think about and plan what they want to say before they begin writing. Pre-writing activities include the following points:

- a) Topic selection
- b) Instruction for the students
- c) Gathering ideas on the topic
- d) Putting the ideas in order

Moreover, the students should be encouraged to use dictionaries when they write. While writing, the teacher should be moving around the classroom, helping them and checking their work as they write.

1.1.6.2 Writing

Hale (2005) states, “At this stage the writer starts his first draft as a rough draft. He doesn’t think about word-count, grammar, spelling and punctuation. So, writing requires concentration and energy.”

From this definition we can say that the writer creates his initial composition by writing down all his ideas in an organized way to convey a particular idea or present an argument.

The students then develop the ideas into a complete text. It can be a letter, essay, a dialogue or a story. The students may work individually or in group. While-writing occurs while the students are writing and help them improve their writing. Examples of writing activities are:

- i. Dictionary use: The students should be encouraged to use dictionaries when they write.
- ii. Checking work: If the students are writing in class, the teacher should be moving around the classroom, helping them and checking their work as they write.

1.1.6.3 Post-writing

According to Hale (2005), the final step of the writing process is publishing. In this last step of the writing process, the final writing is shared with the group. It can be printed or published with the help of computers.

Post writing is done after the students have finished writing. They are done in order to improve students’ writing skills. When the students have finished their writing, they exchange the copies and try to get feedback. After that the teacher provides them feedback. Examples of post writing activities are:

- i. Assessment: This is done after the students have finished writing. There are many different assessment techniques that a teacher can use. Some assessment techniques are:
 - correcting aloud

- correcting from the board
 - self correction
 - correcting another student's work
 - teacher correction
- ii.* Discussion: After the teacher has looked at the students' work, he can come back to class and present ideas from the writing samples which were particularly good. The teacher can point out common mistakes and what the correct structures are. Sentences with mistakes can be put on the board and the students can correct the mistakes themselves.

1.1.7 Developing Ideas for Prewriting

How do writers develop ideas for writing? Writers use many techniques, and it's a bet that most of the techniques involve writing itself. Think of a composer creating ideas for a song by playing notes on a piano keyboard. Think of a sculptor creating ideas for a statue by shaping and reshaping pieces of clay. Think of a quilter creating ideas for a quilt pattern by arranging and rearranging different snippets of fabric. All creative endeavors go through preliminary stages in which creators generate ideas, discard some, and play with others that capture their imaginations or that seem to "fit the bill." Each creator develops ideas by getting immersed and "doodling" in the particular medium. And writing is no different. In writer's terms, that preliminary stage of idea development is called "prewriting."

Prewriting usually is messy in terms of having ideas scattered all over the place--think of the quilter with pieces of fabric all over the living room floor. For a lot of people, it's liberating to be messy and not worry about logic, pattern, or final form. That's the purpose of prewriting, to be as free-ranging as possible in generating ideas. If you're aggravated by mess, then prewriting can be thought of as pre-planning, as a means of generating the ideas and data that will help you create the essay draft. Either way, prewriting is a stage of idea

incubation, a way to generate ideas and capture your thoughts through writing. Ideas for writing develop in many ways, and prewriting techniques try to reflect the different ways in which ideas can develop.

Some forms of prewriting are intended to help the students bring subconscious ideas and interests into consciousness (a help if they tend to draw a blank when they're asked to "write about what interests them")

Four useful prewriting techniques are *brainstorming*, *clustering*, *free writing* and *image mapping*. Each method can help to get all the ideas about a topic out of brain and onto paper.

Imagine the students have been given the writing prompt about pets. They spent a few minutes marking up the prompt. Now they have to think about what to write.

Let's look at how to use the different prewriting methods to come up with a topic.

1.1.7.1 Brainstorming

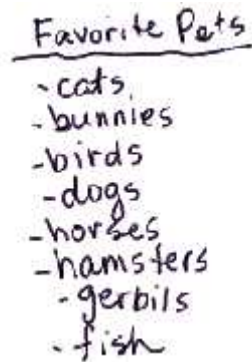
Brainstorming, like free writing, is a pre-writing technique designed to bring subconscious ideas into consciousness. It's a good technique to know a general subject someone is interested in writing about but don't exactly know what aspect of the subject to pursue. Brainstorming is like a stream-of-consciousness technique to record all ideas related to a general subject. All ideas are equally acceptable; the purpose of brainstorming is to identify as many ideas related to the subject as possible.

Brainstorming can be an effective way to generate lots of ideas on a specific issue and then determine which idea – or ideas – is the best solution.

Brainstorming is most effective with groups of 8-12 people and should be performed in a relaxed environment.

There are numerous approaches to brainstorming, but the traditional approach is generally the most effective because it is the most energetic and openly collaborative, allowing participants to build on each others' ideas.

For example, let's see the following brainstorm list for the writing prompt about pets:



Favorite Pets
-cats
-bunnies
-birds
-dogs
-horses
-hamsters
-gerbils
-fish

Now the students have to look over this list and pick a topic to write about. Here are some questions the students might ask themselves as they try to choose the topic:

-) About which topic do they feel most strongly?
-) Which topic would be the easiest for them to write?
-) For which topic do they have the most strong ideas or background knowledge?

Now the students can find the one that feels the most comfortable to them, and use it whenever they need to generate ideas about an assignment.

When *brainstorming* or *listing*, the pupils simply write their ideas down the page as fast as come to them. They might use bullets or hyphens to set off each one.

