

## CHAPTER-ONE

### 1.1 General Background

Language is the most significant and advanced means of communication through which we express our feelings, thoughts, emotions and desires to each other. Therefore, language has great importance in the communication. In this context, Wardaugh (1972) (as cited in Brown (1982, p.40)) says “language is a system of arbitrary vocal symbols used for human communication” (p.40). Language is used for various purposes such as academic, official, social, personal and so on. So, in absence of language the creativity of human being can be ceased which directly disturb our artistic, academic and social activities. There are many languages in the world. Among them, English is the most widely used language. It is an international language which is mostly used in international communication, politics, commerce, media, education and diplomacy.

In the Nepalese context, the English language has been taught as a foreign language. It plays the role of the most indispensable mean to the transmission of modern civilization into the nation. It can be considered as the mirror through which we can see and enjoy the every corner of the world. Lewin (1967, p.89) says "We can never pluck the fruit of rapid advancement and innovations in the field of science and technology, industrial development and international relationship unless we have the knowledge of English language". So, along with the world wide importance of the English language, in Nepal, we also need to pay attention to teach, learn and on the improvement of the English language. If we analyze the history of English education in Nepal, it is seen to be initiated with the foundation of Durbar High School, the first English school in the kingdom in 1910 B.S. The appearance of NESP (1971) is seemed to be able to bring a rapid change in the educational history of Nepal.

## **1.2 Language Teaching**

Language teaching is not a simple task. It involves teaching of both the first and second language. English is the second language for Nepalese learners. To learn any language properly it is needed to get mastery over its basic skills. There are four basic skills of the English language as other languages. They are listening, speaking, reading and writing. To develop all these four basic skills, it is necessary to teach all these skills properly. There are many approaches, methods and techniques in the field of language teaching as well as in the field of English language teaching.

## **1.3 The Writing Skill**

Writing is regarded as the visual representation of speech through some conventional symbols. Writing is not a single activity but a cluster of activities. Writing and speaking are one of the productive skills, whereas listening and reading are the receptive skill. Written language is relatively more complex than spoken language because it has longer words, it is lexically more dense, it has a more varied vocabulary and complexity in grammar.

“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” (Harmer 1991, p. 232). Writing is an act of transmitting thoughts, feelings and ideas on paper so, writing is a very complex process that requires many sub skills, high degree of organization in the development of ideas and information, high degrees of accuracy.

### **1.3.1 Importance of Writing**

There is a famous quotation given by Backon (1998) “Reading makes a full man, conference a ready man and writing an exact man” (p.87). As the

possession of the quality of permanent and accurate, it is the crucial skill. Learning a second language is the effective learning of four basic skills. Each and every skill has its own specific significance but writing is the most demanding language skill. Heaton (1975, p.62) says "Both in education field and future career, one is judged individually by his/her ability to communicate own view on paper writing as an art that provides a chance to be known in front of others and to influence others." The goal of written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately. So, we can say that the students who learn the English language can not be perfect without having the writing skill.

The writing ability plays a vital role in securing good marks in the examination and it can spread knowledge and experience to others. To convey the ideas and information effectively and appropriately we need to have a better proficiency in writing skill especially in free writing. Without the proficiency of writing skill, we are incomplete in acquiring English language. Furthermore, writing skill helps to develop creativity and originality in a great speed.

In the context of Nepal, English is the second language for learners. In this regard, Narayanswami (1993, p.87) says "The objectives of English curriculum of Nepal mainly focus on the cultivation of communicative ability and proficiency in listening, speaking, reading and writing but among these, more attention is given for writing so, this shows that writing is one of the most important skill of language for the students to get mastery." However, to get mastery over this language, one should get mastery over all basic skills but among them writing is the most difficult skills to be learnt. The best way to develop writing skill is to get the learners write more and more. Thus, the students who learn the English language cannot be perfect without the knowledge of writing skill.

### **1.3.2 Components of Writing**

Writing has certain components that should be fulfilled to be a good writing.

Writing is not merely an activity of encoding verbal thought in printed symbols. According to Weir (1993, p. 62), writing consists of four components which are given below:

- i. **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.
- ii. **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.
- iii. **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.
- iv. **Orthographic and para orthographic text:** Orthographic system deals with linguistic system such as spelling, words, phrase, clauses and para orthographic text is related to the use of charts, tables, graphs to convey some message.

### **1.3.3 Activities for Developing Writing Skill**

There are various activities for the development of writing skills. In this context, for the students of higher secondary level, according to Hedge (1988, p. 90), the following activities should be applied to develop free writing:

- a. **Controlled writing:** Controlled writing is the writing activity which are carried out under the direct supervision of the teachers. This can also be called learning phase of writing activity.

- b. Guided writing: Guided writing stands as a bridge between controlled and free writing. It includes transformation, paraphrasing parallel writing developing skeleton into fuller text. At this level, students are required to write sentences in combination to produce a text, keeping to the subject matter and guidelines given by the teacher.
- c. Para orthographic text writing: Para orthographic text writing system deals with linguistic symbols such as spelling, word, phrases, clauses, sentences etc. and it is also related to the use of diagram, figure, symbols etc. that helps to display the information more vividly and accurately.
- d. Free writing: 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. It includes paragraph writing, descriptive writing, essay writing, narrative writing, dialogue writing, report writing, letter writing and story writing.

#### **1.3.4 Free Writing**

Free writing is the final stage in the development of the writing skill. It should, therefore, be practiced only after students have done sufficient guided writing practice. Thus, the appropriate level to practice free composition writing extensively is the higher secondary level although its teaching can start much earlier. Free writing has great importance on the basis of creativity of students. Marica and Mc Intosh (1979, p.189) say, "It involves the production and arrangement of written sentences in a manner appropriate to the purposes of the writer, the person or persons, address and functions of what written."

In free writing, students get chance to present their view in own way on the given topic but free writing requires a careful planning and systematic activities. As in free writing students are given a topic to write on as per their choice its exercises promote students' feelings, emotions and desires. The

following are the activities or exercises generally we practice to strengthen free writing.

- i. Paragraph writing
- ii. Descriptive writing
- iii. Essay writing
- iv. Narrative writing
- v. Dialogue writing
- vi. Reports writing
- vii. Story writing.

### **1.3.5 Importance of Free Writing at Higher Secondary Level**

Writing is superior to other language skills because of its quality of being permanent. In Nepal, English has been taught and learned as a foreign language. It is taught as a compulsory subject which 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 to make further progress in terms of free writing. For the examination point of view also they should have high proficiency in free writing. In absence of this proficiency, they cannot be successful in their academic life. So, free writing has great importance to open the door of success of achievement for the students at this level.

