CHAPTER ONE

INTRODUCTION

This study is on the "Role of Monitor in Learning the English Language". This chapter consists of general background, literature review, objectives of the study and significance of the study.

General Background

Language is a means of communication because we express or share our feelings, beliefs, emotions, thoughts and ideas to another person through it. It is the only one which keeps the identity of any person. It means the way one uses the language determines which social class or the geographical area he/she comes from. Since language is a means of communication, possession of it makes a human being different from animal. Therefore, language is very often known as voluntary vocal system of human communication. Oxford Advanced Learners' Dictionary (1990, p.700) defines language as "System of sounds, words, patterns, etc used by humans to communicate thoughts and feelings". Language is a set of linguistic code, we find different such codes in nature and thus they form different language in use. Webster Third New International Dictionary of the English Language (1961, p. 1270) defines language as a "Systematic means of communicative ideas or feelings by the use of conventionalized signs, sounds, gestures or marks having understood meanings."

Human being acquired several different languages in his/her life, likewise, Nepali, Hindi, English , German. A child acquired his/her first language immediately after his/her birth which is known as the first language. Beside this, the first language which he/she acquires is called second language if it has

been spoken within the country and if not it is known as a foreign language, i.e., English for Nepali speakers. English is an international language because it is used all over the world but in Nepali context it has been treated as a foreign language.

Simply, the term "Monitor" means to see, to notice and to edit. It is a significant device which is related to learning. The monitor is a conscious process of editing or monitoring the language we produce in the course of learning a language. "It is first dealt by Krashen as opposed to the natural and subconscious processes of acquisition of language and works against such process when the learner checks and corrects language output" (Carter, 1993, P.51).

During the late 1970s, Krashen himself developed a theory of SLA called "Monitor Theory". This hypothesis seeks to describe how monitor theory hypothesizes that adults have two independent systems for developing ability in second languages: subconscious language acquisition and conscious language learning. And it has a lot of implications in several different fields.

> Language acquisition is very similar to the process children use in acquiring first and second language. It requires meaningful interaction in the target language ……. Natural communication…………..in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanor 1970, Brown, Cazden and Bellugi 1973, cited in Krashen, 1988, p.1).

Conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules …..(Krashen and Seliger 1975, cited in Krashen, 1988, p.2).

Thus, language acquisition is a process of picking up language subconsciously without any effort. It is similar to the first language acquisition where focus is on "meaning". On the other hand, language learning is the process of learning language with due force or conscious effort. It is similar to the second language learning where focus is given on "form and correctness".

Thus, Monitor Theory assumes that conscious learning is available to the performer only as a monitor.

This theory or model of SLA is made up of five interrelated hypotheses. These are:

a) Acquisition learning theory
b) Natural order theory
c) Input hypothesis
d) Monitor model
e) Affective filter hypothesis

Out of these five different but interrelated theories, monitor model or hypothesis is one. This hypothesis states that learning has only one function and, i.e., as a monitor or editor and it comes into play only to make changes in the form of our utterance produced by the acquired system. In other words monitor is explicit, learned knowledge of the rules of the language which the learners operate it in order to ensure that the language they produce is accurate and correct. So that our ability to use language spontaneously and naturally comes from the acquisition. The learnt competence is used to monitor the output of the language.

"This hypothesis states that conscious learning has an extremely limited function in adult second language performance" (Krashen and Terrell, 1985, p.30).

Carter (1993) states that monitor is related with the approaches and methods of language teaching.

Krashen and Terrell (1985) say that the utterance initiated by the acquired system and our conscious learning only comes into play later and thus we use monitor (conscious learning) to make changes in our utterances only after the utterance has been generated by the acquired system. The following figure shows how a learner uses the "monitor".

Figure No. 1

A Model of Adult Second Language Performance
Krashen and Terrell (1983, p.39)
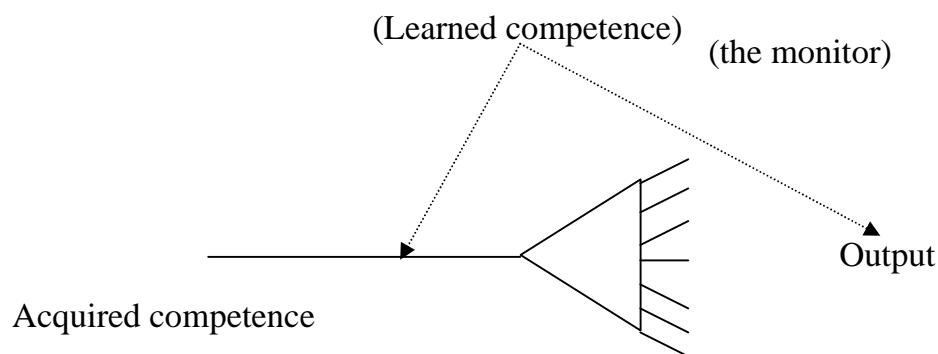
In this figure, Krashen says that a learner gets acquired competence subconsciously. Our formal knowledge of second language it means the rules we learned in classroom and from texts are not response for fluency, but only

has the function of checking and making repairs on the output of the required system. In short, the figure says that first we pick up language through subconscious process and then our formal learnt knowledge only use to alter the output of the required system sometimes before and sometimes after the utterance production. It is a non-conversion mode in which two sides do not mix. It is therefore, sometimes called the dual competence model (Cook 1991, p.123).

Ellis (1985) defines monitor as the device that learners use to edit their language performance. It is the learnt knowledge acting upon acquired knowledge which the learners use before or after.