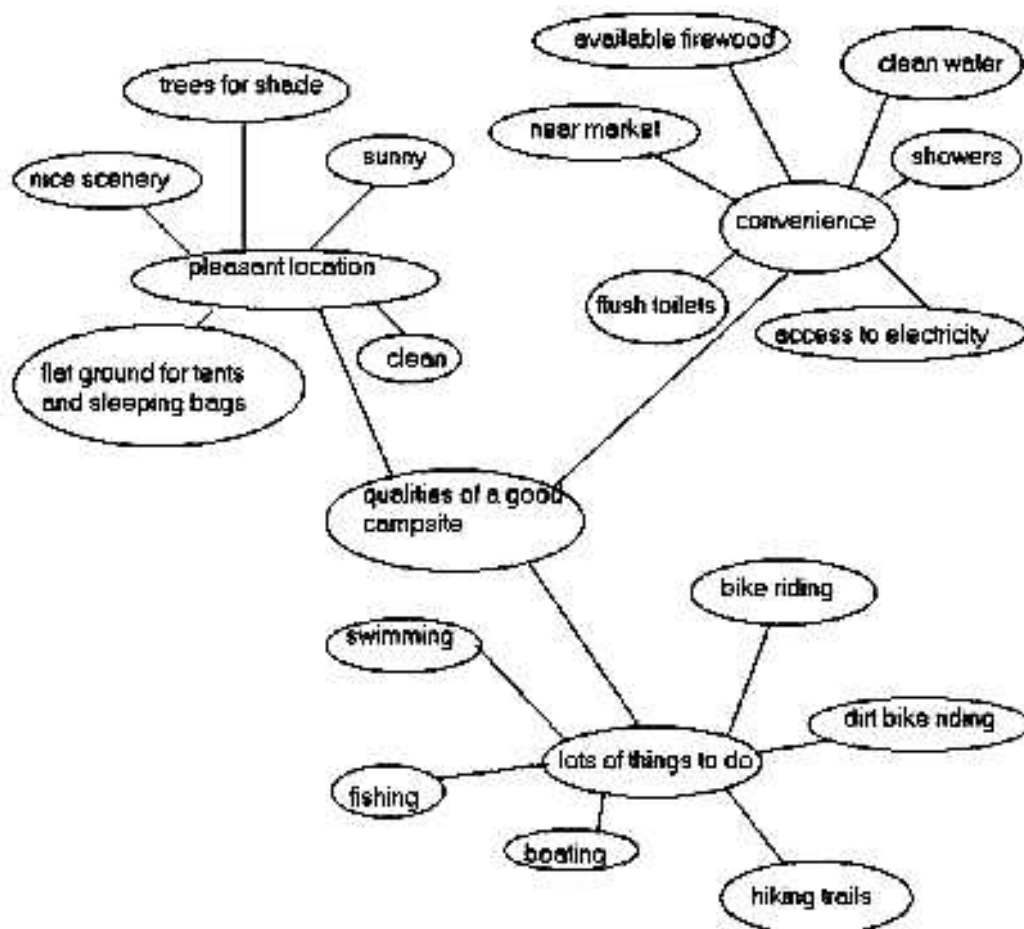
1.1.7.2 Clustering/Mapping

Clustering or mapping is a way of drawing ideas out like a spider web. The main idea goes in the middle, and the students expand their thoughts out from there. Clustering or mapping can help to become aware of different ways to think about a subject. To do a cluster or "mind map," the writer writes general subject down in the middle of a piece of paper. Then, using the whole sheet of paper, rapidly jot down ideas related to that subject. The whole purpose here is to use lines and circles to show visually how his ideas relate to one another and to the main subject.

Subject: Qualities of a Good Campsite

Focused Topic: Three Qualities of a Good Campsite

Major Points: recreation, location, convenience



1.1.7.3 Image mapping

Subject: Favorite Sports



1.1.8 Free writing

Free writing generally refers to the writing freely in selection of vocabulary and structure. It is the one in which only the title or topic is provided, and everything else is done by the students. Students are free to make use of any structure and vocabulary items that he likes. The student is free to exercise his choice in respect of words, structures and sometimes ideas also. However, the teacher may help the student in collection of ideas, developing an outline, supplying some language materials, etc. In free writing, each student is free to express his/her ideas in his/her language. The pupils are expected to collect and digest a lot of information and material before they can put it in a readable form.

Elbow (1998) states “Free-writing is a method that many writers use to warm up to a subject and to generate ideas. It is necessary to write rapidly for five to ten minutes without stopping about anything that comes to mind and not to worry about grammar, logic, sentence structure, or anything else at this point, except getting words down on paper.” Free-writing is a potent tool for helping

turn thoughts and feelings into words, especially when a writer is stuck. After free-writing, mark any parts that are useable. It's all right if none of it is great; the purpose of free-writing is to get the process started.

Free writing is just what sounds are like: freely writing down all the ideas the students have on paper before writing on the topic. Free writing is much like stream-of-consciousness writing, in that the students simply write whatever is on their mind without worrying about grammar, punctuation, spelling or any other technical writing errors.

Free writing is also known as creative writing. Free writing helps to identify subjects in which someone is interested. It assumes that the students know their interests subconsciously but may not be able to identify them consciously, and it assumes that they can bring their interests into consciousness by writing about them (as writing equals thinking). Free writing is like stream-of-consciousness writing in which they write down whatever happens to be in their thoughts at the moment. After they do a number of free writings, they may find that they have come back to certain subjects again and again. Repeated subjects are good for further development through writing, as they obviously are important in your thoughts.

Hamilton (1998) states:

Free writing is an instructional strategy that prompts students to write initial thoughts to a stimulus idea provided by the instructor, but the results of the writing exercises are retained by the student. This strategy is particularly effective in media writing and communication courses, as it lends itself to the nature of the work of a writer in broadcast, print and internet media. Free writing exercises are timed, from 3-5 minutes in the

beginning, and allow for stream of consciousness writing, regardless of whether or not the student has anything to say.

Since the writing will not be viewed by the instructor, the student is free to repeat himself/herself until they become used to the practice of writing. Afterward, free writing exercises can be scheduled for longer time periods, as the students become comfortable with the process. The free writing instructional strategy has been used extensively at the college level, particularly in Communication courses, English composition courses and in campus writing programs, such as writing across the curriculum. Free writing can be done with pen and paper.

Laur (2004) states:

In 1973, Peter Elbow's *Writing without Teachers*, introduced the concept of free writing as an inventional practice. Free writing consists of writing continuously for 10, 15, or 20 minutes without evaluating or editing what is produced. Elbow argued that this practice helps a writer find subjects, clear the mind, bring out voice, and reach a center of gravity. Free writing—Invention strategy in which writers write quickly and without stopping for ten to twenty minutes in order to generate as many ideas as possible without editing their text. Free writing can also be seen as a strategy for helping writers develop voice. By regularly free writing or keeping a free writing journal, Elbow believes that writers can develop a voice that will work its way into regular writing. In addition, free writing provides a method of discovering subjects. After free writing, Elbow recommends that writers look back over their text, determine what passages seem significant or strong, and continue writing about those

passages. Free writing also helps writers find topics through digressions.

By straying from the subject in a free write, Elbow believes that writers can discover a new perspective or direction for their writing.

The teacher asks the students to use their computer or get paper and pencil, whatever is more comfortable for them in free writing. It is necessary to set the timer for five minutes. They write down whatever comes into their head during the five minutes without concerning themselves with complete thoughts, whole sentences, or correct spelling or punctuation. Don't even be concerned about making sense in the writing. Just concentrate on recording their thoughts and filling as much space as possible before the five minutes. The purpose of free writing is to fill as much space with as many words as possible in the five minutes of writing time. After the first five minutes, rest a minute and he reads over what they have written, then follow the procedure at least two more times. Free writing is one in which:

- a) There is no restriction on students for use of vocabulary and structure.
- b) Students are free to tackle the topic set for them.
- c) Students are forced to think freely.
- d) There is no restriction on the length of the composition.

Free writing is still a classroom activity. Students still need to be assisted in getting started and in organizing their ideas. This type of writing is suitable in secondary level and campus level.

The procedures followed in free writing are as follows:

- a) Listing possible ideas
- b) Selecting and expanding one idea
- c) Making an outline
- d) Writing a draft
- e) Correcting and improving the draft

Thus, writing is the productive skill of language which includes some production of symbols on the paper.

Free-writing is a process of generating a lot of information by writing non-stop. In free writing, students get chance to present their views in own ways on the given. The following are the activities or exercises generally we practice to strengthen free writing.