### **1.4 Self- Monitoring: An Introduction**

During the 1970s the self- monitoring concept was introduced for the first time. According to Richards and Thomas (2003, p.112), self- monitoring refers to a systematic approach to the observation, evaluation and management of one's own behavior in order to achieve a better understanding and control over the behavior. Middle school and high school students can be expected to monitor

cognitive and academic activities more independently. In every day life, people often make use of self- monitoring where he or she evaluates or improves their writing. Self- monitoring is also called self-observation. In this, a person observes him or his activities. So, self-monitoring can be taken as a technique to improve oneself. In case of language teaching language teacher can correct himself or herself. Similarly, it is said that

If I hear, I forget

I see, I remember,

I do, I understand

So, in order to achieve proficiency in free writing students must engage themselves in different activities on free writing.

Self- monitoring is the process of observing and evaluating it in relation to goals. It can be used to increase or decrease behavior, to teach new skills, and to help a student maintain appropriate behavior in a different environment. Self- monitoring can be conscious and deliberate (e.g. a student double checks on a English test to ensure accuracy) or it can be subconscious and automatic (e.g. a student subconsciously notices whether or not others are paying attention to him in conversation). Furthermore, self- monitoring is closely tied to self-awareness of strengths and weaknesses. When students are not aware of difficulties in a specific domain of functioning or actively resist acknowledging such difficulties they are unlikely to effectively monitor their performance in that domain. When students resist self monitoring systems or fail to develop habits of self- monitoring, it is often because of either weak awareness of or resistance to acknowledging their difficulties.

### **1.4.1 Purpose and Benefits of Self-Monitoring**

Teaching learning process is a systematic process. To get mastery over any skill there must be co-ordination among the teachers and students or learners. Regarding leading students in right path, self-monitoring plays vital role. Self-monitoring allows the teachers as well as students to make a record of teaching and learning that he/ she can use for a variety of purposes. Wallace (1997, p.32) says "The main purpose of self- monitoring is to fill the gap between the objectives of their work and subjective perception of what they have". Through self-monitoring students can identify their problems, causes and effects of their problems and ways of solutions themselves.

There are some of the benefits of self- monitoring. Self- monitoring helps teachers and students for the better understanding of their own level, their own actual problems, practice and making decision. Self- monitoring can be conducted at any time at any place, and can do in the privacy of his or her own place i.e. classroom and the information collected does not need to be shared with other. Self- monitoring, thus, shifts the responsibility for initiating improvement in teaching and students learning. It enables both teachers and students to arrive at his/her own judgment to find out which is right or wrong.

### **1.4.2 Steps of Self-Monitoring**

The steps or strategies can be used in order to arrive at the level of self awareness of the strengths and weaknesses of individual teachers or students. Stepwise self- monitoring helps to make the technique systematic and authentic in order to get desired goal. The steps which are used in self- monitoring at mentioned in Richards (2002, p.47) are as follows:



### **a. Self-affirmation and Assurance**

Teaching and learning is a difficult task. In this step, the learner need to be motivated himself or herself to develop positive attitude towards the subject matter. In this step, he/she needs to develop sense of confidence and reinforce a positive view of a learner.

### **b. Identification of Problem**

As a result of self- monitoring students find evidences of a problem of which he/she is unaware. In this step, the students try to identify the problems related to their task because of which they are being suffered.

### **c. Areas for Improvement**

To fill the gap between an existed situation and an ideal situation one need to identify the areas of weakness. After identifying the problems, its causes, students need to search areas of improvement. In this step, students need to solve their actual problems.

## **1.4.3 Self- Monitoring in Free Writing**

Self- monitoring is considered as an emerging technique to prepare an individual in a complete in itself. In case of language learning to be perfect in one must get mastery over its basic skills. To develop free writing self- monitoring plays vital role. In self-monitoring, students identify problem, cause of problems, and analyze problems and errors. Students of higher secondary level have problems in free writing and in order to get rid from this problems their self evaluation, judgment practice play vital role to improve them. The students should have checklists on paper placed in their school binder. Whether or not there are written checklists of this sort, teacher should ensure that their students are routinely counting and recording the errors paying attention to

their outcomes and reflecting on what works for them and what does not work. A habit of self-monitoring in free writing is possible only when students routinely monitor their work initially with the teacher's encouragement. In case of large assignments for e.g. major projects in high school, teacher should help students break the large project into smaller parts and monitor their work on each part. Older elementary students and middle/high school students can be expected to participate in developing the goals on their individualized Education Plan (i.e. long-term goals) and monitoring progress toward these goals. However, to develop a habit of self-monitoring in free writing, students should be encouraged to monitor progress on short-term goals and everyday activities.

## **1.5 Action Research**

In Cohen and Manion's (1985) view, action research is conducted aiming at the improvement of current affairs through the process of identifying and solving in a specific context. Action research was propounded by Kurt Lewin for the first time assuming to bridge the gap between theoretical and applied research. The aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out.

Action research has been used for the practical problems or issues. It is a form of self reflective inquiry undertaken by practicers in order to improve their own educational practice (Kemmins, 1988, p.113). The process of action research is a means of remedying problems in specific situation or of improving in some way a given set of circumstances. It is a means of in-service training, thereby equipping teachers with new skills and methods, sharpening their analytical powers and heightening their self-awareness. As suggested by the name itself, this is an experimental study cum-action directed to solve the existing or forthcoming problems in course of action. Hence, a researcher has

to give it a module of reflective process on the situations objectively and invent the strategies to combat the problems. In this regard, action research is a systematic study and problem solving procedure. This notion can be verified from what Wallace (1998, p.1 as cited in Phyak, 2007, p.93) opines "Action research is the systematic collection and analysis of data relating to the improvement of some aspects of professional practice".

As suggested by Nunan (2008, p.115) the following are the steps to carry out action research.

Step 1: Initiation: The classroom practitioner notices students' weakness in teaching and learning certain item, and decides to improve that weakness.

Step 2: Preliminary investigation: The researcher decides systematically to find which problem is most serious faced by the majority of the students.

Step 3: Hypothesis: The researcher plans his/ her activity to solve the problems identified in previous step and postulates a hypothesis.

Step 4: Intervention: In this stage the teacher-researcher regular practice is intervened by introducing some new element in it. The teacher-researcher cannot afford to spend the whole period for a newly introduced element so s/he has to manage the classroom time in such a way that regular practice and new element go side by side.

