

CHAPTER: ONE

INTRODUCTION

This is the study entitled **An Analysis of Language Used in Recommendation Letter**. The introduction part of this study consists background of the study, statement of the problem, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is the most influential factor of human being through which we express our feelings, thoughts, expression, desires, experiences and so on. It is the distinctive property of mankind because of which human beings seem to be extraordinary and superior to all the species on this earth in any respect. We even cannot think of communication in the absence of language. We acquire the native language in course of our upbringing. So far the second language is concerned, it is acquired through learning. One can get mastery over the second language in course of time.

Language has been defined differently by different scholars. Some linguists observe language as an organized and systematic noise; the others see language as very complex human phenomenon. For Corder (1973, p. 20), "Language is a concrete object which can be handled physically like a tool." Richards & Rodgers(1985, p. 31) write, "Language is the system of human communication by means of a structural arrangement of sound to form larger units e.g. morpheme, words, sentences." Similarly, for Wardhaugh (1977, p. 3), "Language is system of arbitrary vocal symbol used for human communication." In Todd's word (1987, p. 6), "Language is a set of signals by which we communicate. " Following Chomsky (1957, p.43), "A language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". To put it in another words, Language is a system of systems,

where system means a whole consisting of smaller units which are related to each other in some ways other perform particular functions. Those units are combined at various levels viz., phonological, morphological, syntactic, semantic and discourse.

The definitions above make it clear that language is for the communication. So, there are two modes of communication as written and spoken.

Written language is the representation of a language by means of a writing system. It is a visual representation of speech through some conventional symbols. Writing is most highly developed form; it refers to the expression of ideas in a consecutive way according to the graphic convention of the language. So, writing is a systematic and precise way of expression. There are different forms of writing. Writing is one of the terms. It includes letter writing, essay writing, poem writing, novel writing, and so on. According to Allen and Unwin (2000, p. 3) there are two types of letter writing formal and informal.

Recommendation letter is one of the types of formal letter writing. Under the recommendation letter this study is only focuses on experience letter writing. A work experience letter is meant to be written briefly and cover all the information regarding the length of employment, job description, responsibilities handled, etc. The letter made towards the growth of the organization. Writing certificates of experience is not a simple task it is a long practice phenomenon. The Language used in experience letter is different from the language used in other fields. So, I am interested to study on the language of experience letter on this study.

1.2 Statements of the problem

This research work seeks to address some major concerns while writing experience letters. Experience letter has its own format to write. It follows the certain rules and regulation. The letter should be written by the employer on behalf of an employee to confirm the time that the employee was associated with the company attesting the skills and contributions. The letter should not be

too long but suitably convey all the necessary details. Not only is the experience letter a very important document when it comes to the closing formalities of an individual with a particular organization, it also conveys the most basic work ethics and strengths of the individual to his future employers. Hence, the language of experience letter is different from the language used in other fields in respect of format, sentence pattern, grammar, terminology, special vocabularies, etc.

The major problems addressed in this study is the analysis of language used in experience letters as they have:

The problems to use sentence pattern.

The problems to use grammatical categories.

The problem to include the terminology, special vocabularies, etc.

The problem to use more formal language, i.e. sponsor does not allowed to write any negative comments against him/her.

For this reason, I become interested in researching in this topic to find out what types of sentences, grammatical categories and special vocabularies are used and the difficulties of using those categories while writing experience letters.

1.3 Objectives of the Study

This study had the following objectives:

a) To analyze the language used in experience letters in terms of:

- i) Type of sentence (simple, compound and complex)
- ii) Tense (past or non past)
- iii) Voice (active and passive)
- iv) Adjectives(attributive and predictive)
- v) Register words

b) To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Research Questions

The study was based on the exploration of the answer of the following questions:

- a) What type of sentences are used in an experience letter?
- b) Which tense, voice and adjectives are used in an experience letter?
- c) How the language of experience letters distinct from each others?

1.5 Significance of the Study

The main aim of this research is to present a general picture of English language used in an experience letter. So, this study will be significant for those people who are interested in analyzing English language in terms of sentence pattern, grammar and other categories. It will be also significant for those teachers who want to teach language components in their classroom. Moreover, it will be significant for the students and academic or non- academic institutions that are directly or indirectly concerned with drafting experience certificates. Furthermore, it will be significant for the forthcoming researchers on language analysis.

Similarly, the findings of this study will also be helpful to the course designers, teacher trainers and researchers who are directly or indirectly involved in the field of language teaching. It will be helpful in deciding certain topics to be included in different English text books. In the twenty-first century interdisciplinary study is very common. Thus, language learners have to be exposed to the registers of as many fields as possible. I hope this research will be helpful to some extent to facilitate the interdisciplinary course.

1.6 Delimitations of the Study

The scope of this study was limited to the following points:

- a) The area of this study was limited only the analysis of language used in experience letters under the domain of recommendation letter.
- b) The study was based on only the letters of experience written by Principals of English medium schools.
- c) The study was limited to the data obtained from the 40 experience letters.
- d) This study was limited to the analysis of sentence types, voice, tense, aspects adjectives and register words.
- e) This study was limited to the observation as the tool of data collection.
- f) This study was limited to the survey of language used in those experience letters.

1.7 Operational Definition of the Key Terms

The following key terms used in this study are defined as below:

Types of sentence: Types of sentence refers to the sentence types according to structural point of view. From this view, there are three types of sentences namely simple, compound, complex.

Tense: In this study tense refers to the relationship between form of the verbs and the time of action or state it describe. English has two tense systems; past tense and non- past tense.

Voice: Voice in this study refers to the way in which a language expresses the relationship between verb and noun phrases which are associated with it. English has two types of voice active and passive.

Adjective: According to this study adjectives are describing words. It is used in order to describe a person, place or thing. It can be used attributively or predicatively.

