

**ERRORS COMMITTED BY IELTS STUDENTS IN
WRITING FREE COMPOSITION**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English**

**Submitted by
Krishna Prasad Gautam**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2010

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067/06/....

.....
Krishna Prasad Gautam

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Krishna Prasad Gautam** has prepared this thesis entitled "Errors Committed by IELTS Students in Writing Free Composition: An Analytical Study" under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to
my Mother and Teachers
who always inspired me
to build my Career

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ABSTRACT

The present study entitled **Errors Committed by IELTS Students in Writing Free Composition** is mainly concerned with identifying and describing the errors in agreement, prepositions, capitalization, cohesion and coherence in free writing. For this study, 50 students studying in five different educational consultancies in Kathmandu district were selected using disproportionate stratified random sampling procedure, (i.e. 10 students from each consultancy, consisting of equal number of students from both the sexes got selected). A set of subjective test items, consisting of one free writing question, was the one and only tool for data collection. The study showed that the students committed the highest number of errors in coherence and the lowest number of errors in using capitalization. The students committed 417 errors in total, out of which 89(21.34%), 35(8.39%), 68(16.31%) and 225(53.96%) errors were committed in agreement, capitalization, cohesion and coherence, respectively.

The study consists of four chapters. The first chapter deals with introduction to the study encompassing the general background, literature review, objectives and significance of the study. The second chapter deals with the methodology. It encompasses sources of data, population of the study, sampling procedure, research tools, process of data collection, and limitations of the study. Similarly, the third chapter, which is the core part of the study, includes the analysis and interpretation of the data. And finally, the fourth chapter incorporates the findings, recommendations and pedagogical implications of the study.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables and Charts	xi
List of Symbols and Abbreviations	xii

CHAPTER-ONE: INTRODUCTION

1.1 General Background	1
1.1.1 IELTS and its Writing Module	2
1.1.1.1 Writing Skill	3
1.1.1.2 Writing Free Composition	3
1.1.1.3 Error Analysis	5
1.1.2 Identification of Errors	5
1.1.3 Description and Classification of Errors	6
1.1.4 Explanation of Errors	8
1.1.5 Correction and Remediation of Errors	11
1.1.6 Errors in Free Writing	15
1.1.6.1 Agreement in English	16
1.1.6.2 Capitalization in English	18
1.1.6.3 Cohesion in English	19

1.1.6.4 Coherence in Free Writing	20
1.2 Review of the Related Literature	21
1.3 Objectives of the Study	24
1.4 Significance of the Study	24

CHAPTER-TWO: METHODOLOGY

2.1 Sources of Data	26
2.1.1 Primary Sources of Data	26
2.1.2 Secondary Sources of Data	26
2.2 Sampling Procedure	26
2.3 Tools for Data Collection	27
2.4 Process of Data Collection	27
2.5 Limitations of the Study	27

CHAPTER-THREE: ANALYSIS AND INTERPRETATION OF DATA

3.1 Holistic Analysis of Errors	29
3.2 Consultancy Wise Errors in Total	30
3.3 Consultancy Wise Errors in Each Item	32
3.3.1 Errors Committed by the Students of Cambridge Consultancy	32
3.3.2 Errors Committed by the Students of Dynamic Universe	33
3.3.3 Errors Committed by the Students of Career Launcher	33
3.3.4 Errors Committed by the Students of Goodwill Consult	34
3.3.5 Errors Committed by the Students of Scholar's Planet	34
3.4 Detailed Description of Errors	35
3.4.1 Errors in Agreement	35
3.4.2. Errors in Capitalization	37
3.4.3 Errors in Cohesion	39
3.4.4 Errors in Coherence	41

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS	
4.1 Findings	44
4.2 Recommendations	45
REFERENCES	47
APPENDICES	
APPENDIX-I Test Items	
APPENDIX-II List of Consultancies and Students	
APPENDIX-III Errors Committed by all the Students	
APPENDIX-IV Sample Test Papers	

LIST OF TABLES AND CHARTS

	Page no.
Table No. 1: Sample Population	27
Table No. 2: Total Errors in Each Item	29
Table No. 3: Consultancy-wise Errors in Total	30
Table No. 4: Consultancy-wise Errors in Each Item	32
Table No. 5: Errors Committed by the Students of Cambridge Consultancy	32
Table No. 6: Errors Committed by the Students of Dynamic Universe	33
Table No. 7: Errors Committed by the Students of Career Launcher	33
Table No. 8: Errors Committed by the Students of Goodwill Consult	34
Table No. 9: Errors Committed by the Students of Scholar's Planet	34
Table No. 10: Errors in Agreement	35
Table No. 11: Errors in Capitalization	37
Table No. 12: Errors in Cohesion	39
Table No. 13: Errors in Coherence	41

LIST OF SYMBOLS AND ABBREVIATIONS

%	-	percentage
&	-	'ampersand' (and)
B. Ed.	-	Bachelor of Education
Cambridge	-	Cambridge Consultancy
Dynamic	-	Dynamic Universe
e.g.	-	'exempli gratia' (for example)
EA	-	Error Analysis
ed.	-	edition/editor
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
ESOL	-	English for Speakers of Other Languages
et al.	-	'et alii / alia' (and other people)
etc.	-	et cetera
i.e.	-	'id est' (that is)
IELTS	-	International English Language Testing System
Goodwill	-	Goodwill Consult
L ₁	-	First language
L ₂	-	Second language
M. A.	-	Master of Arts
M. Ed.	-	Master of Education
O-V	-	Object-Verb
PCL	-	Proficiency Certificate Level
S. No.	-	Serial Number
Scholar	-	Scholar's Planet
S-V	-	Subject-Verb
TOEFL	-	Test of English as a Foreign Language
TU	-	Tribhuvan University
viz.	-	namely