- a) Paragraph writing
- b) Descriptive writing (in the form of an essay or paragraph)
- c) Essay writing
- d) Narrative writing (an incident story)
- e) Dialogue writing
- f) Report writing
- g) Story writing.

1.1.8.1 Looping

Looping is a free-writing technique that allows the writer to increasingly focus his ideas in trying to discover a writing topic. He loops one 5-10 minute free-writing after another, so he has a sequence of free-writings, each more specific than the other. The same rules that apply to free-writing apply to looping: writes quickly, does not edit, and does not stop.

Free write on an assignment for 5-10 minutes. Then, reads through his free-writing, looking for interesting topics, ideas, phrases, or sentences. Circles those he finds interesting. A variation on looping is to have a classmate circle ideas in his free-writing that interests him or her.

Then free writes again for 5-10 minutes on one of the circled topics. He should end up with a more specific free-writing about a particular topic.

1.1.8.2 Major Concepts of Free Writing:

According to Laur (2004), Free writing involves the following major ideas and concepts:

1. This strategy is particularly appropriate for adult learners who may have only been exposed to highly directed, structured writing assignments in past educational experiences. Adult learners may be new to the concept of unstructured writing assignments that are timed and allow for stream of consciousness thinking, but this strategy will allow them to incorporate their extensive experiences and backgrounds in writing assignments.
2. Southwell (1977, p. 676-677, as cited in Laur, 2004) finds that, by requiring “free writing” exercises, he has helped “students who need large amounts of remediation” in college composition. He believes that free writing allows remedial composition students, (many of whom are adult learners) who “almost always have to struggle with a lack of confidence” to attain this confidence while engaged in these exercises.
3. Free writing is a strategy that reduces student intimidation, and is a non-threatening way of learning to compose without pressure of instructor review, since the student does not turn in the results of the writing exercise.
4. As students become proficient in free writing, they learn that they have a great deal to write, and therefore also learn skills in editing and revision as they make decisions on what they wish to include or exclude in their free write exercise.

1.1.8.3 Relationship to Teaching Perspective

This section describes the association of the free writing instructional strategy to the teaching perspectives as described by Pratt and associates (1998, as cited in Laur, 2004). This strategy assists students in knowing for themselves how to write properly. They are not just told by a teacher what the right way should be, but they learn and internalize the differences between formal writing and free writing. This perspective is one way to ensure that “the learner must always

own the success of learning” Pratt and associates (1998, p. 169, as cited in Laur, 2004). Free writing allows the students to practice and learn writing on their own, without the teacher. Fenstermacher (1986, as cited in Laur, 2004) also offers support for this perspective in noting that an important role of an instructor is to support the student to become a learner. Apprenticeship By modeling free writing through participation with the students, the instructor demonstrates how the strategy works and experiences some of the early challenges students themselves may encounter. The instructor also coaches students on how to focus on one topic or idea through selections that stimulate free writing exercises. Finally, the instructor introduces the element of timed writing and relates it to the work environment of a media writer.

1.1.8.4 Benefits of Free Writing Strategy

The benefits associated with this strategy are that it:

- Encourages creative thinking without the pressure of writing it “right”;
- Moves students with severe writing problems “past the barrier of beginning to write” Southwell (1977, p.678, as cited in Laur, 2004);
- Allows students to understand the difference between free writing, with its lack of requirements and review, and term papers and other required writing, that must conform to spelling, punctuation and adherence to a plan, outline and thesis statement;
- Adapts well to collaborative writing sessions, where “students would share free writings with their group, getting the benefit of several sets of eyes.” Gebhardt (1980, p. 73, as cited in Laur, 2004);
- Helps students personalize their writing, a skill that extends to other types of writing. Southwell (1977, p. 681, as cited in Laur, 2004).

1.1.8.5 Importance of Free Writing Strategy

Procedure used in teaching-learning which serves as a way of reaching a goal is called strategy. The writing strategy that most interest the writer is free writing, because free writing allows him/her to be free with his/her writing, and his/her thinking. Free writing allows him/her to express whatever it is that he/she wants to say, or better yet whatever comes to mind. This writing technique actually prepares him/her for writing in professional ways that can bring life and thought to any letter, poem, or even an essay. He/she can write all his/her thoughts on a particular subject without the worry of sentence structure, punctuation, or grammar. Everything gets written; while it's fresh on his/her mind. Then, he/she can go back and organize his/her thoughts into essays with ease. He/she uses free writing skills to get all his/she thoughts down on paper. Then he/she uses the listing method to organize them.

Allowing is a major principle under the Laws of Attraction. Here are the ten gifts that free writing provides within the principle of the Law of Allowing:

1. Allows the use of good time management skills.
2. Allows less negative energy expenditure for worry or doubt and increases positive energy for creative allowance.
3. Allows separation between the production process and the revising process.
4. Allows dancing around the inner critic.
5. Allows the writer to be in the present moment.
6. Allows the mind and heart to melt together into unprecedented language.
7. Allows a virgin flow of creativity to materialize.
8. Allows current emotion to manifest in the writing.
9. Allows a connection between your knowledge and the universal knowledge field. ")

1.2 Review of the Related Literature

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new things or ideas. Many articles, reports, theses and books have been written on the area of writing skills. Here the researcher reviewed some of their related areas so that he could develop this study in consonance with the exciting ones.

Rivers (1968, p. 244) says "Writing is not, then, a skill which can be learned in isolation, ...writing gives the students practice in manipulating structural variants adding the reinforcement of the kinesthetic image to the auditory and visual."

According to Widdowson (1978, p. 62) "One way of describing writing is to say 'the use of the visual medium to manifest the graphological and grammatical system of the language and another that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper'. He further considers writing an activity of developing discussion as transferring information of various kinds from the writer's world knowledge that of the readers and that linguistic rule facilitate the transference, though more linguistic rules are not sufficient to do this, knowledge of use is needed."

Odell (1981, p. 43) argues that writing is the good activity to improve our understanding of any subject. The assumption is that the knowledge or ideas in crude form may be refined by trying to put them on the paper. The argument is that writing is an activity which involves the writer in the process of formulating ideas, then testing and confirming them.

There are several research works carried out on writing proficiency by former researchers in the department of English Education. Some of them are as follows:

Karki (1996) carried out his research on 'A Comparative Study on English Writing Proficiency between the Public and Private Schools of Grade X in Lamjung District.' The main purpose of this study was to find out and compare the students' English writing proficiency in vocabulary. He found that the students studying in private schools have good vocabulary in the English language. On the other hand, they used words, clauses and sentences in appropriate way rather than public schools students.

In the same way, Barakoti (2001) carried out the study on 'Errors committed by PCL Second Year Students in writing free composition'. His study was aimed to find out the proficiency of PCL Second Year students in writing free composition. It was found that the students had committed errors in sentences construction, spelling and organization of thought. It showed that students didn't give proper attention to writing comparing to other language skills.