Register: In this study register is a variety of language used for a particular purpose or in a particular social setting. It is the variety of language according to its use.

Experience letter: An experience letter is meant to be written briefly and cover all the information regarding the length of employment, job description, responsibilities handled, etc.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section is divided into the four subheadings. The first review of related theoretical literature shed light on the theories related to the research area as well as it widens the knowledge of the researcher to the related field, the second one review of related empirical literature describes the summary of the researches which are already carried out in that area. The third, implications of the review for the study show the similarities and differences of the present study with that of the past researches. The fourth, conceptual framework is the representation of the understanding of the theories by the researcher and her own conceptualization of the relationship between different variables.

2.1 Review of the Related Theoretical Literature

This section includes the following theoretical details about language skills and components.

2.1.1 Language Skills

Language is a system of symbols that permits people to communicate or interact. These symbols can include vocal and written forms, gestures and body language. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. So, listening, Speaking, Reading and Writing are four basic language skills. They are integrated to make communication meaningful and effective. The skills are often divided into two types: receptive and productive. Receptive skills are a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves. This study only focuses

writing skills but it is essential to describe all four Language skills because, these skills may rarely work in isolation.

Listening is a way of receiving language through the ears. Listening involves identifying the sounds of speech and processing them onto words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. It is the ability to accurately receive and interpret message in the communication process. It is a key to all effective communication, without the ability to listen effectively; messages are easily misunderstood, communication breaks down and the senders of the message can easily become frustrate or irritate.

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body including the lungs, vocal tract, vocal chords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener when two or more people speak or talk to each other. The conversation is called a "dialogue". It can be planned and rehearsed, as in the delivery of a speech or presentation. Of course some people talk to themselves. In fact, some English learners practice speaking standing alone in front of a mirror. Richards and Renandya (2002, p.221) view:

We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships and the kind of activity the speakers are involved in.

Thus, Speaking is an interaction between two or more people in changing ideas and arguing something related to the human lives and movement of the world. It is an art of communication. A good speaking skill is the act of generation words that can be understand by listeners. Speaking is probably the language skill that most language learners wish to be perfect as soon as possible.

Reading skill refers to the specific abilities that enable a person to read with independence and interact with the message. Reading skills just means how well you read- what types of words you understand, how well you understand grammar and how well you understand the meaning of the entire piece that you read. It is the ability to understand assimilates and retain stories and ideas communicated through the written word. This skill enables readers to turn writing into meaning and achieve the goals of independence comprehension and fluency. Good reading text also provide good models for writing , and provide opportunities to introduce new topics, to stimulate discussion, and to study language(e.g. Vocabulary, grammar, and idioms). Reading, then ,is a skill which is highly valued by the students and teachers.

2.1.1.1 Writing Skill

Writing is an activity or skill of making coherent word on paper and composing text. Writing is the vital means of communication. In fact, a survey goes on to say that almost 30% of our work is accomplished through written communication. Therefore it is essential for achieving education, career, business goals, etc.

Byram (2000, p.59) says:

On one level, then, writing can be the act of forming these symbols; making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols just as speech is more than the production of sounds. The symbols have to be arranged,

according to certain conventions, to form words and words have to be arranged to form sentences.

Writing is one of the important ways of expressing our thoughts and communicating ideas and views to others. Writing is more beneficial, especially for those who are emotional, and do not express verbally.

Since, my study is about the language used in written experience letter. I have discussed writing skill in detail in following sub-sections.

2.1.1.2 Writing and its Types

According to Richards and Renandya (2002), there are four types of writing or four writing styles that are generally used. Having knowledge of these four different types of writing and their usages are important for any writer. Types of writing are as follows:

a) Narrative Writing

Narrative writing is a type of writing in which the author places himself as the character and narrates the story, Novels, Short stories, Novellas, Poetry, Biographies can all fall in the narrative writing. Narrative writing is an art to describe a story. It answers the questions on 'what happened then?'

b) Expository Writing

Expository writing is a subject oriented writing style, in which the main focus of the author is to tell about a given topic or subject, leave out his personal opinions. This types of writing usually explains something in a process, it is equipped with facts and figures with logical order and sequence. This is one of the most common types of writing style.

c) Descriptive Writing

Descriptive writing is a style of writing which focuses on describing a character an event or a place in great details. It is something poetic in nature in which the author is specifying the details of the event rather than just the information of that event happened.

d) Persuasive Writing

Persuasive writing, unlike 'expository writing' contains the opinions, biasness and justification of the author. It is a type of writing which contains justification and reasons to make someone believe on the point the writer is talking about. Persuasive writing is for persuading and convincing on our point of view. It is often used in complain letters. Other copy writing texts, T.V. commercials, affiliate marketing, Pitches, etc. are all different types of persuasive writing where author is persuading and convincing you on something he wants you to do and believe.

These all are the four different types of writing that are generally used. There are many sub- types of writing which may fall in any of those categories. A writer must know all these styles, so as to identify his very own writing style in which his audience likes to read.

2.1.2 Letter Writing

Letter writing by itself is an art. It is also a social and business asset. The ability to write a good and perfect letter can be as useful as the ability to talk well and the ability to maintain excellent inter-personal relationships. The letter one sends on behalf of a company or an organization is a representative of the organization. Letter is such a written message that we sent to persons or organization to convey our message to them in a clear and forceful manner. We usually write letters to our friends, relatives and organization. This art of letter writing is no more an ornamental accomplishment but something that every educated person must acquire for practical purposes.

There are mainly two types of letter which are described below:

i) Informal Letter

Informal letter is a letter written to someone where one wishes to convey your emotions. This may be written to your friends, parents, relatives and to anybody who are close to you. This type of letter does not demand for any dashing words to impress the recipient. Informal letter is written to communicate feelings, facts or desires to someone. It does not follow a strict rigid form or structure. It has a sentimentality which transcends all forms of communication.