Step 5: Evaluation: The researcher evaluates the change brought by the new action in this.

Step 6: Dissemination: This step highlights the value of sharing in action research. The researcher sits with the professional researchers then presents problem, action tried out and the findings are achieved.

Step 7: Follow up: The findings of the study are followed up by the practitioners. By this the regular way of teaching and learning is changed and the new one is adopted to introduce certain changes in the study.

## **1.6 Review of Related Literature**

In the department of English language education some studies has been carried out in writing proficiency and writing skill which are more or less related to this study which can be observed as follows:

Karki (1996) carried out comparative study on the English language writing proficiency between the students of public and private school of grade X in Lamjung district. 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 school's students.

Poudyal (1999) carried out a comparative study on the English language written proficiency at Higher Secondary School of Gulmi and Kathmandu. He found that the students of higher secondary school of Kathmandu had better English language than the students of Gulmi.

Similarly Barakoti (2001) carried out a research on errors committed by PCL second year students in writing free compositions. It was found that the students had committed errors in sentence construction, spelling and organization of thought. It shows that the students do not give proper attention to writing in comparison to other skills of language.

Shah (2003) carried out a study on writing proficiency of grade nine students. He found that the students committed mistakes in the use of comma than in the use of other specific punctuation marks i.e. capital letter, full stop, apostrophe, question mark and so on.

Parajuli (2011) carried out research on "Developing writing skill through students' Quality Circle". He has the objective to develop writing skill through students' Quality Circle. The finding shows that after involving in SQC activities, students develop their writing skill.

The research works mentioned above which are related to writing skill show that none of the research has been carried out on the topic difficulties of secondary students in free writing and writing proficiency. The researcher is interested to carry out research on this topic "The Role of Self-Monitoring to Develop Free Writing" which is untouched issue till now. It is the teacher who usually involves himself or herself in correcting students' error in formal classroom. Therefore, to know the effectiveness of self- monitoring in developing free writing is also very important in practical life. Hence, the researcher has researched on the topic "The study of the effectiveness of Self-Monitoring for Developing Free Writing".

## **1.7 Objectives of the Study**

The study had the following objectives:

- i. to show the effectiveness of self- monitoring to develop free writing.

- ii. to suggest some pedagogical implications.

### **1.8 Significance of the Study**

The study “Developing Free Writing through Self-Monitoring” will be useful for those who are involved in the field of language teaching especially in ELT. It will be very important for teachers, students and researchers. This will provide remarkable contribution at the level of teaching writing skills as it is considered as difficult skill among all four language skills so, this research will be further beneficial to develop the free writing skill of the students and to provide some pedagogical suggestions.

## **CHAPTER-TWO**

### **METHODOLOGY**

I adapted the action research methodology in the study. This methodology enabled me to find out the related facts on "Developing Free Writing through Self-Monitoring". Some important facts regarding errors and correction, mode of correlation and corrections techniques, correction of language skills and other aspects, frequency of errors and correction, others' influences on correction and the ways of providing feedback were found. I have come to the concrete facts by visiting school, administering tests and analyzing the collected data and great care was taken to develop and select research tools considering validity, objectivity and reliability as far as possible. The source of data, sampling procedures, tools for data collection and limitations of the study are presented in this section.

#### **2.1 Source of Data**

The researcher used both primary and secondary sources of data.

##### **2.2.1 Primary Sources**

The primary sources of data for this research were the students of higher secondary level (studying in Janata Higher Secondary School, Parbat).

##### **2.1.2 Secondary Sources**

The secondary sources of data for this research were the related books such as White and Arndt (1991), journals, articles, websites, magazines, the theses approved in the department of English Language Education.

## **2.2 Population of the Study**

The total population of this study was the 30 students of grade 12 of Janata Higher Secondary School in Parbat.

## **2.3 The Sampling Procedures**

To carryout the research the researcher selected twenty students by using non random (judgemental purposive) sampling procedure.

## **2.4 Tools for Data Collection**

A set of tests (as mentioned in appendix I) were the tool for data collection.

## **2.5 Process of Data Collection**

1. He visited the selected school and talked to the concerned authority for permission to carry out research in this school.
2. He made students know about the research.
3. After that, he gave pre test to measure the proficiency of students in writing.
4. He analyzed the score of pre-test and told the students to record own score.
5. Then, he made students involve in step wise activities of self-monitoring.
6. On the basis of their performance, (step wise activities of self-monitoring) he facilitated, guided and taught them to continue their task.
7. He observed directly their cases, conducted progressive tests in the interval of seven days.
8. The post test was administrated.
9. He collected their answer sheets.



10. Finally the scores of the pre-test, progressive test, post test were analyzed.

## **2.6 Limitation of the Study**

The research was carried out taking the following limitations into account to make his research systematic:

1. This study was limited to the Janata Higher Secondary School, Parbat.
2. The 30 students of grade 12 were taken for this study.
3. This study was related only with free writing.
4. Other skills and students were excluded from this study.

## **CHAPTER – THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter includes the interpretation of the data collected from teaching free writing to thirty students of grade 12 and suggestions for the pedagogical implications of this kind of teaching and the problems so far faced by the professionals in this field. For the effectiveness of the self-monitoring technique for improving free writing proficiency of the students, the researcher in everyday class supervised the activities of the students for the twenty five days and prepared the report using the class room records. The following analysis is based on the same reports.

- Analysis of pre-test and post test result
- Analysis of the pre-test result
- Test-wise analysis
- Item-wise analysis
- Analysis of average marks
- Analysis of the post-test results

Class was smoothly handled. Twenty lessons were planned for both teaching and testing activities and test was conducted after every sixth lesson. Teaching and testing was kept everyday into table for data analysis. Data were collected with the help of test-items which are given in appendix I. The researcher distributed marks to each item to make marking more objective and systematic.

#### **3.1 Analysis and Interpretation of the Data Obtained through Test Result**

This section deals with the test results which were based on the daily lessons taught in the classroom. The researcher conducted three tests at the interval of fifth class work, tenth class work, fifteenth class work, twentieth class work

and final free writing test for an assessment of writing proficiency to see how far the students were able to write correctly in given writing tasks.

The test results have been analysed from various perspectives of test items, score analysis of individual students which were represented in the tables with obtained marks of the students. The data have been given in figures in the tables and their percentage has been drawn for the statistical description. Scores obtained from the tests were used for representation, analysis and interpretation of data.