Similarly, Ghimire (2004) carried out a research entitled 'A Study on the Proficiency of the Student in Writing Skills'. The main purpose was to find out and compare the students' proficiency in pronunciation. The sample population consists of 90 students of grade six. The students were asked to read the words aloud and their pronunciations were recorded. The finding shows that performance of the boys was better than that of girls.

Shahi (2006) carried out a research study on 'The Use of Verbs in Free Writing by Eighth Graders.' The main purpose of this study was to find out the students' proficiency in the use of verbs in free writing. He found that performance of 8th graders in free writing in terms of the use of different kind of verbs were the emission of 'Be' verb among the different types of errors.

Kafle (2008) carried out the study on 'A Study on the Proficiency in Guided Writing'. The main purpose of this study was to find out and compare the students' guided writing proficiency and to find their weaknesses and strengths in writing. For this study, sixty students of class ten of Kathmandu valley and

ten students from six schools were taken. He used test items as the tool for data collection. He found that the proficiency of girls was better than the boys and private school was better than the public school.

Sitaula (2008) carried out a research study on 'Comparative Study on Students' Proficiency in Free Writing and Guided Writing.' He selected altogether forty (ten from each) students from four different private schools on the basis of stratified random sampling procedure. His study was aimed to find out the proficiency of grade ten students' free writing and guided writing. The finding of his study showed that students' proficiency in guided writing was better than in free writing. The students were very poor in grammar and vocabulary.

Paudel (2008) carried out a research study on 'Proficiency of Grade Nine Students in Free and Guided Writing.' The main purpose of this study was to find out proficiency of grade nine students in free and guided writing. The finding of his study was that the students were seen more proficient in guided writing than in free writing.

Bhattarai (2011) carried out a study on 'Developing Free Writing through Self Monitoring Technique.' His study was aimed to show the effectiveness of self-monitoring to develop free writing. He selected twenty students of grade twelve of Janata Higher secondary schools as a sample for his study through non random sampling procedure. He found that the average mark of the students in post test was better than the average mark of the students in pre test. The findings showed that self monitoring technique was more effective than traditional lecture technique of teaching as students showed continuous improvement in each test.

Khanal (2011) carried out a study on 'Free Writing Proficiency of Grade Ten Students.' He selected ten (five private and five government aided) secondary schools as a sample for his study through simple random sampling procedure. His study was aimed to find out the free writing proficiency of grade ten

students of Bardia district in terms of paragraph writing, dialogue writing, letter writing, report writing, letter writing and essay writing. The finding was that the students of private schools were seen more proficient than the students of government aided schools.

Panta (2011) carried out a study on 'Proficiency in Free Writing'. She selected fifty students of grade twelve as a sample for her study using simple random sampling procedure. The main purpose of this study was to find out free writing proficiency of higher secondary level students of Kanchanpur district. She found that the students belonging to the Commerce faculty scored the highest position in the free writing proficiency among three faculties viz. Education, Commerce and Science.

Although the research works mentioned above are related to writing proficiency and shows that none of the researcher has been carried out on effectiveness of free writing strategy in teaching writing of the students of the twelfth grade. This study is quite different from others as it deals with the different issues related to free writing strategy in teaching prewriting as well as free writing activities.

1.3 Objectives of the Study

The objectives of this research were:

- i) To find out the effectiveness of free writing strategies for teaching writing at grade twelve.
- ii) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful for those who are involved in the field of language teaching specially in ELT. It will also be very significant for writers, language teachers, students and researches who will be directly or indirectly involved in English language teaching.

CHAPTER TWO

METHODOLOGY

The methodology adopted in carrying out the study is described below:

2.1. Sources of Data

To carry out this-research, the researchers used both primary and secondary sources of data.

2.1.1. Primary source of Data

The primary source of data for this research was the students of grade 12 from Dewarali Higher Secondary School of Syangja district.

2.1.2. Secondary Source of Data

The secondary sources of this research were the related books, journals, articles, magazines, research reports, dictionaries, websites, the theses approved in the department of English Language Education, TU and many other types of researches related to the study which have been mentioned in 'References' more particularly the following books were consulted: Brown (1974), Rivers (1968), Widdowson (1968), Odell (1981), Raimes (1983) Richards (1985), Underwood (1989), Harmer (1991), Ur (1996), Backon (1998), Laur (2004) and so on.

2.2. Sampling Population and Sampling Procedure

The total population of this study was the 30 students of grade 12 of Shree Deurali Higher Secondary School in Syangja. So the researcher selected grade twelve to determine effectiveness free writing strategy in teaching pre writing.

2.3. Tools for Data Collection

For this research the researcher used test items as a tool for data collection. A set of tests was the tool for data collection. The researcher administered the same items for the pre-test and post-test both at the beginning and at the end of the experiment. Each item carried ten marks. In total, the set of test items carried 50 marks.

2.4. Process of Data Collection

The researcher adopted the following process for data collection.

- a) The researcher selected Shree Dewarali Higher Secondary School and talked to the concerned authority for permission to conduct test.
- b) The researcher consulted the students to make them known about the research work.
- c) He selected the sample population and they were divided into two groups on the basis of odd-even ranking. The group of odd number was group A which was under Experimental group and the group even number was group B which was under controlled group.
- d) A written pre-test was administered to the sample population in order to determine the students' proficiency in free writing. One and half an hour was allotted to attempt the questions. When the time was over, their written responses were collected and marked.
- e) The students were divided into two groups. Group 'A' (experimental group) was taught writing through free writing strategy and group 'B' (controlled group) was taught writing without free writing strategy. It took twenty four working days to complete teaching all the selected items of the free writing.
- f) After the experiment a post-test was administered using the same test items that were used in pre-test. Then the result of the two tests were compared and analyzed in order to determine the effectiveness of free writing strategy in teaching writing.

2.5. Limitation of the Study

This study had the following limitations:

- a) The study was limited to Deurali Higher Secondary School in Syangja district.
- b) The 30 students of grade 12 were selected for this research study.
- c) This study was related only with free writing.
- d) Free writing effectiveness of the students (Grade 12) was measured.
- e) The subject materials of the students were the compositions writing (free) on which the researcher studied to find out the English language proficiency.
- f) The data collection was limited to a written test having five different items related to free writing for teaching writing.
- g) The time boundary of the study was four weeks.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

The researcher analyzed and interpreted the collected data from the pre-test and the post-test in terms of different variables to find out the effectiveness of free writing strategy in teaching writing. The following analysis was based on the same reports.

-) Holistic Analysis of Experimental and Controlled Groups' Pre-test and Post-test Scores
-) Group-wise Analysis of Experimental and Controlled Groups' Pre-test and Post-test Scores
-) Item-wise Analysis
-) Achievement Analysis

Class was smoothly handled. Twenty four lessons were planned for both teaching and testing activities and post-test was conducted at the end of the class.