Krashen and Terrell (1985) say that a very important point about the monitor hypothesis is that it does not say acquisition is unavailable for self-correction. We often self correct or edit, using acquisition, in both first and in second languages. What the monitor hypothesis claims is that conscious learning has only this function, that it is not used to initiate production in a second language.

Littlewood (1995) views that monitor hypothesis is that learners give more attention to their speech when they come closer to the target norms. He further says that second language speakers can monitor their speech by means of linguistic knowledge which they have learnt by conscious means. Speech which is unmonitored comes directly from the natural process and appears to be more deviant because it reflects the system which the learner is constructing for himself. Later, he again expresses that the more strongly monitored kinds of performance would be those where learners have more time and attentional capacity to use their knowledge for putting together plans which have not become fully automatized.
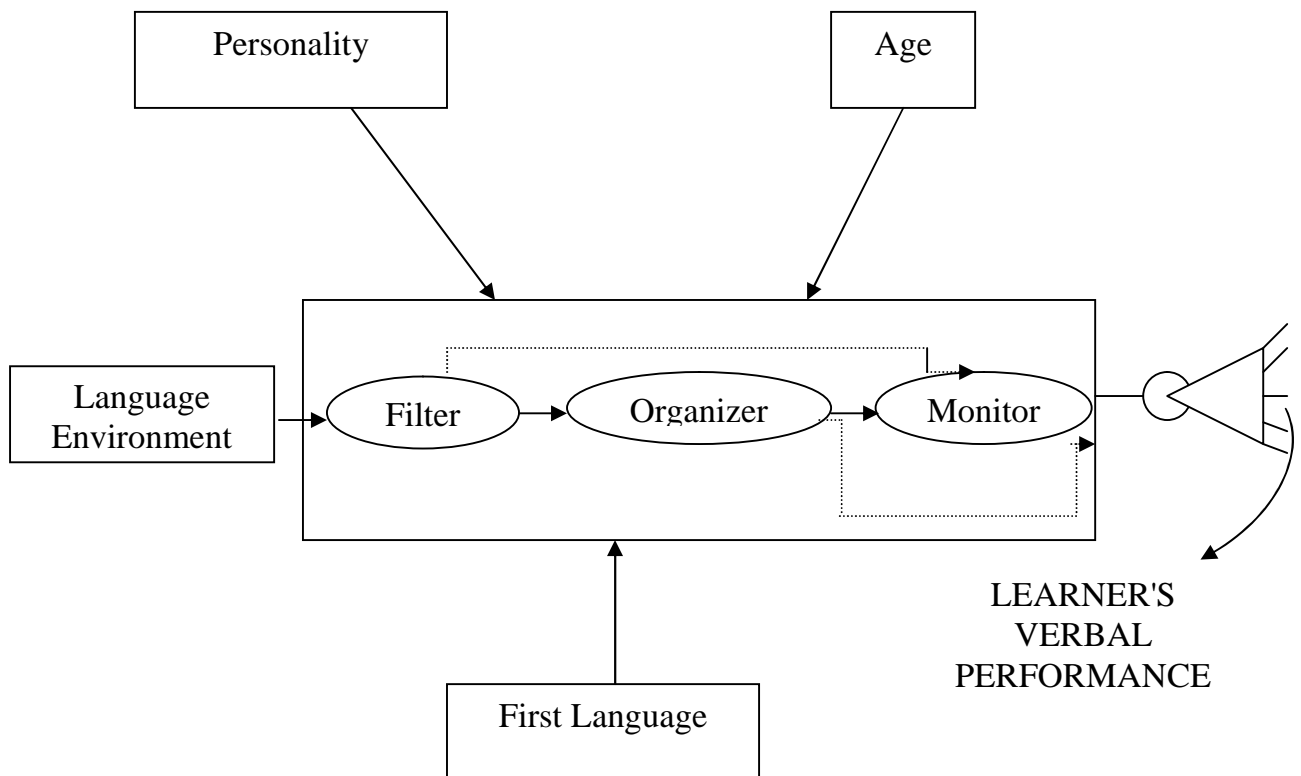
Bellugi and Brown (1964, p.5) say that the main purpose of using monitor by learners is to obtain feedback on any errors made and to self correct. He further says that time is needed as well as (a) a knowledge of the rule, (b) a knowledge of first language, (c) a knowledge of the world.

It is the well known fact that acquired knowledge is stored by the learner and is therefore available for automatic processing and uninhibited performance.

Learned knowledge, on the other hand, requires time for processing focus on form and knowledge of the rules.

Figure No. 2

Working Model for Creative Construction in L_2 acquisition
Bellugi and Brown (1964, p.4)

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  ┌──────────────┐              ┌──────────────┐
  │  Personality │              │     Age      │
  └──────────────┘              └──────────────┘
           │                           │
           ▼                           ▼
┌──────────────┐   ┌─────────────────────────────────────────┐
│   Language   │   │  (Filter)  →  (Organizer)  →  (Monitor)  │ ──→ ⊂
│ Environment  │ →                                            
└──────────────┘   └─────────────────────────────────────────┘
                           ▲
                           │                    LEARNER'S
                  ┌──────────────┐              VERBAL
                  │First Language│              PERFORMANCE
                  └──────────────┘
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6

This figure suggests that 'monitor' is an important factor or device in learning the second language for the learners. In order to get proficiency in the second language, each learner first copes with raw materials from his/her first language, environment and so on. Then, he/she filters these raw materials and organized appropriately in his/her repertoire. After this, he/she monitors this organized system and verbally produces utterances.