**Table No.1**

**Difference Between Pre and Post Test Results**

Test	Percentage (%)	
	Pre-test	Post-test
Average Marks of Each Test	46	62

The Table no. 1 shows that in pre-test students scored 46 marks out of 100 marks. Pre-test was taken of 30 full marks but here it was converted into 100 marks to show the difference between two types of test. In the same way, the post-test was taken of 50 full marks but here it was converted into 100 marks. The average mark of the students in post-test was 62 out of 100 marks. This shows that students improved their free writing skill in post-test.

Thus, it was found that self-monitoring technique was more effective in developing free writing skills among students.

**3.1.1 Analysis of the Pre-test Result**

The researcher administered a pre-test to find out problems of the students in free writing before teaching the lesson. Three items were included with the full marks 30 where pass mark was 10. Pre-test questions are given in appendix-I.

**Table No. 2**  
**Pre-test Score of Students**

<b>S. N.</b>	<b>No. of Students</b>	<b>Scores</b>	<b>Percentage (%)</b>
1	6	10 Below	20
2	10	11-15	33.33
3	10	16-20	33.33
4	4	20 above	13.33
<b>Total</b>	<b>30</b>		<b>100</b>

The pre-test result in this table depicts that 20% students did not score pass mark because they got below 10 marks. Majority of students that is 33.33% students scored 11-15 out of 30 full marks. Again, 33.33% students scored 16-20 as the highest mark and only 13.33% students scored above 20. In this way, the score distribution here makes it clear that more students scored less mark and some students did not get even pass marks.

Three items were analyzed to judge the proficiency of the students in writing story, letter and essay. While writing, most students had problem in spelling, use of punctuation mark and capital letter so, number of students scored less marks.

### **3.1.2 Individual Students' Scores in the First Free Writing Test**

This was the first test administered after the sixth lesson. The test was administered to assess the level of competence on the presented lesson. The variation was seen in the scores of the students. The score variations are shown in the table below:

**Table No. 3**

**Score Variations of Students**

<b>S. N.</b>	<b>No. of Students</b>	<b>Scores</b>	<b>Percentage (%)</b>
1	-	15 below	-
2	7	16-20	23.33
3	10	21-25	33.33
4	11	26-30	36.66
5	2	30 above	6.66
<b>Total</b>	<b>30</b>		<b>100</b>

Table No. 2 shows that students came up with scores at varying rate. Majority of students that is 36.66% scored 26-30 out of 50 full marks. None scored below 15 marks and further 6.66% students could score above 30 marks as the highest. 23.33% of the students scored 16-20 marks and 33.33% students could score between 21-25 marks. In this way, the score distribution here makes it clear that none scored below 15 marks and 6.66% students got above 30 marks that is the highest marks.

**3.13 Itemwise Errors of Students**

Itemwise scores were analyzed in order to understand the status of the students in writing story, paragraph, letter, essay and report which is more difficult than other items. The students' errors in different items showed that the number of students having problem in one item may not have problem in other items at the same level. The itemwise errors are shown in the table below:

**Table No. 4**

**Itemwise Errors of Students**

<b>S. N.</b>	<b>Test Items</b>	<b>Errors</b>	<b>No. of Students</b>	<b>Percentage(%)</b>
1	Writing Paragraph	Spelling	14	46.66
2	Writing Letter	Format	7	23.33
3	Writing Essay	Vocabulary & Grammar	12	40.00
4	Writing Report	Format & Punctuation	10	33.33

Table No. 3 shows that the errors committed by the students that is spelling in writing paragraph, format in writing letter, vocabulary and grammar in writing essay and format and punctuation in writing report. 46.66% students committed errors in spelling in paragraph writing and 40% students committed vocabulary and grammar errors in writing essay and 33.33% students did not follow the correct format and punctuation in report writing and 23.33% students did not write in correct format. The result presented by the table shows that most of students faced problem in spelling in writing paragraph and the least number had problem in format. The score analysis of this test can be concluded to be positive toward learning of free writing.

**3.1.4 Individual Students' Scores in the Second Free-Writing Test**

After teaching twenty different lessons containing various topics of writing to assess the level of competence on the presented lessons, individual students scored variedly in many cases and the variation was seen in the scores of the students. The score variations have been shown in the table below:

**Table No. 5**

**Score Variations of Students**

<b>S. N.</b>	<b>No. of Students</b>	<b>Scores</b>	<b>Percentage (%)</b>
1	-	20 below	-
2	6	21-25	20.00
3	8	26-30	26.66
4	9	31-35	30.00
5	4	36-40	13.33
6	3	41 above	10.00
<b>Total</b>	<b>30</b>		<b>100</b>

The figure in the table shows that students scored at varying rate. Majority of students that is 30% scored 31-35 out of 50 full marks. None scored below 20 marks and further 10% students could score above 41 marks as the highest. 20% of the students scored 21-25 marks and 26.66% students could score between 31-35 marks. 13.33% students scored between 36-40 marks. In this way, the score distribution here makes it clear that none scored below 20 marks and 10% students got above marks that is above 41 as the highest marks.

**3.1.5 Itemwise Errors of Students**

Itemwise scores were analysed in order to understand the status of the students' proficiency in writing story, paragraph, letter, essay and report which item is more difficult in comparison to others. The students' errors in different items showed that the number of students having problem in one item may not have problem in other items at the same level. The itemwise errors are shown in the table below:

**Table No. 6**

**Itemwise Errors of Students**

<b>S. N.</b>	<b>Test Items</b>	<b>Errors</b>	<b>No. of Students</b>	<b>Percentage(%)</b>
1	Writing Story	Vocabulary	8	26.66
2	Writing Paragraph	Grammar	6	20.00
3	Writing Letter	Format	5	16.66
4	Writing Essay	Spelling	10	33.33
5	Writing Report	Format & Punctuation	8	26.66

The table here presents that students faced problem according to the test items that is vocabulary error in writing story, grammar in writing paragraph, format in writing letter, spelling in writing essay. Likewise, format and punctuation error was committed in writing report. 33.33% students could not write correct spelling in essay writing and 16.66% students committed errors of format in letter writing. Similarly, 26.66% students committed vocabulary errors in writing story and 26.66% students did not follow format and punctuation marks in report writing. 20% students committed grammar error in paragraph writing. The result presented in the table, therefore, most students faced problems in spelling in essay writing and the least had problem in format in letter writing. The score analysis can be concluded to be progressive toward learning of free writing.