2) Formal Letter

A formal letter is a letter written in formal language with a specific structure and layout. It is a letter written to a business, a college, or any professional that is not considered friends or family. The main features of these types of letters are a polite and respectful tone, short length, correct format and no grammatical or spelling mistakes. It is undoubtedly one of the most challenging types. There are many types of formal letters some of them are listed below:

A letter of enquiry

A letter of complaint

A letter of introduction

A letter of order

A letter of application

A letter of advertisement

A letter of congratulation

A letter of condolence

A letter of Recommendation

Among those letters this research only focuses on a letter of recommendation.

2.1.3 Letter of Recommendation

A letter of recommendation is one in which the writer assesses the qualities, characteristics, and capabilities of the person being recommended in terms of that individual's ability to perform a particular task or function.

Recommendation letters are almost always specifically requested to be written about someone. It is typically related to employment, admissions to institutions of higher education or scholarship eligibility. Recommendation letter is the action of recommending somebody or something, a letter, statement and so on, that recommends somebody or something, especially a person for a job."

Experience letters are under the domain of recommendation letters. A work experience letter is a document certifying an individual's previous work experience with a current or past employer. Experience letters are valuable when applying for a new job. They include the range of time that a person worked for the employer, along with the tasks and skills he was required to demonstrate on a daily basis. It is meant to be written briefly and cover all the information regarding the length of employment, job description, responsibilities handled, and so on.

Here are some of the formats for writing experience letter.

Experience Letter for Teacher Sample 1

TO WHOM IT MAY CONCERN

This is to certify that Mr./ Miss. _____ D/O Mr.
_____ CNIC # _____ has worked as a
[Subject: English/Urdu/Biology/Chemistry/Physics] Teacher at our
_____ Campus from _____ to _____.

We found her responsible, enthusiastic and hardworking during her working tenure. She can prove to be an asset for any organization. We wish him/her success in his/ her future endeavors.

(Source: Allen and Unwin's book "The Book of Letters", Page No. 39)

Experience Letter for Teacher Sample 2

TO WHOM IT MAY CONCERN

This is to certify that Mr. Son of Mr. has involved in
this school as English Teacher from.....to.....

He is intelligent, inquisitive, and punctual and yearns to gain and in-depth knowledge. With his determination and hard work in have no doubt that he will succeed in all his endeavors.

We highly recommended him for any endeavor he chose to pursue.

(Source: Allen and Unwin's book "The Book of Letters", Page No. 39)

2.1.4 Language Analysis

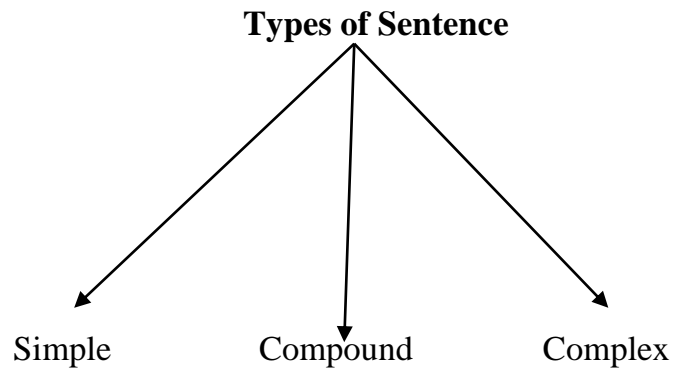
Language is a method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. The language is used differently for different purposes. So, the language used in an experience letter is different from the language used in other field in terms of sentence pattern, grammatical categories, special vocabularies, etc. That is why; there is a great need of systematic analysis and evaluation of language used in experience letters.

2.1.4.1 Components of Language Analysis

Language can be analyzed in terms of different components. Some major components of language analysis are discussed below:

A. Analysis in term of Types of Sentence

Types of sentence refer to the sentence according to the structural point of view. Structurally sentences are classified into three types: simple, compound, and complex.



A simple sentence can be defined as a sentence in which none of the functions is realized by a clause. In other words, simple sentence does not contain an embedded sentence as realization of one of its functions. A simple sentence is always independent sentence that is capable of occurring on its own. For example: The children have been quarreling all day.

A compound sentence is one in which two or more sentences have been coordinated. Each of the conjoins is independent, since there is no question of embedding. For example: I have bought a new shirt, but it does not fit me.

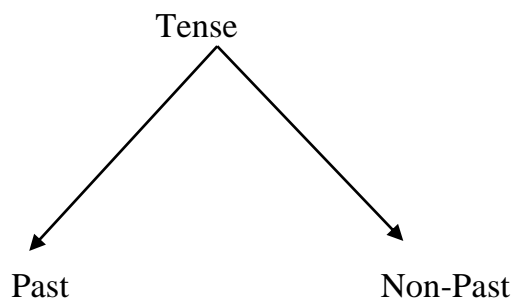
Sentences in which one or more sentence functions are realized by a clause are complex sentences. A sentence or clause that contains one or more clauses is called super- ordinate. For example: I do not mind telling you that I am bored as soon as I come home.

B. Analysis in terms of Grammatical Categories

A grammar of any language makes provision of various categories to group items having similar characteristics. The term category does not have any precise definition of its own. Linguists have tried a lot to define it, still many hundred of them have been wasting their time on it, on contrary, and the result is an inconsistent description all the time. None of the treatment of grammatical theory has uniformity. Many times, category has been employed as a set or a class or referring to parts of speech. Grammatical categories include: gender, person, case, tense, aspect and mood. However, for the purpose of this research, only tense has been discussed here.

C. Analysis in terms of Tense

Tense is the category which is directly associated with verb. Tense refers to the relationship between form of the verb and the time of action or state describes. English has two tense systems; the past tense and the non-past tense.