Conditions of Monitor Use

In order to use monitor on the acquired system, the performer must have three different conditions. So that he/she can use monitor successfully.

a) The performer has to have enough time

In order to think about rules for changing, he/she should have enough time. During a normal conversation there is usually not enough time to thoroughly think about which is the right grammar rule to apply. If the performer tries to use too monitor at the time of speaking, his style of talking might become too hesitant and thus disturb the flow of communication.

b) The performer has to be focused on form

In order to monitor something, the performer should think about the particular structure or form of the word or rules as what we are saying and not how we are saying. It means performer should be given focus on meaning or correctness.

c) The performer has to know the rule

Even if we have lots of time and getting the form for monitoring, and do not know the system of that form or rule, we become failed in monitoring. So, the performer should be equipped with the proper rule. It means the performer

needs to have a correct mental representation of the rule to apply it correctly. Later Krashen what he concludes from his research, i.e., grammar test is that it is very difficult to apply conscious learning to performance successfully.

It is found that when we focus students on communication, they are not usually able to make extensive use of their conscious knowledge of grammar, the monitor, and their error patterns primarily reflect the operation of the acquired system (Krashen and Terrell 1985, p.31).

The research also suggests that the monitor does a better job with some parts of grammar than with others. For example, English third person singular, for example, is dealt for the conscious monitor. Even very advanced acquirers of English as a second language may miss the third person marker in unmonitored speech. If, however, they are efficient monitor users, they will rarely get it wrong in writing, in – prepared speech or other occasions when monitoring is a relatively simple task.

Individual Variation

Individual second language performers would vary the greater extent on the basis of monitor they utilize in second language production. On the basis of the use of monitor, the learners are divided into three types:

a) Monitor over users
b) Monitor under users
c) Optimal Monitor users

a) Monitor Over Users

These are the conscious grammar users. Whenever and wherever they use monitor. These are the learners always conscious about the forms, structures

and rules of second language and scarce of committing mistake. Krashen says the main reason of it is lack of acquisition. He further says that when correcting error, they will often be consciously aware of the rule that was broken and be able to verbalize it. They are speaking very slowly with long pause.

Stafford and Cavitt (1978) had done research over the Finnish speaker (lady) and found that unable to speak and written is quite accurate but she tries to remember and use grammatical rules before speaking.

According to Krashen there are two main reasons to explain this behaviour. The first reason can be traced back to the performer's history of exposure to the second language. The second reason to cause this behaviour is linked to the performer's personality, i.e., what kind of person he/she is.

Monitor "over user" performers feel that they must "know the rule". It is found that over users may suffer from "lathophobic aphasia", an unwillingness to speak for fear of making a mistake (Krashen, 1981, p.4)

Characteristics of overusing monitor performer are:

- Conscious grammar user
- More hesitant
- Give focus on forms, structures and rules of second language.
- Fear of committing error.
- Speaking slowly with long pause.

b) **Monitor Under Users**

Krashen says "Performers who do not seem to use a monitor to any extent, even when conditions encourage it". Such performers like the first language acquirers, i.e., fluent speakers appear to be uninfluenced by most error correction and do not usually utilize conscious linguistic knowledge in second

language performance. They use subconscious linguistic knowledge. Krashen (ibid) found two main causes of this kind of behavior. One cause may be that the performer has simply not learned how to monitor yet. Another is personality, i.e., there are some people who do not tend to use conscious rule because they feel that it is sufficient.

Cohen and Robbins (1976) conducted research over Hung. Hung never uses conscious linguistic knowledge. It is found that under users seem to be immune to error correction, and do not perform well on 'grammar' test. Characteristics of under monitor performer are:

- Near to the first language acquires.
- Do not fear to the committing error.
- Do not perform well on grammar.
- Non-hesitant.
- Acquire great deal of the target language.
- Often use quite complex construction

c) **Optimal Monitor Users**

They are the average monitor users which lie between over and under users. They have conscious awareness of monitor use. Wherever the situation tends to be encouraged, they only use. They are neither slow nor fast in speaking. In other words, optimal users are the performers who use learning as a real supplement to acquisition, monitoring when it is appropriate and when it does not get in the way of communication. They keep grammar in its place, using it to fill gaps in acquired competence when such monitoring does not get in the way of communication.

Characteristics of optimal monitor users are:

- Conscious learners in monitor use
- Average learners
- Less hesitant
- Use conscious rule according to the situation

General Characteristics of Monitor Users

Krashen (1981) has given the following general characteristics of monitor users:

a) Successful monitor users edit their second language output when it does not interfere with communication.
b) This editing results in variable performance, i.e., we see different types and amounts of errors under different conditions.
c) Monitor users show an overt concern with "correct" language and regard their unmonitored speech and writing as "careless".

The following table summarizes the individual variation seen in adult second language performers. Though this table does not provide exhaustive criteria for determination of monitor user, it is some how more reliable than other list.

Table No 1

Individual Variation in Monitor Using

Monitor user	Spoken style	Uses Conscious rules	Personality type
Optimal	- Hesitant	Yes	
Over user	+ Hesitant	Yes	Self conscious
Under user	- Hesitant	No	Out going

Adopted from Krashen (1981)

Dulany et al. (1984) said that rules that were once conscious continue to control at unconscious level. But the automatic processing that such rules allow is not the product of an internalized monitor that applies formal rules, but rather automatized reside of informal rules the learner once had consciously in mind (cited in McLaughlin, 1987, p.28).

Second language learning requires knowledge, such as rules of grammar for the development of competence and needs practice in speaking etc. to develop control processes (Bialystok 1990, cited in Cook, 1991, p.127).