**3.1.6 Individual Students' Scores in the Third Free Writing Test**

On completion of the 20<sup>th</sup> lesson, the third writing test was conducted to see the improvement with the learning speed and their evaluation as well as documentation. Various writing items had been taught and test was conducted to assess the level of competence on the presented lesson. The variation was



seen in the scores of the students. The score variations have been shown in the table below:

**Table No. 7**  
**Score Variations of Students**

<b>S. N.</b>	<b>No. of Students</b>	<b>Scores</b>	<b>Percentage (%)</b>
1	2	25 below	6.66
2	3	26-30	10.00
3	10	31-35	33.33
4	11	36-40	36.66
5	4	41-45	13.33
6	1	45 above	3.33
<b>Total</b>	<b>30</b>		<b>100</b>

Table no. 6 shows that students got marks in various range of scores. As shown in the table, the majority of students that is 36.66% scored 36-40 out of full marks 50. Only 6.66% students scored below 25 marks. Further 3.33% students could score above 45 marks as the highest. 10% of the students scored 26-30 marks and 33.33% students could score between 31-35 marks. Again, 13.33% of the students scored between 41-45 marks. In this way, the score distribution here makes it clear that 6.66% students scored below 25 marks as the lowest marks and 3.33% students got above marks that is above 45 as the highest marks.

### **3.1.7 Itemwise Errors of Students**

Itemwise scores were analyzed in order to see the nature of the students in different writing items. The students' errors in different items showed that the number of students having problem in one item do not have problem in other items at the same level. The itemwise errors have been shown in table no. 7.

**Table No. 8**

**Itemwise Errors of Students**

<b>S. N.</b>	<b>Test Items</b>	<b>Errors</b>	<b>No. of Students</b>	<b>Percentage (%)</b>
1	Writing Paragraph	Content	4	13.33
2	Writing Letter	Format	5	16.66
3	Writing Essay	Vocabulary & spelling	9	30.00
4	Writing Report	Punctuation	8	26.66

Table No. 7 here presents that students faced problems according to the test items that is grammar error in writing story, content error in writing paragraph, format error in writing letter, vocabulary and spelling error in writing essay and punctuation in writing report. It was found that the majority of the students that is 30% students faced problems of vocabulary and spelling in writing essay which was found most problematic item among them. 13.33% students did not follow correct content in paragraph writing which was the least problems faced by the students and 16.66% students committed format errors in letter writing. Similarly, 26.66% students did not use punctuation marks in writing report. The result presented in the table is, therefore, most students faced problems in vocabulary and spelling in essay writing and least had problems in content.

### **3.2 Interpretation of Total Proficiency and Itemwise Analysis**

#### **3.2.1 Interpretation of Total Proficiency**

This part mainly contains the data taken from twenty free writing lessons taught to thirty students of grade 12 with the self-monitoring technique as a

teaching method and data were kept on the daily reporting frame by the students themselves. The analysis and interpretation is a conclusive form of teaching free writing. The test results have been analysed in the second section of this chapter. This section, thus, is concerned with analyzing and interpreting the itemwise free writing lessons taught by the researcher. The statistical tools such as tables and percentage were used to interpret the data. Data were taken from five different test items that is writing story, paragraph, letter, essay and report. Three tests were conducted in every seventh lesson and all students were attended in the test. Each item contained same marks that are 10 marks.

**Table No. 9**

**Average Proficiency of Test Results**

<b>Test</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<b>Average Marks of Each Test</b>	24	31	38

Table No. 8 shows all the students' average test score of all tests out of full marks 50. The scores are different and in progressive form in each test. The result clearly shows that there is the progress of students' skill in free writing from first test to second test and second test to third. The average score of previous test to next test is increased in remarkable way in which the average score of first test is 24, second is 31 and third is 38. Individual score of the test items presents increasing of the students' free writing proficiency level in all items of the free writing test which are shown in appendix-IV.

**3.2.2 Itemwise Analysis**

This section contains the analysis of itemwise competence of the students. Itemwise analysis shows the increasing itemwise proficiency of the students in

each test in which the students were asked to write five items that is writing story, paragraph, letter, essay and report.

**Table No. 10**

**Average Proficiency in Item No. 1**

<b>Tests</b>	<b>Average Marks</b>	<b>Obtain Marks (in %)</b>		
		<b>Average Marks</b>	<b>Above Average Marks</b>	<b>Below Average Marks</b>
<b>First</b>	4.5	50.00	23.33	26.66
<b>Second</b>	6	43.33	23.33	33.33
<b>Third</b>	7	40.00	33.33	26.66

The above table shows that average free writing proficiency of item no. 1 of the students in each test where 50% students scored average marks (4.5), 26.66% students scored below the average marks and only 23.33% students scored above average marks in the first test. Similarly, in the second test, majority of the students scored average marks (6) that is 43.33% of students, 23.33% students scored above the average marks and 33.33% students scored below the average marks. In the same way, 40% students scored average marks and 26.66% students scored below the average marks (7) and 33.33% students scored above average marks in the third test. Thus, this figure clearly shows the majority of the students scored average marks in each tests that shows students' gradual development of free writing.

**Table No. 11**

**Average Proficiency in Item No. 2**

<b>Tests</b>	<b>Average Marks</b>	<b>Obtain Marks (in %)</b>		
		<b>Average Marks</b>	<b>Above Average Marks</b>	<b>Below Average Marks</b>
<b>First</b>	4.5	53.33	26.66	20.00
<b>Second</b>	6	36.66	30.00	33.33
<b>Third</b>	8	30	26.66	43.33

Table No. 10 shows that in the first test, the average marks (4.5) was scored by 53.33% of the students, 26.66% crossed the average marks and 20% students could not score average marks. Similarly, in the second test, 36.66% students scored average marks (6), 30% of the students scored above the average marks and 33.33% students scored below the average marks. Likewise, 30% students scored average marks (6), 43.33% students scored below the average marks and 26.66 scored above average marks in the third test. By this figure it is clear that majority of the students got average marks that shows the regular improvement of free writing.

**Table No. 12**

**Average Proficiency in Item No. 3**

<b>Tests</b>	<b>Average Marks</b>	<b>Obtain Marks (in %)</b>		
		<b>Average Marks</b>	<b>Above Average Marks</b>	<b>Below Average Marks</b>
<b>First</b>	5	53.33	23.33	23.33
<b>Second</b>	6	33.33	30.00	36.66
<b>Third</b>	8	33.33	23.33	43.33

Table No. 11 shows that in the first test, the average marks (5) was scored by only 53.33% of the students, 23.33% crossed the average marks and 23.33% students could not score average marks. Similarly, in the second test, 33.33% students scored average marks (6), 30% of the students scored above the average marks and 36.66% students scored below the average marks. Likewise, 33.33% students scored average marks (8), 43.33% students scored below the average marks and 23.33% students scored above average marks in the third test. By this figure it is clear that majority of the students got average marks.