The sentences having verb with suffix '-ed' as in walked in the sentence 'He walked carefully while returning home' is said to be in the past tense and rest of the others are in the non-past tense.

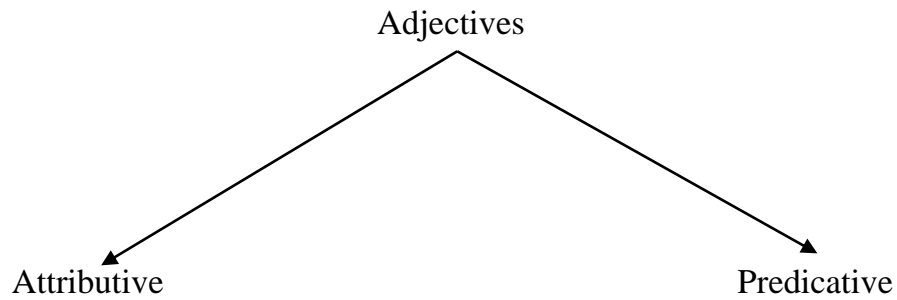
Simple aspect refers to the event that conceptualized as complete wholes. There is no possibility of further development. The meaning of progressive aspect is imperfective. It shows the incompleteness of event which is somehow limited and allows further development. The meaning of the perfect is 'Prior' and it is used in relation to some other points in time. And perfective progressive aspect combines the sense of prior of the perfect with the meaning of incompleteness inherent in the progressive aspect.

D. Analysis in terms of Adjectives

As there are different parts of speech, my main concern is to analyze adjectives, so, adjectives were studied in detail with their use either attributively or predicatively.

Simply, adjectives are the describing words. An adjective describes a person, place or thing. In other words, an adjective describes the quality.

Adjectives can be used attributively or predicatively.

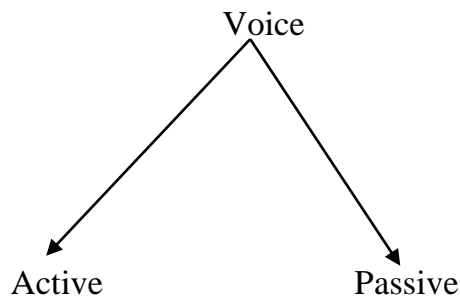


Attributive adjectives are the adjectives which are used before nouns. They are also known as pronominal. Adjectives are attributive when they pre- modify nouns, i.e. appear between the determiner and the head of the noun phrase.

Predicative adjectives are the adjectives which are used as a predicate to the noun. Most adjectives can appear in several different positions in a sentence. Like exclusively, attributive adjectives. However certain adjectives can only be predicative. It can be subject compliment, object compliment.

E. Analysis in terms of Voice

Voice refers to the way in which a language expresses the relationship between verb and the noun phrases which are associated with it. English has two types of voice. They are as follows:



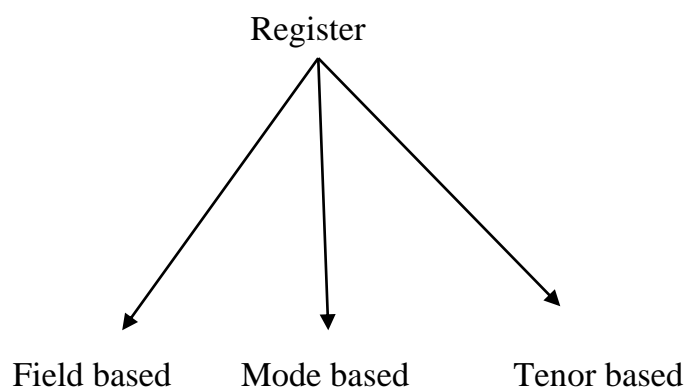
In the active voice, the subject of a clause is most often the agent of some action. It is more direct, more forceful and simpler. Due to this reason, active voice is used more often both in spoken and written discourse. Passive voice, on the other hand, is used when the person or thing receiving the action is more important than the person or thing doing or acting. Structurally, if a sentence includes be (is, am, are, was, were, has been, have been and so forth) + ‘-ed’

participle of a transitive verb, it is in passive construction, so such constructions are usually easy to spot.

F. Analysis in terms of Register

The term 'register' is widely used in sociolinguistics to refer to varieties of language according to use, in contrast with dialects, it is defined as the varieties according to user. Register is also one of the varieties according to the subject matter and situation. The same message is expressed differently in the different situations due to one's style, situation, and participants of language user.

Register are controlled by speech situation or context in which language is used. There are three subtypes of register variations in terms of features of the speech. Hudson (1999.p.45) distinguishes register as field, mode and tenor.



Field based register is concerned with the purpose and subject matter of communication. Literary English, scientific English, English for mass media are the examples of field based register. It concerns with why and what aspects.

Mode based register concerns with how aspect. The same language differs in its spoken and written forms which is called mode based register. In other words, the language used by the same person differs to the channel, visual or auditory; his use of language is called mode based register.

The third type of register is tenor based register which is also called situation based register. Tenor depends on the relationship between participants. The same speaker uses different varieties of language according to where, when and

to whom he is speaking. The speaker uses formal language to talk with office mates while he uses informal language in different situations. Language is different according to the situations, mode of language and topic. The proposed study is related with field based register.

Thus, register are the special terms of any languages which differ according to the situation, topic and mode of language (i.e., oral or written) regarding the use of

2.2 Review of the Related Empirical Literature

A number of research works have been carried out in different field of language by different scholars. I have reviewed some research works, which are related to this study.