Cook (1991) views monitor hypothesis similar to the Krashen and says: The process of speaking a second language depends primarily on acquired knowledge for all learners. Those who have a conscious learnt knowledge of the L_2 are able to use it only as a monitor of what they have already acquired. He again adds that someone who wants to say something in a second language will be able to monitor what they are saying via the conscious grammatical rules they know-checking whether the tense is right for instance.

Contrastive Analysis (CA) assumes the fact that when the learners learn any language beyond their first language, their conscious or learned knowledge may not be fully implied because their first language always hampers to learn other language. Technically it is know as l_1 interference. So, none of the L_2 or foreign learners can use cent percent monitor when learning any language.

It is the fact that children are the best language learner. In case of using monitor adults are the best monitor user and children are not because they do not use the monitor and are not as inhibited as older learners, therefore, they are thought to be superior language learners. Krashen (1979) argued that adolescents and adults are faster language learners in the initial stage but that

young children do better in terms of their eventual attainment but McLaughlin (1987) totally discard this statement and says that older learners are the best language learners in terms of rate and ultimate attainment. Thus monitor does not help acquisition, but only enables the learner to "polish up" what has been acquired through communication.

Later McLaughlin (1987) concluded that monitor hypothesis is unproven hypothesis. He further says that Krashen made serious mistake of equating "rules" with the rules of grammarian. Even if one posits a monitor as representing conscious knowledge it is quite different from what Krashen attributed to the monitor. Though the learners have rules of language in their mind, they cannot use as the grammarian. He further says that they operate on the basis of informal rules of limited scope and validity.

Ellis (1994) views monitor hypothesis similar to the Krashen. He argued to the point that learned knowledge can not be converted into acquired knowledge and gives a name non-interface position to this phenomenon.

Relationship Between Monitor and Language Learning

As we know, "Monitor" is a learned knowledge which the learners use to edit their language. Though the monitor has been defined differently by different people, it has direct and positive relationship with learning language.

Using a monitor means to correct plan or edit the language function appropriately. The one, who uses a monitor appropriately, can produce accurate and well polished language. It purifies language both in spoken and written form and helps the learner to learn the language more. It means when the learner goes on editing language, his/her range of knowledge goes on adding and curious to learn more. Krashen suggests that the monitor does a better job with some parts of grammar than with others. Therefore, if the second language

learners use the monitor appropriately to plan, edit and correct, definitely he/she learns language effectively as well as rapidly with no pauses, false starts, repetitions.

Table No. 2

Criteria for Determination of Monitor User

Criteria	Over user	Under user	Optimal user
Hesitation	No	A lot	Less
Confidentiality	High	No	Yes
Accuracy in writing	No	High	Tolerable
Native model	No	Yes	Tolerable
Fluency	High	No	Tolerable
Grammar in writing & speaking	No care	Highly care	Care

Review of Related Literature

A number of researches related to monitor have been carried out out side Nepal. Some of them are as follows:

Nida (1956,cited in Krashen,1981) done research on "J". Mr. J was expert in the grammar of his target language but never spoke it. So, Nida also concludes that over users are not good second language learners.

Krashen and Pon (1975, cited in Krashen,1981) conducted a research on "p" a native speaker of Chinese who had begun to learn English sometime in her 20's when she came to the United States. They found that she is a successful monitor user and concluded that optimal monitor users are the best language

learners though she made some errors in unmonitored speech, her written output is quite close to the native speakers norms. So, optimal monitor users are able to achieve the illusion of the native speakers' syntactic level of performance by efficient accurate monitoring.

Fathman (1975) and Fuller (1978) found that instructions to focus on form did not result in the gain in accuracy.

Birnbaum (1976, cited in Krashen, 1981) characterizes the speech of Hector, another adult second language performers and ESL students who show signs of over use as follows: In a segment of conversation that lasted slightly less than 15 minutes, there is not a single lengthy utterance that is not filled with pause, false starts, repetitions and other speech repairs. From this study, it is found that over monitor user are not too successful in second language learning.

Cohen and Robbins (1976 a, cited in Krashen, 1981) did research on Hungs. He never taught grammars. He just writes down whatever he likes but he does not know which rule to apply. It shows that under monitor users are also not good language learners.

Cohen and Robbins (1976 b, cited in Krashen, 1981) describe two more cases like this in their in depth study of learner characteristics Ue-lin, like P, can self correct successfully, and describes her errors as 'careless'. She reports that she likes to be corrected and has the practice of going over teacher's corrections on her written work. Her background includes formal training in English.

Galloway and Krashen (1977) experimented and extend Obler's "stage hypothesis" and showed greater role of monitor. In this hypothesis, they say that there is an early stage in second language acquisition involving in the right hemisphere of the brain. They suggest that this early right hemisphere

involvement is limited to natural language acquisition; the use of conscious grammar (the monitor) might involve the left side of the brain.

Houck et al. (1978) and Krashen et al. (1978) found in several studies that there is a problem when focusing on form. Focusing subjects on form by having them correct spelling and grammar in written composition did not result in use of the monitor.

Stafford and Covitt (1978, cited in Krashen, 1981) researched on's' the over user. This person put words together and does not know anything but the rules. This study also shows that over monitor users are not the best second language learners.

Seliger (1979) concluded that the monitor is limited to such specific output modalities and requires such carefully confined conditions for its operation that it can not be thought to be representative of the learner's internal, conscious knowledge of the grammar.

Hulstin and Hulstin (1995, cited in Littlewood, 1995) researched on adult English speakers learning Dutch focus on form and time. When the subjects were focused on form without time pressure, there were gain in accuracy as the monitor theory predicts, but when focus was given to the time, performers did not make any difference in their performance. This shows that availability of extra time does not alone involve the monitor.