**Table No. 13**

**Average Proficiency in Item No. 4**

Tests	Average Marks	Obtain Marks (in %)		
		Average Marks	Above Average Marks	Below Average Marks
<b>First</b>	5	46.66	33.33	20.00
<b>Second</b>	6	30.00	26.66	43.33
<b>Third</b>	7.5	33.33	23.33	43.33

Table No. 12 shows that in the first test, the average marks (5) was scored by 46.66% of the students, 33.33% crossed the average marks and 20% students could not score average marks. Similarly, in the second test, 30% students scored average marks (6), 26.66% of the students scored above the average marks and 20% students scored below the average marks. Likewise, 33.33% students scored average marks (7.5), 43.33% students scored below the average marks and 23.33% students scored above average marks in the third test. By this figure it is clear that majority of the students got average marks that shows the continuous development in free writing of the students in each test.

**Table No. 14**

**Average Proficiency in Item No. 5**

<b>Tests</b>	<b>Average Marks</b>	<b>Obtain Marks (in %)</b>		
		<b>Average Marks</b>	<b>Above Average Marks</b>	<b>Below Average Marks</b>
<b>First</b>	5	56.66	26.66	16.66
<b>Second</b>	7	50.00	23.33	26.66
<b>Third</b>	7.5	43.33	26.66	30.00

Table No. 13 shows that in the first test, the average marks (5) was scored by 56.66% of the students, 26.66% crossed the average marks and 16.66% students could not score average marks. Similarly, in the second test, 50.00% students scored average marks (7), 23.33% of the students scored above the average marks and 26.66% students scored below the average marks. Likewise, 43.33% students scored average marks (7.5), 30.00% students scored below the average marks and 26.66% students scored above average marks in the third test. By this figure, it is clear that majority of the students got average marks which shows the improvement in free writing compared to previous competence of the students.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The purpose of the study was to find out the effectiveness of self-monitoring in developing free writing. The students were taken from Janata higher secondary school, Parbat. The data was taken from thirty students, equal number of boys and girls. The researcher adapted the self-monitoring technique of teaching to find out the progress done in the field of free writing. Twenty lessons were planned and three tests were taken in every seventh lesson to analyze their improvement periodically with this new technique. This analysis shows the following findings and recommendations.

#### **4.1 Findings**

On the basis of the study and interpretation it was found that self-monitoring technique was effective in developing free writing skill among students of higher level which are summarized below:

1. It was found that 46.66% of the students could not write correct spelling in the essay and correct sentences using appropriate vocabularies. Format and grammar were found problems in essay and letter writing.
2. In the first free writing test, none scored below 15 marks, 23.33% students scored 16-20 marks which were the least marks and only 6.66% students could score above 30 as the highest marks.
3. In the same way, in the second free writing test, none scored below 20 marks, 20% students scored 21-25 marks which were the least marks and 10% students could score above 41 as the highest marks.
4. In the third free writing test, students showed great improvement in free writing. In this test, 3.33% students scored below 25 marks which were the least marks and only 3.33% students could score above 45 as the highest marks.



5. Students' average marks of the first test of five items were 4.5, 4.5, 5, 5 and 5 respectively. Similarly, their average marks in the second test were 6, 6, 6, 6 and 7 respectively. In the final test, they scored 7, 8, 8, 7.5 and 7.5 respectively as the average marks.
6. Regarding itemwise average proficiency, in the first test, 50% students scored average marks in item no. 1, 53.33% students in item no.2, 53.33% students in item no. 3, 46.66% students in item no. 4 and 56.66% students in item no. 5.
7. In the second test, 43.33% students scored average marks in item no. 1, 36.66% students in item no. 2, 33.33% students in item no. 3, 30% students in item no. 4 and 50% students in item no. 5.
8. In the third test, 40% students scored average marks in item no. 1, 30% students in item no. 2, 33.33% students in item no. 3, 33.33% in item no. 4 and 43.33% students in item no. 5.
9. In terms of getting above average marks, in the first test, 23.33% students scored average marks in item no. 1, 26.66% students in item no. 2, 23.33% students in item no. 3, 33.33% students in item no. 4 and 26.66% students in item no. 5.
10. Likewise, in the second test, 23.33% scored above average marks in item no. 1, 30% in item no. 2, 30% in item no. 3, 26.66% in item no. 4 and 23.33% in item no. 5.
11. In the third test, 33.33% scored above average marks in item no. 1, 26.66% in item no. 2, 23.33% in item no. 3, 23.33% in item no. 4 and 26.66% in item no. 5.
12. The average free writing proficiency of the students in the first test was 24 marks, in the second test it was 31 and in the final test it was 38.

The above findings clearly showed that self-monitoring technique was more effective than traditional lecture technique of teaching the students as students showed continuous improvement in each test.

## **4.2 Recommendations**

On the basis of the findings of the research work, the following recommendations have been made.

1. As reflected by the findings, spelling and vocabularies should be taught while teaching essays. The teacher should teach the format and grammar while teaching essays and letters.
2. The school should manage visual aids that help to develop the free writing skill of the students.
3. The teacher should carry out different practices of writing and encourage students to participate in writing activities especially free writing.
4. New technology of teaching such as computer and projector that aim at engaging the attention of the students through indirect learning process should be integrated to writing skills.
5. Teachers should develop self-monitoring as a teaching technique to improve free writing of the students.

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## **APPENDICES**

### **APPENDIX-I**

#### **Pre and Post Test**

##### **Pre-Test**

Time: 30 min.

F.M. 30

P.M. 10

This thesis is prepared to collect the data for the purpose of a research study on developing 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:

Roll No.:

Sex:

Class:

Subject:

School's Name:

Q. N. 1. Write a story that you have heard or read.

Q. N. 2. Write a letter to your pen friend describing about "Your Daily Routine".

Q. N. 3. Write an essay on any one of the following in about 100 words.

a. Pollution

b. Child Labor

c. Physical

Exercise

## First Test

Time: 1:30 hr.