Baral (1999) Carried out a research on "Language Used in the Field of Tourism". His main objective was to identify the use of special sentence patterns, vocabulary items and language functions used in the field of tourism. He included the language used by forty six riksha drivers from Thamel, Kathmandu as a sample population. He used accidental and judgmental sampling to select the informants. He used questionnaire, checklist, interviews and observations as the tools or data collection. He summed up that maximal use of abbreviation, borrowed words from different languages, no uniformity in the use of language structure and farewell, greeting, welcoming, inviting, introducing, and so on. He found out that language used in the field is far different than the common language and concluded that there is not any similarity in the use of structure of this field.

Tiwari (2007) carried out a research on "The language Used in Economic Journal". His main objectives were to find out the frequency of voice, tense and sentence type and sentence length used in Economic journal. He followed judgmental sampling procedure and utilized secondary sources of data. He selects thirty two articles from the Economic Journals as the sample in his study.

He concluded that complex sentences, non past and active voice had higher frequency than the simple and compound sentences, past tense and passive voice.

Lamsal (2008) carried out a study on "Language Used in Forestry Journals". Her main objective was to find out the frequency of the voice, tense, sentence types, and specific words. She selected forty articles as her sampling size. She used judgmental sampling procedure to collect secondary data. . She studied language in terms of voice, tense, sentence type and specific words. She concluded that complex sentence; passive voice, non-past tense has the highest frequency than simple and compound sentence, active voice and past tense.

Sapkota(2008) conducted a research on 'Language Used in the Human Rights Journals'. The main objectives of this study were to find out sentence types, tense, voice, aspect and list the special vocabularies in terms of word class and their frequencies. He applied non-probability judgmental sampling procedure with observation tool. Basically, the study was limited on 'the informal sector service centre', 'national human rights'.In order to carry out his research he selects six Journals of human rights .The study showed that complex sentences were maximally used: past tense was used more than the non-past. The passive voice was highly used than the active one. The perfective aspect was maximally used and the simple progressive and perfect- progressive aspects were used in descending order. In terms of specific vocabularies, nearly seventy six words were found whereas nouns occupied the highest frequency and adverbs occupied zero.

Oli (2009) conducted a research on' Language Used in Medical Journals'. His main objective was to find out the frequency of tense, aspect, voice and sentence type used in medical journals. He used only secondary source of data. He used thirty texts as the sample size. He used judgmental sampling procedure and observation tools for data collection. After the analysis and interpretation of the data he came with the conclusion that past tense, simple aspect and passive voice were maximally used in the medical journals.

Poudel (2011) conducted a research on 'Language Used in E-News'. His main objectives was to find out the language of e-news delivered from Nepal or delivered by Nepalese e-news media in terms of the tense, aspect, sentence type, major word class and voice. He applied non-probability judgmental sampling procedures with secondary source of data. He used checklist as a main tools for the data collection. The study was limited only those news sites which were originated from Nepal or casted or updated by Nepalese e-news media industries. The study showed that non-past tense, simple aspect, complex sentences and nouns were used more frequently than rest.

As far as the above mentioned research works are related to different fields of language, no research work has yet been carried out on the analysis of language used in experience letters. So this is an attempt to study the language used in experience letters in connection with sentence type, tense, voice, adjectives, and register words. That is why; this study is different from other studies.

2.3 Implication of the Review for the Study

A literature review is a text written by someone to consider the critical points of current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature does not report any new or original experimental work. Also, a literature review can be interpreted as a review of an abstract accomplishment.

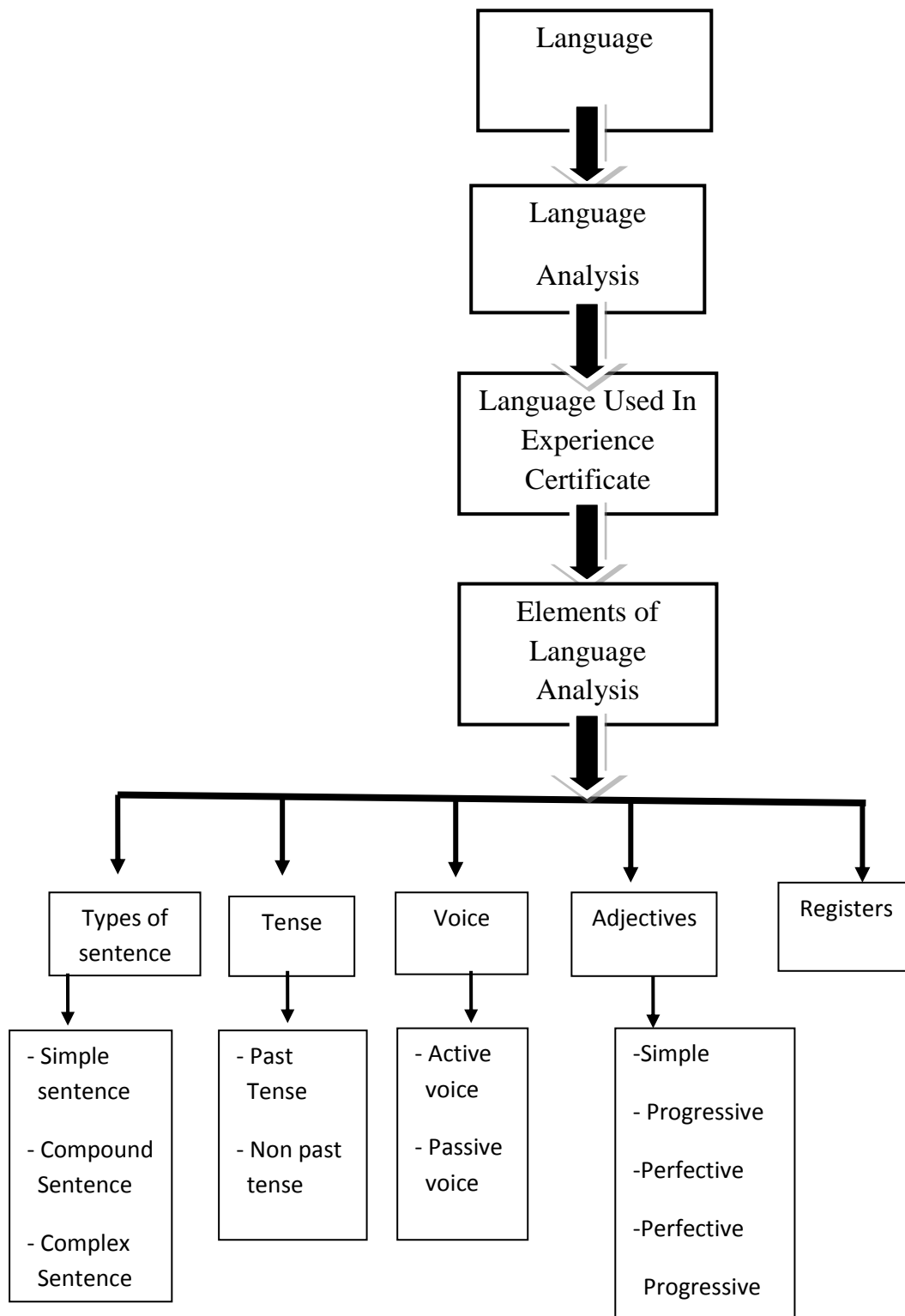
In literature review, our central focus is to examine and evaluate what has been before on a topical and establish the relevance of this information to our own research. It is also equally important to examine and evaluate what has been said before a topic and what has not been said yet for finding new area for further research.