Lonna and Dickerson (cited in Littlewood,1995) found that in free conversation first and second language speakers give more attention to the content of their speech and correspondingly less attention to its form. It means in conversation they monitor their speech less.

None of the theses have been carried out on this similar topic in Nepal.

Objectives of the Study

The objectives of the study were as follows:

a) To identify under user, over user and optimal monitor user students on the basis of set criteria and characteristics.
b) To examine the role of monitor in English language learning.
c) To determine some pedagogical implications of monitor.

Significance of the Study

The findings of the study will be beneficial to learners, language teachers, researchers, subject experts, curriculum designers, textbook writers and all others who are very interested in second language learning and teaching since they can derive the insights from the findings of this research.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study there should be a distinct methodology. The methodology adopted for the present research is described below:

2.1 Sources of Data

The researcher used both primary and secondary sources for the data collection. The primary source was used for collecting data and the secondary source was used to facilitate the research.

2.1.1 Primary Sources

The students of PCL (first year) Mahendra Ratna Campus, Tahachal, Kathmandu were selected as the primary sources of data of my study.

2.1.2 Secondary Sources of Data

The researcher studied books, theses, articles, journals and various web sites related to the present research to facilitate the present study. The secondry sources used for this study were different books like: Bellugi and Brown (1964), Krashen and Terrell (1983), Ellis (1985), Krashen (1981) etc.

2.2 Sampling Procedure

The Kathmandu Valley was selected as the research area of my study. Likewise, I purposively selected one campus of the Kathmandu Valley (Mahendra Ratna Campus, Tahachal). Out of several different procedures, I used random sampling procedure, i.e., through fishbowl draw. From there 4 0 students were selected as a sample size. For this, I had numbered each student

using separate slips of paper and put all these slips into a box. Then, I picked them out one by one without looking at them until the number of slips selected equaled to sample size.

2.3 Tools for Data Collection

The main tools for the collection of data were a written test and an interview (structured) schedule. From the test (30 minutes essay writing), the researcher had made confirmation about monitor user on the basis of already set criteria like grammar, coherence (Table No.2) and characteristics like conscious in grammar, cohesion (1.1.2 a,b,c) and determines the best effective ones. In regard to the interview, the researcher asked questions like "Do you use grammar rules when you write?" (Appendix no. 2) The interview questions were structured. The researcher again categorized the respondents, i.e., over user, under user and optimal monitor users and determined the best effective ones on the basis of criteria like fluency (Table no.2) and characteristics like hesitation (1.1.2 a,b,c) and through the analysis and interpretation of the data (chapter 4) .

2.4 Process of Data Collection

The researcher collected the data from the primary source conducting interview and test. For this purpose, the researcher followed the following steps:

a) I went to the field and contacted the concerned people.
b) Then I explained the purpose to the respondents.
c) I randomly selected 40 students from there.
d) First, I gave them a test, i.e., essay writing. It took 30 minutes and I made photocopies of each 40 answer sheets and started checking their photocopied answer sheets at my home.

e) Next day I again went to their class and asked them to check their original answer sheets themselves. After self correction, I compared the answer sheets (which I checked before and students' self correction). While checking their answer sheets, I gave due care on subject-verb agreement, coherence, cohesion, appropriacy, accuracy, clarity to each answer sheets as which criteria like grammar, coherence (Table no.2) and characteristics like conscious in grammar, cohesion (1.1.2 a,b,c) they meet. On the basis of similar criteria and characteristics, they belonged to: under, over and optimal monitor user.

f) After that the interview was administered. It means I asked same questions to each and they provided me their responses. I had written their responses thoroughly. When they made any correction in the next day I asked questions like: Why do you change this sentence today? Why did not it come yesterday? Do you use your conscious knowledge? And on the basis of the above mentioned criteria and characteristics of monitor users, I kept them under: over, under and optimal monitor user.

g) On the basis of the test involving essay writing and interview, I determined the best monitor user. In case of writing, if I found the qualities like giving appropriate care in grammar, coherence, cohesion, tolerable fluency, confident, he/she was considered as the best monitor user and in case of interview, if I found the qualities like less hesitation, confident, tolerable fluency, accuracy, clarity, he/she was considered the best monitor user.

2.5 Limitations of the Study

The study had the following limitations:

a) The data for study was collected only from Mahendra Ratna Campus, Tahachal, Kathmandu.

b) Only PCL level students were involved in the study.

c) The study was confined to only 40 students.

d) I was limited only to interview and test tools for data collection.

e) It was restricted to classroom situation only.

f) Interview and test items limited to PCL Compulsory English Syllabus.

g) The test items were limited to writing skill only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter incorporates the analysis and interpretation of the data that are collected from primary sources. The analysis and interpretation is done for finding out the type of monitor users and its role in the language learning. The data were collected through written test and interview questions. I tabulated the information and analysis the data under the following headings.

 3.1 Analysis of the Written Test Item

3.2 Analysis of the Interview Questions

3.1 Analysis of the Written Test Item

On the basis of the students written test, i.e., essay writing, three types of monitor users (over, under and optimal) are categorized (see appendix no3) by following the previous set criteria and characteristics (see 1.1.2.a,b,c).Out of the 40 students,15,17,18 students had been found monitor over users, under users and optimal users respectively.

Table No.3

Representation of Total Percentage Covered by Monitor Users in Written Test

Monitor users	Percentage
Over users	37.5
Under users	17.5
Optimal users	45

The data clearly shows that 37.5% belongs to over users, 17.5% to under users students and 45% students come under the optimal monitor users category in written test. It signifies that the majority of the students are optimal monitor users.