3.1 Holistic Analysis of Experimental and Controlled Groups' Pre-test and Post-test Scores

This section deals with the test results of pre-test administered before teaching the lesson to find out problems of the students in free writing. The test paper consisted only five long questions including five items- paragraph writing, police description, dialogue writing, essay writing and personal description. As a whole the language of each item was found very simple with more creative ideas. The students had some grammatical errors in spelling and punctuations. Similarly, post-test was administered after teaching all the lessons. The question items were the same of pre-test and post-test. Full mark of the both tests was fifty. The difference between the average score of the both groups is determined. The result is also converted into percentage. The marks of group 'B' were subtracted from the marks of group 'B' to find out the difference

between them. The comparison of the both groups in the both tests has been shown in the following table:

Table No. 1

Holistic Analysis of Experimental and Controlled Groups' Pre-test and Post-test Scores

S.N.	Teaching Items	Group A in %	Group B in %	Difference between A and B
1	Paragraph writing	32.6	26.8	5.8
2	Police description	31.9	27.5	4.4
3	Dialogue writing	37.5	28.2	9.3
4	Essay writing	34	23.2	10.8
5	Personal description	28.5	30	11.5
6	Total increment	164.5	135.7	28.8
7	Average increment	32.9	27.1	5.7

The table mentioned here shows that the average increment percentage of group A is 32.9 in different category of teaching; where as group B has 27.1 average increment percentage. It is less than that of group A. It shows that group A is relatively better in above listed teaching items than group B.

3.2 Group-wise Analysis of Experimental and Controlled Groups' Pre-test and Post-test Scores

This analysis consists of the test results of both groups' pre-test and post test scores. After administering pre-test, the students were divided into two groups. Group 'A' (experimental group) was taught writing through free writing strategy and Group 'B' (controlled group) was taught without free writing strategy. When twenty four lessons were taught, post test was administered.

The total score of group A and group B in pre-test and post-test was calculated and discussed under separate heading which are shown in a single table in this analysis.

Table No. 2
Group-wise Analysis of Experimental and Controlled groups'
Pre-test and Post-test Scores

Group	Total score in pre-test	Total score in post-test	D	D%
A	354	470	116	32.7
B	308	389.5	81.5	26.4

The above table shows that the total score of group A is 354 in the pre-test and 470 in the post-test. This group has made an increase in its marks by 116 or 32.7%. The total score of group B is 308 in the pre-test and 389.5 in the post test. This group has increased its marks by 81.5 or 26.4%.

It shows that group A has learnt more effectively than that of group B because the difference in the pre-test and post-test of group A is 116 where as the difference in the pre-test and post-test of group B is 81.5.

3.3 Item-wise Analysis

The data under this heading are grouped as follows:

3.3.1 Paragraph Writing

In paragraph writing, the students of Group 'A' were found better than Group 'B' for developing ideas on the related topic. But they seemed to be a bit weak in subject-verb agreement and in spelling. There was somehow mother tongue interference in a few words appeared in their writing.

This category consisted of single item. It carried ten marks. The assigned task was paragraph writing. The following table clearly shows the total score achieved in paragraph writing test:

Table No. 3
Scored Achieved in Paragraph writing test

Group	Total score in pre-test	Total score in post-test	D	D%
A	4.9	6.5	1.6	32.6
B	4.1	5.2	1.1	26.8

The above mentioned table shows that group A has obtained average marks 4.9 in the pre-test and 6.5 in the post-test. This group has increased its marks by 1.6 or 32.6%. Likewise, group B has the average score 4.1 in the pre-test and 5.2 in the post-test. This group has increased its marks by 1.1 and 26.8%.

In this way, the marks secured by group A, are greater than the group B. It means comparatively group A has learnt more effectively than group B.

3.3.2 Writing Police Description

In writing police description, the students improved in language. They seemed to be weak in using punctuation marks. But the sentences were not used orderly whatever the topic expected.

This category consisted of single item. It carried ten marks. The assigned task was writing police description.

Table No. 4
Scored Achieved in Police Description test

Group	Total score in pre-test	Total score in post-test	D	D%
A	4.7	6.2	1.5	31.9
B	4.0	5.1	1.1	27.5

The table mentioned here shows that group A has the average score 4.7 in the pre-test and 6.2 in the post-test. This group has increased its marks by 1.5 or 31.9%. Similarly, group B has the scored 4.0 in the pre-test and 5.1 in the post-test. This group has increased its marks by 1.1 and 27.5%.

It shows that the increase in the marks of group A is greater than the marks of group B. That is to say group A has learned more effectively than group B.

3.3.3 Dialogue Writing

In dialogue writing, the use of language of Group 'A' was found better than Group 'B'. But there was the problem of using articles in language properly.

This category consisted of single item. It carried ten marks. The assigned task was related to dialogue writing.

Table No. 5
Scored Achieved in Dialogue-Writing test

Group	Total score in pre-test	Total score in post-test	D	D%
A	4	5.5	1.5	37.5
B	3.9	5	1.1	28.2

The above mentioned table shows that group A has obtained 4 in the pre-test and 5.5 in the post-test. This group has increased its marks by 1.5 or 37.5%.

Likewise, group B has the average score 3.9 in the pre-test and 5 in the post-test. This group has increased its marks by 1.1 and 28.2%.

In this way, the mark secured by group A is greater than the group B. It means comparatively group A has learnt more effectively than group B.

3.3.4 Essay Writing

The language of essay writing was found good. Each paragraph had different ideas. But the students did some spelling mistakes in language.

This category consisted of single item. It carried ten marks. The assigned task was related to essay writing.

Table No. 6
Scored Achieved in Essay writing test

Group	Total score in pre-test	Total score in post-test	D	D%
A	5	6.7	1.7	34
B	4.3	5.3	1	23.2

The table mentioned here shows that group A has the average score of 5 in the pre-test and 6.7 in the post-test. This group has increased its marks by 1.7 or 34%. Likewise, group B has the average score 4.3 in the pre-test and 5.3 in the post-test. This group has increased its marks by 1 and 23.2%.

It shows that the increase in the marks of group A is greater than the marks of group B. That is to say A has learned more effectively than group B.

3.3.5 Writing Personal Description

In writing self description, the students were found good in language use with more ideas. But they could not elaborate the topic whatever it expected.

This category consisted of single item. It carried ten marks. The assigned task was related to self description.

Table No. 7
Scored Achieved in Personal Description writing test

Group	Total score in pre-test	Total score in post-test	D	D%
A	4.9	6.3	1.4	28.5
B	4	5.2	1.2	30

The above mentioned table shows that the average marks of group A is 4.9 in the pre-test and 6.3 in the post-test. This group has increased its marks by 1.4 or 28.5%. Likewise, group B has the average score 4 in the pre-test and 5.2 in the post-test. This group has increased its marks by 1.2 and 30%.

In this way the marks secured by group A are greater than the group B. It means comparatively group A has learnt more effectively than group B.

3.4 Achievement Analysis

This section deals with the analysis of collected data in terms of central tendencies and T-value. As for the analysis of the collected data in pre-test and post-test of both groups in term of central tendencies: mean, standard deviation and T-value was computed and tabulated in separate tables below. Overall performance of both groups was analyzed separately.