Be specific, firstly I reviewed the research carried out by Baral (1999) entitled 'Language Used in the Field of Tourism'. From this study I got knowledge how to carried out a research on language used in different fields. Next Tiwari (2007) carried out a research entitled 'Language Used in Economical Journal'.

From this research I knew how to analyze sentences, voice, adjectives and register words from the written text. Similarly, I reviewed a research entitled 'Language Used in Forestry Journal' carried out by Lamsal (2008). This study helped me to understand the relationship between my research problem and the body of knowledge in the area. Likewise, from the research carried out by Sapkota (2008) I understand the subject area better and knew how to compare register words with other common meaning. After that, I reviewed the research carried out by Oli (2009) entitled Language Used in Medical Journal. Form this research I got knowledge to present collected data into tables and figures. In the similar vein, Poudel (2001) conducted a research on language used in E-News. From this study, I knew that how to findings of the study fit into the existing body of knowledge.

2.4 Conceptual Framework

The conceptual framework of my research is as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with how this research work was carried out. In this chapter, the Design and Method of the Study, Population and the sampling Strategy, Study area/field Data Collection Tools, Data Collection Procedures, and Data Analysis and Interpretation Procedure are discussed.

1 Design and Method of the Study

To analyze the language used in an experience Letter, I used descriptive technique and simple statistical tools in general and the survey research design in particular.

To complete this study survey research was selected because survey research is the most popular research in social science including in the field of education. Mostly psychologist, sociologist, anthropologist, economist, etc. develop the procedures or method of survey research. It is a kind of research which tries to studies large or small population which is required in research to find out the present situation or activities. Situations can be some belief, some attitude, some behavior, program etc. However, it is the superficial study of any issues or phenomenon. The definition given by different scholars about survey are given below:

Kerlinger (1996.p.46) says:

Survey research is a kind of research which studies large and small population or universe by selecting or studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.

In the same corner, Byram (2000.p.126) writes:

Survey research entails the collection of data on a number of units and usually at single time, with a view to collecting systematically a body of quantifiable data in respect of numbers of variables which are then examined to discern (differentiate) pattern of association".

Regarding in the purpose of Survey Nunan (1992.p.126), "The main purpose of survey research is to obtain a snapshot of conditions, attitudes and or events at a single in point".

While undergoing into the survey we have to follow following Process/ Steps of Survey Research.

1. Identification of the problem
2. Framing the topic
3. Selection of objectives
4. Constructing hypothesis
5. Expanding theoretical knowledge
6. Writing a research proposal or preparing the thesis tools
7. Piloting the research tools.
8. Go into the field.
9. Establishing rapport with informants
10. Implementation of tools.
11. Collection of data
12. Analysis of data

13. Comparison of data

14. Calculating the findings

15. Listing the findings

The discussion above entails that survey is one of the important research methods used in educational investigations. To carry out the survey research first of all the researcher identifies the problems then framing the topic. After framing the topic researcher should select the objectives of a related topic after that they construct their hypothesis to expand the theoretical knowledge. Then the researcher start to write a research proposal or preparing the thesis tools and they should pilot their research tools. After piloting, researcher needs to go into the field and establish rapport with the informants then they should implement their tools. Then the researcher collects the required data and analyzes those data. Finally the researcher should calculate and listing the findings

3.2 Population and the Sample of the Study

All available experience letters were the population of the study. Only 40 sample of experience letter issued by the principal of the private schools werethe total population of the research.

While collecting the experience letters, purposive judgmental sampling was used, which is one of the most useful non-probability sampling designs. It is used when the number of the population is either unknown or cannot be individually identified. I was selected those data that can provide the best information to achieve the objectives of this study. For this study I was collected 40letters which was a baseline to generalize the findings to the language.

3.3 Study Area/ Field

The research area of the study was Kaski district and the field of the study is Analysis of Language Used in Experience Letters in terms of Sentence types, voice, tense, adjectives and register.

3.4 Data Collection Tools

For this study, observation was the tool for data collection. I had collect 40 experience letters issued by the Principals of different schools. I read and reread the letters to get the required information for the study. Then I compared the meaning of register word with their common meaning.