3.2 Analysis of the Interview

To make the findings valid and reliable, a prepared sheet of interview was administered to the students under study. It gives the clear evidence about; why they monitor language, the role of it, how it comes as well as determining again the type of monitor users on the basis of their written style and interview response. Therefore, this section mainly deals with the analysis of the students responses descriptively and statistically. Eight questions were asked to the students.

3.2.1 Thinking Grammar Rules in Essay Writing

While analyzing the thinking grammar rules in essay writing, 40% students respond on thinking grammar in speaking and writing and 25% students respond that they never thought on both in speaking and writing. For example:

Q: When you write an essay, do you think of grammar rules?

R: I never think on grammar rules when writing essay.

Forty percent students were optimal monitor users, 35% were monitor over users and remaining 25% were monitor under users.

3.2.2 Correction by the Students Themselves

After writing by themselves almost all answer copies were returned back. Some copies were done correction and some were not. The result was found that 50%

had done correction and said that they did correction by themselves. Those 50% copies were highly done correction. Thirty five percent copies were done less correction and 15%were not done any correction and said that they never thinking about correction either in speaking or writing. As for example:

Q: Do you correct yourself when you speak and write?

R: Well, I never think about correction either in speaking or writing.

Out of all, 50% students were found monitor over users, 35% were optimal monitor users and 15% were monitor under users.

3.2.3 Coming Automatically or by Learned Knowledge

Regarding again to their correction, 50% highly done correction (over users) students responded that they did correction through the help of their learned knowledge, 35% optimal monitor users responded that sometimes they used learned knowledge and other times it came automatically but the 15% under users said that it came automatically. To justify this, I have quoted an example of the interview:

Q: In case of correction, does it come automatic or through learned knowledge?

R: It comes through learned knowledge.

3.2.4 Knowing Mistakes by Onself

Concerning with this question, 43% students answered that they clearly recognized the mistakes committed by themselves, 35.2% students said that most of the time they recognized the mistake but 21.8% students replied that they could not recognize the mistakes committed by themselves and added that

they felt uneasy both in speaking and writing. The following is a sample interaction from the interview:

Q: How do you know, you made mistake?

R: The sentence could not be relevant to the rules. In this way, we know the mistake.

According to this analysis, 43% were monitor over users, 35.2% were optimal and 21.8% were monitor under users.

3.2.5 Using Grammatical Rules in Writing

In this statement ,47.5% students replied that they used grammatical rules almost all the times in writing, 35.2% said sometimes they used if necessary but 17.3% answered they never used grammatical rules in writing. This can be cleared from the following exchange of the interview:

Q: Do you use grammar rules when you write?

R: Yes, we use grammatical rules if necessary.

 This shows that 47.5% students were monitor over users, 35.2% students were optimal monitor users and 17.3% students were monitor under users.

3.2.6 Feeling Hesitation while Speaking to Other Person

In this interview question, 43.1% students said that they always felt hesitation (more hesitation) while speaking, 45.3% students replied that they felt less hesitation (enjoyable) and 11.6% students said that they never felt hesitation (highly enjoyable) while speaking. To prove this statement, the following exchange of interview is given here;

Q: How do you feel when you speak to the other person? (More hesitation, highly enjoyable, enjoyable)

R: I feel more hesitation when I speak to the other person.

The above mentioned 43.1%, 45.3%, 11.6% students come under monitor over users, optimal and under users categories respectively.

3.2.7 Changing in the Answer Sheets

In the moment of asking, I used to ask three questions associated with changing their answer sheets;

a) Why do you change this sentence today?

Most of the students replied that they recalled their rules later on so they changed it. Other group of students replied that sometime they changed unconsciously and other time they also recalled their learned knowledge and then they changed it. But hardly only one student replied that changed it unconsciously.

This first group of students was monitor over users. Similarly, second and third groups of students were optimal and under users.

b) Why did not it come yesterday?

Those students who said that they remembered the rules later on answered that they thought over it time and again but forgot the rules, however, at the time of correction they remembered. As for evidence;

Q. Why did not it come yesterday?

R. Umhn, I forgot this rule yesterday.

c) Do you use your conscious knowledge while doing correction?

We know that language learning is totally different than learning other things. At the process of learning language, those students who do not give due care on correction said that they used their sub conscious knowledge which came automatically. But those students who gave due care on correction replied that they used their conscious knowledge while doing correction.

3.2.8 Impact of monitor in learning the English language

Revisiting their answer sheets and responses, 95% students replied that monitor had brought a lot of changes in learning the English language. But 5% students replied that it did not bring any significant changes in their learning the English language. For instant;

Q. Does "monitor" bring any change in learning the English language?

R. Yeah, it brings a lot of change in our learning the English language.

These ninety five percent students are over and optimal monitor users but 5% come under monitor under users.

Classification of Monitor Users in Terms of Interview Responses and their Spoken Pattern Analysis

On the foreground of set of interview (structured) schedule (see appendix no.2), three types (over, under and optimal) monitors are determined (see appendix no.4).Concerning with this interview, 17 students were found monitor over users, 5 students under users and 18 optimal users**.**

Table No.4

Representation of Total Percentage Carried by Monitor Users in Interview Questions

Monitor User Type	Percentage
Over users	42.5
Under users	12.5
Optimal users	45

This table represents the total percentage occupied by monitor users. Over users' percentage was found 42.5%, under users 12.5%, and optimal users 45%. It shows that the majority of the students were found in optimal monitor users.