3.4.1 Achievement Analysis of Both Groups in Pre-test

As for the analysis of the pre-test score of both groups, mean, standard deviation and T-value was calculated from the obtained data

Table No. 8

Overall Achievement Analysis of both Groups in Pre-test

Group	NOS	F.M.	O.M.	Mean	SD	Above Mean		Below Mean		T-value
						NOS	Percent	NOS	Percent	
A	15	750	354	23.6	4.6	6	44	9	60	1.3
B	15	750	308	20.5	2.2	5	33.33	10	66.67	

It shows that Group A had total 354 marks and Group B had 308 marks. Their average was mark 23.6 and 20.5 respectively. Six students from group A were above mean and five students from group B were above the mean. Their percentage above the mean was 44 and 33.33 and below the mean was 60 and 66.67.

The standard deviation of group A was 4.6 and 2.2 of group B. The T-value of both groups was 1.3. The table shows that there was more difference in the result of the pre-test between group A and group B. The table clearly shows that the performance of Group A was relatively better than performance of Group B.

3.4.2 Achievement Analysis of Both Groups in Post-test

As for the analysis of the post-test score of both groups, mean, standard deviation and T-value was calculated from the obtained data

Table No. 9

Overall Achievement Analysis of both Groups in Post-test

Group	NOS	F.M.	O.M.	Mean	SD	Above Mean		Below Mean		T-value
						NOS	Percent	NOS	Percent	
A	15	750	470	31.3	4.5	6	40	9	60	1.3
B	15	750	389.5	25.9	2.4	5	33.33	10	66.67	

It shows that Group A had total 470 marks and Group B had 389.5 marks. Their average was mark 31.3 and 25.9 respectively. Six students from group A were above mean and five students from group B were above the mean. Their percentage above the mean was 40 and 33.33 students in below mean.

The standard deviation of group A was 4.5 and 2.4 of group B. The T-value of both groups was 1.3. In this way the table clearly shows that the performance of Group A was relatively better than performance of Group B.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretations of the data, the findings were deduced. The findings of the research were summarized with some recommendations pedagogical suggestions. The purpose of the study was to find out the effectiveness of free writing strategy in teaching writing. This analysis shows the following findings and recommendations.

4.1 Findings

On the basis the study and interpretation it was found that free writing strategy was effective in teaching writing skill among students of higher level which are summarized below:

- a) Teaching writing using free writing strategy was found to have relatively better impact as a whole.
- b) In comparison to five test items, teaching essay writing with free writing strategy was proved to possess the highest degree of effectiveness.
- c) The highest average score of group A was found in dialogue writing and the lowest in personal description writing i.e. 37.5% and 28.5%, respectively.
- d) In paragraph writing test item, the average difference of group A and group B in pre-test and post test was found 32.6% and 26.8% respectively. The difference between two groups is 5.8%. In this way group 'A' performed well in paragraph writing in comparison of group B.
- e) Similarly, in police description writing, the average difference in pre-test and post-tests scores between group A and group B was found 31.9% and 27.5% respectively. The difference between two groups was

found 4.4%. That is to say group A performed well in comparison to group B.

- f) In category of the test item, specified as dialogue writing, the average difference of group A and group B in pre and post-tests was found 37.5% and 28.2%. The difference between two groups was found 9.3%. It shows group A performed better in comparison to group B.
- g) Likewise, in essay writing test, the average difference in pre and post-tests scores between group A and group B was found 1.7 and 1.0 respectively.
- h) In writing personal description, the average difference in pre and post-tests scores between group A and group B was found 1.4 and 1.2 respectively.
- i) In the pre-test, group A was found to be deviated with 4.6 whereas group B was deviated with 2.2 too.
- j) In the post-test, group A was found to be deviated with 4.5 but group B was found to be deviated with 2.4. So group A was less deviated and group B was more deviated from the mean. The difference in mean score of two groups was found to be significant as the T-value. The T-value was 1.3.

4.2 Recommendations

On the basis of the findings of the research work, the researcher would like to recommend some pedagogical implications.

- a) The study shows that group A (experimental group) performed relatively better in every category. This implies that free writing strategy should be used for teaching writing.
- b) The researcher would like to suggest to apply free writing strategy in higher secondary level to make effective learning.
- c) Free writing strategy should be used by the teachers as it is an effective method in developing thinking power, confidence, and positive interaction that decrease the shyness of the students.
- d) Free writing should be encouraged. The students should be made free to express themselves in various writing contest such as paragraph writing, essay writing, dialogue writing and so on.
- e) The teacher should carry out different practices of writing and encourage students to participate in writing activities especially free writing.
- f) Students should be given adequate knowledge of free writing activities.
- g) English environment should be created in the English language classes.
- h) The students should be made clear about the characteristics, components and processes of writing.
- i) Students should be encouraged to generate more and more ideas. Very little focus goes on accuracy since they will go through different drafts and corrections.

- j) Students should be encouraged to write freely so that they create ideas more.

Teachers need to be trained for effective implementation of free writing strategy in developing academic achievement of the students.

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APPENDIX- I

Pre-Test and Post-Test Items

Time: 1.30 Hrs.

F.M. 50

P.M. 16

This thesis is prepared to collect the data for the purpose of a research study for effectiveness of free writing strategy in teaching free writing of grade 12 students of higher secondary school level for the fulfillment of the master's degree in Education. Please supply required information in the following format:

Date:

Name:

Sex:

Grade:

Roll No.:

Subject:

School's Name:

- Q.N. 1. Write a paragraph about your room telling what things it has, and where and how they are placed and arranged.
- Q.N. 2. Write a "Police description" of a person you know well including how tall he is, how he looks, what he always wears, what his facial appearance is and his behavior.
- Q.N. 3. Compose a dialogue between two friends discussing about rules of borrowing books from the library.
- Q.N. 4. You know, English is the worldwide language. We can learn it by doing many things. Give some ideas to develop English language.
- Q.N. 5. Write about yourself in a couple of paragraph: who you are, where you are from, what your education is, what you are doing at present and what you plan to do in future.

Appendix-II

Lesson Plan No. 1

Class: XII

Date: 2069-07-12

Subject: English

Period: 4th

Topic: My Own Room

Time: 45 Minutes

Teaching Item: Writing a paragraph

No. of Students: 15

1. Objectives:

On completion of this lesson, the students will be enabled to:

- a) Get some ideas about the room.
- b) Write a paragraph about his/her room effectively

2. Instructional Materials:

- a) Pictures of rooms
- b) Flash cards

3. Teaching learning activities:

- a) **Motivation:** The teacher will show these pictures to the students and ask following questions to motivate the class.



1



2

- a) What are the things in the living room in the first picture?
- b) How many computers does the computer lab have in the second picture?

c) Where is the whiteboard?

b) Presentation: The teacher will give a description of a living room by showing picture.