3.5 Data Collection Procedures

The following steps will be followed for data collection:

- a) First of all I visited different academic institution of Kaski district and informed about the processes and objectives of the study to the concerned authorities and collect experience letters.
- b) Then I read and points the sentence types, voice, adjectives, tense and register words found in experience letters.
- c) I read and re-read those letters until I got the required information.
- d) After that I visited different websites and related books and noted the register words.
- e) I compared the common meaning of register words with the specific meaning.
- f) Finally, I wrote down the data systematically under types of sentence (simple, compound and complex), aspect (simple, progressive, Perfective and progressive perfective), tense (past and non-past), voice (active and passive) adjectives (attributive and predicative).

3.6 Data Analysis and Interpretation Procedure

I read all the letters and used the simple statistical tools to find out percentage, average, frequency of occurrences of each category; then, the brief description of the result of the analysis was given. Then, I applied descriptive tool for the analysis of the register. After that, the data were tabulated in accordance with their categories. Next, I read the register words. Then, I consulted the dictionary and noted the words in the list of registers which had specific meaning.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis of the data and interpretation of the results as well as summary/ discussion of the findings. The data were elicited by using descriptive technique and simple statistical tools. Systematically collected data from 40 different academic institution of Kaski district were analyzed and interpreted to find out the types of sentence, tense, voice, adjective and register words in an experience letters. For clarification, it has been tried to justify with necessary tables and diagrams. On the basis of the analyzed data I have presented the summary/ discussion of findings. So, under the analysis and interpretation of results the following sub headings are discussed:

- 1) Analysis of the Data and Interpretation of the Results
- 2) Summary/ Discussion of Findings

4.1 Analysis of the Data and Interpretation of the Results

This section deals with the analysis of the data and interpretation of the results obtained from from the data collected through the observation from the 40 sample letters of experience. I have analyzed the data with five different variables which are as follows:

4.1.1 Analysis in terms of the Sentences Used in Experience Letter

A letter consists different various types of sentences structurally. Here the language of Experience Letter has been analyzed to find out the types of the sentence used in Experience Letter. While doing so, I collected 40 sample letters from the different institutions. These letters have different types of sentences. The detail of it is given in the table below:

Table No. 1**Types of Sentences used in Experience Letters**

S.N.	School	SS		CS		CXs	
		Freq.	%	Freq.	%	Freq.	%
1	NIS	2	66.67	0	0.00	1	33.33
2	SLDBS	4	57.14	2	28.57	1	14.29
3	BMS	2	66.67	0	0.00	1	33.33
4	NMHSBS	4	80.00	0	0.00	1	20.00
5	SBS	4	66.67	0	0.00	2	33.33
6	NEBS	6	75.00	1	12.50	1	12.50
7	SNS	6	85.71	0	0.00	1	14.29
8	SRJHSS	1	33.33	1	33.33	1	33.33
9	LSHSBS	5	71.43	1	14.29	1	14.29
10	SBSHSS	3	75.00	0	0.00	1	25.00
11	SNS	1	50.00	0	0.00	1	50.00
12	GBHSBS	1	25.00	2	50.00	1	25.00
13	SBS	2	28.57	4	57.14	1	14.29
14	KHSS	3	75.00	0	0.00	1	25.00
15	BSBS	6	66.67	2	22.22	1	11.11
16	NLSEBS	3	75.00	0	0.00	1	25.00
17	LAHSS	3	75.00	0	0.00	1	25.00
18	GCHSS	5	71.43	1	14.29	1	14.29
19	NCA	1	25.00	2	50.00	1	25.00
20	DLA	3	75.00	0	0.00	1	25.00
21	MHSS	2	40.00	1	20.00	2	40.00
22	BHSS	5	71.43	1	14.29	1	14.29
23	PSGA	2	33.33	3	50.00	1	16.67
24	DBS	3	50.00	2	33.33	1	16.67
25	VEF	4	66.67	1	16.67	1	16.67
26	PEBS	2	40.00	1	20.00	2	40.00
27	SPS	4	66.67	1	16.67	1	16.67
28	LAS	2	40.00	1	20.00	2	40.00
29	SGA	3	75.00	0	0.00	1	25.00
30	NGHSS	2	66.67	0	0.00	1	33.33

31	PUMV	3	75.00	0	0.00	1	25.00
32	SHSS	3	50.00	1	16.67	2	33.33
33	BHSS	4	66.67	1	16.67	1	16.67
34	GS	2	50.00	1	25.00	1	25.00
35	BPBS	3	60.00	1	20.00	1	20.00
36	PPS	2	50.00	1	25.00	1	25.00
37	FSBS	4	66.66	1	16.66	1	16.66
38	SSSBS	2	50.00	1	25.00	1	25.00
39	LDMEBS	2	40.00	2	40.00	1	20.00
40	FNPS	4	66.67	1	16.67	1	16.67
Total		123	2369.04	37	674.96	45	955.99
Total Average			59.90		16.87		23.89

Table 1 and clearly shows that different types of sentences were used in an experience letters. With 59.90 % of frequency, simple sentences were higher than rest. In the same way, the compound and complex sentences occupied the second and third position with 23.89% and 16.87% respectively, Analyzing the table, it is the fact that simple sentences were mostly used in experience Letters.