F.M. 50

P.M. 16

This thesis is prepared to collect the data for the purpose of a research study on developing 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:

Roll No.:

Sex:

Class:

Subject:

School's Name:

- Q. N. 1. Write two paragraphs describing about "Importance of First Aid".
- Q. N. 2. Write a letter to your friend describing about your plans for visiting Pokhara.
- Q. N. 3. Write a paragraph about "Our Responsibilities to Parents".
- Q. N. 4. Write a news report about an accident you have just seen.
- Q. N. 5. Write an essay on any one of the following in about 100 words.
- a. English Language      b. Role of Teacher      c. Media

## Second Test

Time: 1.30 hr.

F.M. 50

P.M. 16

This thesis is prepared to collect the data for the purpose of a research study on developing 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:

Roll No.:

Sex:

Class:

Subject:

School's Name:

Q. N. 1. Write a story that you have heard or read.

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Q. N. 2. Write an essay on "Tourism in Nepal".

Q. N. 3. Write an account on the important event of your country's history.

Q. N. 4. Imagine that you are applying for the post of a primary teacher in Janata Higher Secondary School, Parbat. Write a letter of application including your bio-data.

Q. N. 5. Write about "Improvement of Quality Life Since Last Fifty Years.

### Third Test

Time: 1.30 hr.

F.M. 50

P.M. 16

This thesis is prepared to collect the data for the purpose of a research study on developing 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:

Roll No.:

Sex:

Class:

Subject:

School's Name:

- Q. N. 1. Write a letter to your friend about "Your Ideal".
- Q. N. 2. Write a newspaper report on the topic "Murder of Two Daughters by Own Father". (Supply necessary information yourself.)
- Q. N. 3. Write an essay on "Population Growth"
- Q. N. 4. Imagine that you have won the lottery of 20 lakh rupees. What will you do with this money?
- Q. N. 5. Give your view about "Importance of Women's Education".



## Appendix-II

### Lesson Plan No. 1

**Subject:** English

**Date:** 2068/04/01

**Unit:** 1.8

**Class:** XII

**Topic:** Travel and Holidays

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing a job application

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- Write a job application.

**Instructional Materials:** Newspaper cut outs and Flash Cards

#### **Class room procedure:**

A sample of vacancy announcement will be taken out from the newspaper and the students will be shown that cut out piece and asked some questions related to that job vacancy. The teacher will describe the importance of writing a job application. The students will be encouraged to write a job application for the post of primary teacher including bio-data. For that, clear description will be given with some ideas and techniques. The teacher will make the students clear about the format and content because it is the most important part of job application. After the completion of the task of the student, the teacher will see the task and show the errors on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently by some symbols for the self-correction to encourage self-monitoring of the students. Then, the teacher will direct each student to count up the total number of errors and record in their daily journal to find out the errors and see the progress themselves.

## **Lesson Plan No. 2**

**Subject:** English

**Date:** 2068/04/02

**Unit:** 2.7

**Class:** XII

**Topic:** Police Description

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing a police description

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- Write a police description of a person.

**Instructional Materials:** Pictures of criminals.

### **Class room procedure:**

Picture of criminals will be collected from different sources like the newspaper, magazine, media etc. The students will be shown that pictures and asked to guess about the picture and some questions related to that pictures. The teacher will describe the picture and give police description to the students. Then, they will be encouraged to write the same police description of a person who was engaged in murder of two people because of revenge. For that, clear description will be given with some ideas and techniques. The teacher will make the students clear about the format and content as it is the most important part of police description. After the completion of the task of the student, the teacher will see the task and show the errors on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently by some symbols for the self-correction to encourage self-monitoring of the students. Then, the teacher will direct each student to count up the total number of errors and record in their daily journal to find out the errors and see the progress themselves.

### Lesson Plan No. 3

**Subject:** English

**Date:** 2068/04/05

**Unit:** 3.7

**Class:** XII

**Topic:** It Happened to Me

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing about happenings

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- Write about happenings of the occasions.

**Instructional Materials:** Human Pictures of different expressions.

#### **Class room procedure:**

Pictures of human with different expressions will be taken out from the newspaper or net and the students will be shown those pieces of pictures and asked some questions related to those expressions. The teacher will describe pictures and tell the students about an occasion when he were very frightened or something excitement happened to him or something embarrassing happened to him or the moment when he were very lucky from own experiences . The students will be encouraged to write on the same topic from their own experience. For that, clear description will be given with some ideas and techniques. The teacher will make the students clear about the concept of writing it. After the completion of the task of the students, the teacher will see the task and show the errors on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently by some symbols for the self-correction to encourage self-monitoring of the students. Then, the teacher will direct each student to count up the total number of errors and record in their daily journal to find out the errors and see the progress themselves.

## **Lesson Plan No. 4**

**Subject:** English

**Date:** 2068/04/06

**Unit:** 3.9

**Class:** XII

**Topic:** Computers: Good or Bad

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing an essay

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- Write an essay.

**Instructional Materials:** Pictures and Flash Cards

### **Class room procedure:**

Pictures of different advance computers from its origin will be collected from different sources and the students will be shown those pictures and asked some questions related to those. The teacher will describe the importance of computer that how they have become the part of our life. He will also mention the negative effects of computers on human life. The students will be encouraged to write an essay about the advantage and disadvantages of the computers. For that, clear description will be given with some ideas and techniques. The teacher will make the students clear about the format and content because it is the most important part of the essay. After the completion of the task of the students, the teacher will see the task and show the errors on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently by some symbols for the self-correction to encourage self-monitoring of the students. Then, the teacher will direct each student to count up the total number of errors and record in their daily journal to find out the errors and see the progress themselves.

## Lesson Plan No. 5

**Subject:** English

**Date:** 2068/04/8

**Unit:** 4.1

**Class:** XII

**Topic:** Film Stills

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing a story

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- Write a story.

**Instructional Materials:** magazine cut outs and story books

### **Class room procedure:**

The teacher will collect different stories from different magazines and also searches story books with the purpose of writing story to the students. The teacher will read some stories himself and for some stories he will make the students read out. The students will be asked to tell story they have heard or read. Then, the teacher will describe the importance of writing a story. The students will be encouraged to write a story which they have heard or read. For that, clear description will be given with some ideas and techniques. The teacher will make the students clear about the format and content as it is the important part of the story. After the completion of the task of the student, the teacher will see the task and show the errors on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently by some symbols for the self-correction to encourage self-monitoring of the students. Then, the teacher will direct each student to count up the total number of errors and record in their daily journal to find out the errors and see the progress themselves.