This is a living room. It is 3.5 meters high and 4 meters wide. It seems to be very beautiful. It has been well-decorated and well-furnished with modern things such as bed, sofa, chair, light, flower vase, chair, cupboard, carpet, photograph, table, aquarium and so on. The things seem to be very expensive. It is wide, open and high. It looks bright.

c) Practice: The teacher will divide the class in to groups. Then each group will be provided with different single pictures of rooms. Then he will ask them to write a paragraph exchanging their ideas in group. The role of the teacher will be as a monitor and a resource person.



Then, the group leader from each group will be asked to present their respective group work. The teacher gives feedback after each presentation.

4. Evaluation:

The teacher will ask to write a paragraph extending a question as:

Write a paragraph about your classroom including the shape of the room, the furniture and describing what things it has and where they are placed.

5. Homework:

Write a paragraph about your room describing what things it has and how they have been arranged?

Lesson Plan No. 2

Class: XII

Date: 2069-07-13

Subject: English

Period: 4th

Topic: My Own Room

Time: 45 Minutes

Teaching Item: Writing a paragraph

No. of Students: 15

1. Objectives:

On completion of this lesson, the students will be enabled to:

-) .Get some ideas about the room.
-) Write a paragraph about his/her room effectively

2. Instructional Materials:

Pictures of Rooms and Flash Cards.

3. Warming up:

The teacher will use an I.Q. and ask the students to give the correct answers to motivate the class. If the word 'bag' is 217, then what is 'God?'

Then he will make the topic clear to be taught and learnt.

4. Presentation:

Pictures of rooms will be collected from different sources like magazines and books etc. The students will be asked to guess about the picture and some questions related to the pictures. Moreover they will be asked some questions about the physical feature of the class room.

- a) How many windows & doors does your classroom have?
- b) How many desks & benches are there?
- c) How high is it?
- d) How wide is it?

e) What are the things & how are they been arranged?

Then the teacher will describe how and what are the things have been arranged in the room.

5. Practice:

The teacher will divide the class in pairs and ask each to make a dialogue about their rooms & present in the class.

Example;

A: How high is your bedroom?

B: It is 2.5 Meters high?

Then the teacher will make the students clear about writing a paragraph and ask them to write about their room exchanging their ideas in group.

6. Evaluation:

The teacher will ask to write a paragraph extending a question as:

Write a paragraph about your classroom describing what things it has and where they are placed.

7. Homework:

Write a paragraph about your room describing what things it has and how they have been arranged?

Appendix-III

THE RESULT AS A WHOLE

GROUP A

Total Marks: 50

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Sabita Adhikari	30	35.5	5.5	18
2	Samjhana Adhikari	20	27.5	7.5	37
3	Namabev Adhikari	23	32	9	39
4	Baburam Adhikari	33	40	7	21
5	Hari Neupane	17	26	9	52
6	Pimala Neupane	29	37.5	8.5	29
7	Babita Neupane	24	32	8	33
8	Goma Adhikari	21	30.5	9.5	45
9	Thani Saru	30	39	9	30
10	Shiva Adhikari	22	27	5	22
11	Ram Prasad Adhikari	24	30.5	6.5	27
12	Durga Bhattarai	19	27	8	42
13	Nabina Somai	22	29.5	7.5	34
14	Laxmi Bhattarai	21	29.5	8.5	40
15	Kamala B.K.	19	26.5	7.5	39
	Total Marks	354	470	116	
	Average Marks	23.6	31.3	7.73	32.76

GROUP B**Total Marks: 50**

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Saraswoti Bhusal	24	30	6	25
2	Samjhana Shrestha	20	25.5	5.5	27
3	Sudip Neupane	19	25.5	6.5	34
4	Lummaya Saru	23.5	30	6.5	27
5	Hira Somai	24	29	5	20
6	Man Bahadur Darlami	18	23.5	5.5	30
7	Laxmi Adhikari	20	25.5	5.5	27
8	Bishnu Bhusal	20	25	5	25
9	Laxmi Neupane	23	29	6	26
10	Khimananda Neupane	18	23	5	27
11	Nirmala Aryal	19	24	5	26
12	Surendra Somai	17.5	22.5	5	28
13	Mahesh Adhikari	23	28	5	21
14	Shiva Neupane	20	25	5	25
15	Hum Bahadur Saru	19	24	5	26
	Total Marks	308	389.5	81.5	
	Average Marks	20.5	25.9	5.4	26.46

Appendix-IV

ITEM-WISE TABLE OF PRE AND POST TEST RESULT

1. The Result in Paragraph Writing Test

GROUP A

Total Marks: 10

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Sabita Adhikari	5.5	7	1.5	27
2	Samjhana Adhikari	3.5	5	1.5	42
3	Namabev Adhikari	4	6	2	50
4	Baburam Adhikari	7	9	2	28
5	Hari Neupane	3	5	2	66
6	Pimala Neupane	6.5	8	1.5	23
7	Babita Neupane	5	7	2	40
8	Goma Adhikari	5	6.5	1.5	30
9	Thani Saru	6.5	8	1.5	23
10	Shiva Adhikari	4.5	5.5	1	22
11	Ram Prasad Adhikari	6	7.5	1.5	25
12	Durga Bhattarai	4	5.5	1.5	37
13	Nabina Somai	5	6.5	1.5	30
14	Laxmi Bhattarai	4	6.5	2.5	62
15	Kamala B.K.	4	5	1	25
	Total Marks	73.5	98	24.5	
	Average Marks	4.9	6.5	1.6	33

GROUP B**Total Marks: 10**

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Saraswoti Bhusal	4	5.5	1.5	37
2	Samjhana Shrestha	5	6	1	20
3	Sudip Neupane	4	5.5	1.5	37
4	Lummaya Saru	5	6.5	1.5	30
5	Hira Somai	5	6	1	20
6	Man Bahadur Darlami	3	4	1	33
7	Laxmi Adhikari	5	6	1	20
8	Bishnu Bhusal	5	6	1	20
9	Laxmi Neupane	3.5	4.5	1	28
10	Khimananda Neupane	4	5	1	25
11	Nirmala Aryal	4.5	5.5	1	22
12	Surendra Somai	3	4	1	33
13	Mahesh Adhikari	4.5	5.5	1	22
14	Shiva Neupane	3	4	1	33
15	Hum Bahadur Saru	4	5	1	25
	Total Marks	62.5	79	16.5	
	Average Marks	4.1	5.2	1.1	26.4

2. The Result in Police Description Writing Test

GROUP A

Total Marks: 10

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Sabita Adhikari	7	8	1	14
2	Samjhana Adhikari	3.5	4.5	1	28
3	Namabev Adhikari	2.5	5	2.5	100
4	Baburam Adhikari	6	7.5	1.5	25
5	Hari Neupane	2	4	2	100
6	Pimala Neupane	6	7.5	1.5	25
7	Babita Neupane	5	6.5	1.5	30
8	Goma Adhikari	4.5	6.5	2	44
9	Thani Saru	5.5	7.5	2	36
10	Shiva Adhikari	3.5	4.5	1	28
11	Ram Prasad Adhikari	7	8	1	14
12	Durga Bhattarai	5	7	2	40
13	Nabina Somai	4.5	5.5	1	22
14	Laxmi Bhattarai	4	5	1	25
15	Kamala B.K.	5	6.5	1.5	30
	Total Marks	71	93.5	22..5	
	Average Marks	4.7	6.2	1.5	31.9