Table no.5

Difference in Total Number of Students Categorized Through Interview and Written Test

Form	Over users		Optimal users		Under users	
	Number	Percentage	Number	Percentage	Number	Percentage
Written Test	15	37.5	18	45	7	17.5
Interview	17	42.5	18	45	5	12.5

This table gives a bird's eye view of total number of monitor user types and the difference in number of monitor users between interview and written test. In written test 15 students come under monitor over users which cover 37.5% but in interview 17 students were found under monitor over users which carries 42.5% .Only 2 students were found more in interview.

In written test and interview eighteen students each were found under optimal monitor users which cover 45%.

Seven students were found under the under user category in written test which carries 17.5% but 5 students were seen in interview which is 2 in less in number .The total 12.5% it occupies.

3.3 Criteria wise Monitor Analysis

3.3.1 Accuracy in Writing

Analyzing accuracy percentage in the monitored copy of the students, 85% accuracy was found in monitor over user students, 75% in optimal monitor user students; however 5% accuracy was found in monitor under user students.

3.3.2 Native Model

Going through their writing and speaking, those students who were found under monitor over users did not have a native model but under users had near about cent percent native model where optimal monitor users had tolerable native model. Here,

No native model – Speaking haltingly with long pause, feeling hesitation

Cent percent native model – Speaking fluently without any pause, no hesitation, no coherence and cohesion in both writing and speaking.

Tolerable native model – speaking sometimes fluently and other times haltingly, most of the time writing grammatically cohesive and coherent language.

3.3.3 Confident

While monitoring language, monitor over user students were found highly confident and said this monitoring process build up our total knowledge in language. Monitor under users were not seen confident in their monitoring process and language because they committed a lot of mistakes in their spoken and written form but optimal monitor users have good but not high level confident level.

3.3.4 Change in Subject-Verb Agreement after Correction

When I compared the answer sheets which were written previously and the monitored once, I found that cent percent over user students doing correction of subject –verb agreement where 90% optimal monitor users did change in subject – verb agreement but none of the monitor under user students made change in subject-verb agreement.

3.3.5 Change in Coherence and Cohesion

Going through this analysis part, those students who come under monitor over users found nearly cent percent coherence and cohesion in their both writing and speaking skills. Optimal monitor users have tolerable coherence and cohesion both in speaking and writing but monitor under users had not found giving any carefulness both in speaking and writing neither in their first writing nor in their monitored answer sheets.Here,

Cent percent-nearly whole sentences and paragraphs logically sequenced and grammatically appropriate,mistake ranging from 0-10%

Tolerable – Mistake ranging from 10%-80%

Zero – Mistake ranging from 80%-100%

3.4 Impact of Monitor in Learning

3.4.1 Monitor Impact on Subject-Verb Agreement

As I found that over users use the monitor all the time and optimal users use it if the condition demands. These type of monitor users were directly affected by the subject – verb agreement monitoring. Though they committed a few mistakes on subject –verb agreement, the monitoring process again adds up another stone in their language. So that their language sentences and structures seemed more well furnished and correct through monitoring on subject- verb agreement. Comparatively, monitoring on subject-verb agreement did not bring any significant impact on monitor under user students because they did not give any due care on subject-verb agreement.

3.4.2 Monitor Impact on Coherence and Cohesion

Going through their writing and spoken style, monitor over users and optimal users' language was found grammatically coherent and cohesive. However, in their next day correction (monitoring), it was found that over users tried to find out more grammatically non-cohesive and coherent language than the optimal once (optimal done relatively less to over users). But monitor under users were found never given any care on coherence and cohesion which seemed rough.

Therefore, this monitoring on coherence and cohesion did directly impact on monitor over users and optimal users. It was found that it made the language understandable, systematic and polished and learners conscious in learning.

3.4.3 Monitor Impact on Fluency

Most of the time, monitor over users were found rethink their language and try to correct it time and again so that their written and spoken fluency was slow

and given pause but optimal monitor users rethink and correct it if necessary. Therefore, their language fluency was found tolerable. However, monitor under users did not give any care on grammar and other aspects of language so that their language fluency was very high.

The result shown that the monitor had significantly less beneficial to the over and optimal monitor users on fluency, however, it had found monitor under users were command in fluency. So that under users were seemed command in their language and fast learners. Because of their speed in speaking, the mistakes were not recognized frequently.

3.4.4 Monitor Impact on Native Model and Confident

Because of slow nature, giving care on grammar, coherence, cohesion, over users were far from native model however optimal monitor users were to some extent near to native model but they were found confident. Monitor under users did not give any care on grammar, coherence, cohesion so that they were found near to the native model but less confident.

Though it helped more to under user and less to the over and optimal, it was found that it brought positive changes in their language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the main findings and recommendations on the basis of the objectives and analysis and interpretation (chapter 3) of the study. The principal aim of the present study was to investigate the type of monitor users in learning the English language. Further it tried to find out the role of monitor in learning language (especially English) in the English Language classroom. Putting these things in consideration, the data were collected from 40 students in T.U. affiliated Mahendra Ratna Campus. The data were carefully presented in table and analyzed and interpreted to accomplish the objectives.