## **Lesson Plan No. 6**

**Subject:** English

**Date:** 2068/04/12

**Unit:** 5.8

**Class:** XII

**Topic:** Top Dogs

**Period:** 1<sup>st</sup>

**Teaching Item:** Writing a paragraph

**Time:** 45 Minutes

**Objectives:** *On completion of this lesson, the students will be able to:*

- Write a paragraph

**Instructional Materials:** Pictures and Flash Cards

### **Class room procedure:**

Pictures of different dogs with their tasks will be taken from the different sources and the students will be shown those pictures and asked some questions related to those pictures. The teacher will describe the importance of writing paragraph and about dog as well. They will be asked to present their views about dog. The students will be encouraged to write a paragraph describing about the advantages of having dogs. For that, clear description will be given with some ideas and techniques. The teacher will make the students clear about the format and content. After the completion of the task of the student, the teacher will see the task and show the errors on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently by some symbols for the self-correction to encourage self-monitoring of the students. Then, the teacher will direct each student to count up the total number of errors and record in their daily journal to find out the errors and see the progress themselves.

## Lesson Plan No. 7

**Subject:** English

**Date:** 2068/4/14

**Topic:** Test

**Class:** XII

**Teaching Item:** First Test

**Period:** 1<sup>st</sup>

**Time:** 1.30 hrs.

**Objectives:** *On completion of this lesson, the students will be able to:*

- answer the questions.

**Instructional Materials:** Question papers

### **Class room procedure:**

Students will be informed about the test and two students in one bench will be planned. Direction about the test will be given to the students where duration for the test will be 1.30 min and 50 will be full marks. When time starts question papers will be distributed and students will be made to answer themselves without others help. After 1.30 min answer papers will be collected, checked and feed back will be provided and suggestions will be given for the better writing on the basis of feelings, sentence formation, choosing the right words, punctuation and using tense consistently.

### Appendix-IV

#### Individual Score of Each Item of the Test

S.N	Students	First Test						Second Test						Third Test					
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Ttl	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Ttl	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Ttl
1	Krishna Kumari Gurung	6	7.5	6.5	7	7	34	7	9	8.5	8.5	8	41	8.5	9	9.5	9	9.5	46
2	Dinesh Bhusal	6	6.5	6	5.5	6	30	8	7.5	8	9	7.5	40	9	9	9	8	9	44
3	Yogita Sharma	5.5	6	6	5.5	7	30	8.5	8	8.5	9	7	41	9	9	9	8.5	8.5	44
4	Narendra Thapa	6	6	5	6	6	29	7	8	6.5	7	6.5	35	8.5	8.5	9	7	8	41
5	Sandip Bhusal	5	6	6.5	6.5	6	30	6	7.5	6.5	7	7	34	8.5	8	9	8	6.5	40
6	Lalita Adhikari	5	6	6	4.5	5.5	26	5.5	6	7	5.5	6	30	9	8.5	8	8	6.5	40
7	Rubina Thapa	5.5	5	6	4.5	4	25	6	6.5	5.5	6	7	32	7.5	7	8	8	7.5	38
8	Yog Maya Thapa	4.5	4	4.5	5	6	25	5.5	6	7	5.5	6	30	8	7	7.5	9	7.5	39
9	Dinesh Bahadur Gurung	5	6	4	4.5	4.5	24	6	6.5	5.5	6	7	32	8	7	8	7.5	7.5	38
10	Chok Bahadur Gurung	5	4	5	4	4	22	6	6	5.5	5.5	7	30	8	8.5	9	8	6.5	40
11	Lal Bahadur Thapa	4.5	4	3.5	4	4	20	6	6	5.5	5.5	5	28	7	8	6.5	6.5	7	35
12	Suresh B.K.	5	4.5	4	3.5	4	21	5.5	6	6	7	5.5	30	8	6.5	6.5	7	8	36
13	Manisha Gurung	4	4	3.5	4.5	5	21	5	6	4	5	7	27	8	7	7	8	8	38
14	Kamana Bhattarai	4	4.5	3.5	4	4	20	6	6.5	5.5	7	6	32	8	8	9	6	7	38
15	Parbati Bhusal	5	5	4.5	4	3.5	22	6	5.5	6	5	5.5	28	6.5	6.5	8	8	7	36
16	Laxmi Bhattarai	5	4.5	4	4	3.5	20	6	6.5	6	6	5.5	30	7	8	6.5	7	6.5	35
17	Bharat Chhetri	4.5	5	3.5	4	4	21	6	6	5.5	5	5.5	28	6.5	7	7	6.5	8	35
18	Kushal Adhikari	5	3.5	4	3.5	4	20	4.5	4	4.5	5	6	25	5.5	6	6	5.5	7	30
19	Shivashankar Basyal	4	4.5	4	3.5	4	20	4.5	4	3.5	5	4	21	6	6	5.5	5	5.5	28
20	Rabina Sapkota	3.5	4	4	3.5	3	18	5	4	5	4	4	22	4.5	4	4.5	5	6	25



**Individual Score of Each Item of the Test**

S.N	Students	First Test						Second Test						Third Test					
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Ttl	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Ttl	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Ttl
21	Madan Rana	6	7	6	7	7	33	7	6	7	8	8	36	8	7	6.5	8	6.5	36
22	Sarita Sen	6	6.5	6	5.5	6	30	8	7.5	8	6	7	37	7	8	6	8	7.5	37
23	Ghanashyam Bhusal	4.5	5	3.5	4	4	21	6	6	5.5	5	5.5	28	6.5	7	7	6.5	8	35
24	Madhu Adhikari	5	3.5	4	3.5	4	20	4.5	4	4.5	5	6	25	5.5	6	6	5.5	7	30
25	Sunil Bhattarai	4	4.5	4	3.5	4	20	4.5	4	3.5	5	4	21	6	6	5.5	5	5.5	28
26	Rima Chapagain	3.5	4	4	3.5	3	18	5	4	5	4	4	22	4.5	4	4.5	5	6	25
27	Ram Bahadur Gurung	5	5	4.5	4	3.5	22	6	5.5	6	5	5.5	28	6.5	6.5	8	8	7	36
28	Manish Bhattarai	5	4.5	4	4	3.5	20	6	6.5	6	6	5.5	30	7	8	6.5	7	6.5	35
29	Laxmi Bhusal	4.5	5	3.5	4	4	21	6	6	5.5	5	5.5	28	6.5	7	7	6.5	8	35
30	Sangita Basyal	4	4	5	4	4	21	6	6	5.5	5.5	7	30	8	6	7	6	6.5	34
	<b>Average Marks</b>	4.5	4.5	5	5	5	24	6	6	6	6	7	31	7	8	8	7.5	7.5	38