GROUP B**Total Marks: 10**

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Saraswoti Bhusal	4	5	1	25
2	Samjhana Shrestha	5	6	1	20
3	Sudip Neupane	3.5	5	1.5	42
4	Lummaya Saru	3	5	2	66
5	Hira Somai	4.5	5.5	1	22
6	Man Bahadur Darlami	3.5	4.5	1	28
7	Laxmi Adhikari	4	5	1	25
8	Bishnu Bhusal	4.5	5.5	1	22
9	Laxmi Neupane	3.5	4.5	1	28
10	Khimananda Neupane	3	4	1	33
11	Nirmala Aryal	4	5	1	25
12	Surendra Somai	4.5	5.5	1	22
13	Mahesh Adhikari	4	5	1	25
14	Shiva Neupane	4	5	1	25
15	Hum Bahadur Saru	5	6	1	20
	Total Marks	60	76.5	16.5	
	Average Marks	4	5.1	1.1	27.5

3. The Result in Dialogue Writing Test

GROUP A

Total Marks: 10

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Sabita Adhikari	5.5	6.5	1	18
2	Samjhana Adhikari	4	5	1	25
3	Namabev Adhikari	4	6	2	50
4	Baburam Adhikari	6.5	7.5	1	15
5	Hari Neupane	3	5	2	66
6	Pimala Neupane	5	7	2	40
7	Babita Neupane	4	5.5	1.5	37
8	Goma Adhikari	3	5	2	66
9	Thani Saru	4	6.5	2.5	62
10	Shiva Adhikari	5	6	1	20
11	Ram Prasad Adhikari	3	4	1	33
12	Durga Bhattarai	2	3.5	1.5	75
13	Nabina Somai	3.5	4.5	1	28
14	Laxmi Bhattarai	4.5	6	1.5	33
15	Kamala B.K.	3	5	2	66
	Total Marks	60	83	23	
	Average Marks	4	5.5	1.5	38.3

GROUP B**Total Marks: 10**

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Saraswoti Bhusal	4	5	1	25
2	Samjhana Shrestha	3	4	1	33
3	Sudip Neupane	4	5	1	25
4	Lummaya Saru	5	6	1	20
5	Hira Somai	5.5	6.5	1	18
6	Man Bahadur Darlami	4	5	1	25
7	Laxmi Adhikari	4	5	1	25
8	Bishnu Bhusal	3	4	1	33
9	Laxmi Neupane	4.5	6	1.5	33
10	Khimananda Neupane	4	5	1	25
11	Nirmala Aryal	4	5	1	25
12	Surendra Somai	3	4	1	33
13	Mahesh Adhikari	4.5	5.5	1	22
14	Shiva Neupane	4	5	1	25
15	Hum Bahadur Saru	3	4	1	33
	Total Marks	59.5	75	15.5	
	Average Marks	3.9	5	1.1	26

4. The Result in Essay Writing Test

GROUP A

Total Marks: 10

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Sabita Adhikari	5	6	1	20
2	Samjhana Adhikari	5	7	2	40
3	Namabev Adhikari	7.5	8.5	1	13
4	Baburam Adhikari	7	8.5	1.5	21
5	Hari Neupane	5	6	1	20
6	Pimala Neupane	7	9	2	28
7	Babita Neupane	4.5	6	1.5	33
8	Goma Adhikari	4	6.5	1.5	37
9	Thani Saru	7	9	2	28
10	Shiva Adhikari	5	6	1	20
11	Ram Prasad Adhikari	3	4.5	1.5	50
12	Durga Bhattarai	4.5	6.5	2	44
13	Nabina Somai	5	7	2	40
14	Laxmi Bhattarai	3.5	5.5	2	57
15	Kamala B.K.	3	4.5	1.5	50
	Total Marks	76	100.5	24.5	
	Average Marks	5	6.7	1.7	34

GROUP B**Total Marks: 10**

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Saraswoti Bhusal	7	8	1	14
2	Samjhana Shrestha	4	5.5	1.5	37
3	Sudip Neupane	3	4	1	33
4	Lummaya Saru	5	6	1	20
5	Hira Somai	6	7	1	16
6	Man Bahadur Darlami	3.5	4.5	1	28
7	Laxmi Adhikari	3	4	1	33
8	Bishnu Bhusal	4	5	1	25
9	Laxmi Neupane	6	7	1	16
10	Khimananda Neupane	3.5	4.5	1	28
11	Nirmala Aryal	3	4	1	33
12	Surendra Somai	4	5	1	25
13	Mahesh Adhikari	5	6	1	20
14	Shiva Neupane	5	6	1	20
15	Hum Bahadur Saru	3	4	1	33
	Total Marks	65	80.5	14.5	
	Average Marks	4.3	5.3	1	22.3

5. The Result in Personal Description Writing Test

GROUP A

Total Marks: 10

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Sabita Adhikari	7	8	1	14
2	Samjhana Adhikari	4	6	2	50
3	Namabev Adhikari	5	6.5	1.5	30
4	Baburam Adhikari	6.5	7.5	1	15
5	Hari Neupane	4	6	2	50
6	Pimala Neupane	4.5	6	1.5	33
7	Babita Neupane	5.5	7	1.5	27
8	Goma Adhikari	4.5	6	1.5	33
9	Thani Saru	7	8	1	14
10	Shiva Adhikari	4	5	1	25
11	Ram Prasad Adhikari	5	6.5	1.5	30
12	Durga Bhattarai	3.5	4.5	1	28
13	Nabina Somai	4	6	2	50
14	Laxmi Bhattarai	5	6.5	1.5	30
15	Kamala B.K.	4	5.5	1.5	37
	Total Marks	73.5	87	13.5	
	Average Marks	4.9	6.3	1.4	28.5

GROUP B**Total Marks: 10**

S.N.	Name of the Students	Pre-Test	Post-Test	D	D%
1	Saraswoti Bhusal	5	5.5	1.5	30
2	Samjhana Shrestha	3	4	1	33
3	Sudip Neupane	4.5	6	1.5	33
4	Lummaya Saru	5.5	6.5	1	18
5	Hira Somai	3	4	1	33
6	Man Bahadur Darlami	4	5.5	1.5	37
7	Laxmi Adhikari	4	5.5	1.5	37
8	Bishnu Bhusal	3.5	4.5	1	28
9	Laxmi Neupane	5.5	7	1.5	27
10	Khimananda Neupane	3.5	4.5	1	28
11	Nirmala Aryal	3.5	4.5	1	28
12	Surendra Somai	3	4	1	33
13	Mahesh Adhikari	5	6	1	20
14	Shiva Neupane	4	5	1	25
15	Hum Bahadur Saru	4	5	1	25
	Total Marks	61	78.5	17.5	
	Average Marks	4	5.2	1.2	30