4.1 Findings

After analyzing and interpreting the data collected through the test item and interview (structured) schedule (see appendix nos.1 and 2), this study has come up with the following findings.

a. The students were found 37.5%, 17.5%, 45% monitor over users, under users and optimal users respectively from written test where as 42.5%, 12.5%, 45% monitor over users, under users and optimal users respectively from interview. But the result shows that majority of the students were found optimal monitor users, i.e. 45% (see Table No.5). They were identified and presented themselves as optimal monitor users.

b. Since three type of monitor users were found in the study (over, under and optimal monitor users); monitor over users over used their conscious knowledge. They first thought in their own language and later on translated it into the second language. So, they were considered to be slow language learners and found to have committed few mistakes. However, monitor

under users never thought about rules and regulations of the language, therefore, they committed lots of mistakes. But optimal monitor users were found average language learners. It shows that different learners use different strategies to learn language.

c. The study result also shows that students who monitored their language produced more accurate and better language than those who did not monitor (see 3.3 and 3.4). Therefore monitor has relatively a better role in learning the English Language.

d. Ninety Five percent students were found highly affected by monitor and they said it brought a lot of changes in learning the English language. But 5% students were not seen motivated towards monitor (see 3.2.8).

e. Monitor had an impact on editing, deleting, etc. When the students did correction on their answer sheets on the following day, it helped them to be conscious on system of language (see appendix no. I a and b).

f. Analyzing it from different perspectives, it was seen that the quality like; appropriate care in grammar, coherence, cohesion, tolerable fluency, confident, less hesitation, clarity in optimal monitor users. Therefore, optimal monitor user students were considered the best language learners.

g. When the students modifying utterances generated from acquired knowledge, they used to give more focus on form so that took a lot of time (evidence: observing their writing both in first and second day).

h. Those students who monitored their language always thought about grammatical rules but they did not pay attention to meaning (see appendix no. II question 1).

i. Because of lack of exposure, some students who found fluent in writing and categorized under monitor under user were changed into over users in interview (speaking). They felt hesitation in speaking though they are fluent speakers.

4.2 Recommendations

On the basis of the findings, the following recommendations have been made:

a. Since it was found monitor has effective role in learning the English language, the teacher and other related persons should motivate the monitor under users (17.5% from written test and 12.5% from interview test) students to use monitor only if the condition demands and make the language polished and understandable.

b. The study identified that optimal monitor users were the best language learners. Therefore, students should be motivated to be as optimal monitor users.

c. In order to monitor the language, both in speaking and writing, needs a lot of time so that the administration of concerned campus should extend the time of classes, and classroom should be managed.

d. The Students who could not monitor do not know the system of language. Therefore, those 5% students who said monitor does not bring any changes in learning should teach the importance of system of language (monitor) in

accordance with the situation. As a result all skills of the language might be developed.

e. As we know that exposure is one of the factors that influence the L2 learning. But the teachers were also found using the Nepali language almost all the time in the language classroom. They translated the English language into Nepali which affects in the pace of the students learning. If they give proper exposure to the monitor over users students, definitely, the monitor over user students would be optimal monitor users.

f. Language learning is full of activities which make the learners active and extrovert. The monitor over user students who were found introvert should be engaged in extra curricular activities. So that they would be extrovert because extrovert learners are the best language learners (Ellis 1985).

g. This research was limited only to 40 students of a government campus. So, it can not be claimed that the findings of this research are applicable every where. Researchers in the days to come can carry out this type of research by including more students and more schools of different types in different parts of the world.

Appendix No.3

Determination of Monitor Users on the Basis of written Test Item

Students	Monitors Users					
	Over users	Frequency	Under users	Frequency	Optimal users	Frequency
1		1				
2				1		
3						1
4		1				
5		1				
6						1
7		1				
8				1		
9		1				
10						1
11				1		
12				1		
13						1
14						1
15						1
16		1				
17						1
18		1				

19		1			
20					1
21		1			
22		1			
23					1
24					1
25			1		
26			1		
27					1
28		1			
29					1
30			1		
31					1
32		1			
33		1			
34		1			
35					1
36					1
37					1
38		1			
39					1
40					1
Total		15	7		18

Appendix No.4
Classification of Monitor Users in Terms of Interview Responses and
Their Spoken Pattern Analysis

Students	Monitor Users					
	Over users	Frequency	Under users	Frequency	Optimal users	Frequency
1		1				
2				1		
3						1
4		1				
5		1				
6						1
7		1				
8				1		
9		1				
10						1
11				1		
12				1		
13						1
14						1
15						1
16		1				
17						1
18		1				
19		1				
20						1
21		1				
22		1				
23						1

24						1
25						1
26						1
27						1
28		1				
29						1
30				1		
31		1				
32		1				
33		1				
34		1				
35						1
36						1
37		1				
38		1				
39						1
40						1
Total		17		5		18

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Appendix – II

Interview Monitor Survey Questionnaire

The following are the number of questions to which respondents supply the answers according to their quality.

1. When you write composition, do you think of grammar rules?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

2. Do you correct yourself when you speak?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

3. How do you know you made mistake?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

4. Do you think grammar rules are useful?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

5. Do you use grammar rules when you write?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

6. How do you feel when you speak to the other person? (more hesitation, highly enjoyable, enjoyable).

    ………………………………………………………………………………

    ………………………………………………………………………………

    ………………………………………………………………………………

7. If they make any changes in their answer sheet, I will ask the following questions.

    a. Why do you change this sentence today?

    ………………………………………………………………………………

    ………………………………………………………………………………

    ………………………………………………………………………………

    b. Why it does not come yesterday?

    ………………………………………………………………………………

    ………………………………………………………………………………

    ………………………………………………………………………………

    c. Dou you use your conscious knowledge while doing correction?

    ………………………………………………………………………………

    ………………………………………………………………………………

    ………………………………………………………………………………

8. Does monitor bring any changes in learning the English language?

    ………………………………………………………………………………

    ………………………………………………………………………………

    ………………………………………………………………………………

Appendix – I

Write an essay about 'Aim in Life' within 250 words.

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