The following were of the some examples of SS (i-iii) CS (iv-vi) and CXS(vii-ix)

- i. *To the best of my knowledge, I found her very active and successful on her assignments.*
- ii. *Her performance and devotion towards this institution was very good. (NGHSS)*
- iii. *She was a versatile person with amicable nature.(NMHSBS)*
- iv. *He has been found commanding in his subject matter and hold students friendly and simple in presentation during his stay in this school. (SRJHSS)*
- v. *She is a teacher of higher discipline and bears a good moral character.(LSHSBS)*
- vi. *He has been very supportive to the students and has a great human resource potential.(SBS)*

- vii. *This is to certify that Mrs. ChunaKhadka, resident of Balewa, Baglung, was a bona fide Pre- Primary Level Grade Teacher of this institution from Poush 2065 B.S to 30th Ashad 2072 B.S.*
- viii. *It is herewith certified that Mrs. GeetaThapa inhabitant of Naudada-7, Syangja served in this institution from the academic year April 1994 to December 2012 as a Nepali teacher for Lower Secondary and Primary Level.*
- ix. *I would like to state that MR. Madhav Prasad Pokhrel, and inhabitant of MadiNagarpalika-6 Chitwan served in this school as a Secondary Level Computer & Health Environment & Population teacher for two years from 2013/04/15 to 2015/04/13 A.D.*

4.1.3 Analysis in terms of Tense Used in Experience Letters

Tense denotes the time aspect of language. An experience letters includes both past tense (PT) and non-past tense (NPT). Regarding the analysis of tense, these two types of sentences were analyzed on the basis of the sentences used in forty experience letters which were written by the principals of various English Medium Schools. The Frequency and percentage of the past and non-past tense used in the Letters are presented in the table 2.

Table 2

Tense Used in Experience Letters

S.N.	School	Past Tense		Non- Past tense	
		Freq.	%	Freq.	%
1	NIS	1	33.33	2	66.67
2	SLDBS	3	42.86	4	57.14
3	BMS	0	0.00	3	100.00
4	NMHSBS	5	100.00	0	0.00
5	SBS	1	25.00	3	75.00
6	NEBS	5	71.43	2	28.57
7	SNS-1	2	40.00	3	60.00

8	SRJHSS	0	0.00	3	100.00
9	LSHSBS	1	14.29	6	85.71
10	SBSHSS	0	0.00	5	100.00
11	SNS-2	0	0.00	2	100.00
12	GBHSBS	1	25.00	3	75.00
13	SBS	3	42.86	4	57.14
14	KHSS	0	0.00	4	100.00
15	BSBS	2	25.00	6	75.00
16	NLSEBS	2	50.00	2	50.00
17	DBS	1	14.29	6	85.71
18	LHSS	1	33.33	2	66.67
19	GCHSS	3	42.86	4	57.14
20	BHSS	2	28.57	5	71.43
21	PSGA	1	20.00	4	80.00
22	SPS	2	40.00	3	60.00
23	PEBS	2	28.57	5	71.43
24	DA	1	25.00	3	75.00
25	MHSS	1	20.00	4	80.00
26	GS	2	66.67	1	33.33
27	LAS	2	33.33	4	66.67
28	SGA	0	0.00	3	100.00
29	SHSS	2	33.33	4	66.67
30	NCA	3	60.00	2	40.00
31	NGHSS	1	33.33	2	66.67
32	VEF	4	66.67	2	33.33
33	BPBS	2	50.00	2	50.00
34	PUMV	2	50.00	2	50.00
35	BHSS	3	42.86	4	57.14
36	PBS	3	60.00	2	40.00
37	FSBS	2	50.00	2	50.00
38	SSSBS	3	60.00	2	40.00
39	LDM3BS	4	57.14	3	42.85
40	FNPS	1	33.33	2	66.67
	Total	74	1490.05	125	2580.94
	Total Average		36.60		63.37

Table 2 shows that non past tense has the highest frequency of occurrences occupying the first position which was 63.37%. On the other hand the frequency of past tense occupying only 36.60% which shows the fact that there was the high difference between the uses of past tense and non past tense in an experience letters.

The following are some examples of PP (i-iii) and NP (iv-vi)

- i. *She was a versatile person with amicable nature.*
- ii. *He was appointed on 12th of Baisakh 2068 B.S.*
- iii. *He bore the entire responsibilities given to him.*
- iv. *She is a teacher of higher discipline and bears a good moral character.(LSHSBS)*
- v. *I am happy to affirm that his service to this institution has always been highly reliable.(SBSHSS)*
- vi. *He possesses pleasing personality as an ideal teacher.(GBHSBS)*

4.1.4 Analysis in terms of Voice used in Experience Letter

Regarding the analysis of sentences in terms of voice, both active voice(AV) and passive voice(PV) were found with different frequency. In the analysis of voice, the criteria for distinction of the voice were: the sentences in which the subject of a clause is most often the agent or doer of some actions and verb form is thought to be of active voice while the sentence in which the subject is affected by the action of the verb and form of the verb is treated to be passive voice. The voice used in the collected sample experience letters are analyzed in the following section.

Table 3**Voice Used in Experience Letters**

S.N.	School	Freq.		Freq.	
		Active	%	Passive	%
1	NIS	3	100.00	0	0.00
2	SLDBS	7	100.00	0	0.00
3	BMS	3	100.00	0	0.00
4	NMHSBS	4	100.00	0	0.00
5	SBS	5	100.00	0	0.00
6	NEBS	3	42.86	4	57.14
7	SNS	5	83.33	1	16.67
8	SRJHSS	3	100.00	0	0.00
9	LSHSBS	5	71.43	2	28.57
10	SBSHSS	4	100.00	0	0.00
11	SNS	2	100.00	0	0.00
12	GBHSBS	4	100.00	0	0.00
13	SBS	7	100.00	0	0.00
14	KHSS	4	100.00	0	0.00
15	BSBS	9	100.00	0	0.00
16	NLSEBS	3	75.00	1	25.00
17	DBS	6	85.71	1	14.29
18	LHSS	3	100.00	0	0.00
19	GCHSS	6	100.00	0	0.00
20	BHSS	7	100.00	0	0.00
21	PSGA	6	100.00	0	0.00
22	SPS	5	83.33	1	16.67
23	PEBS	6	100	0	0.00
24	DA	4	100.00	0	0.00
25	MHSS	4	80.00	1	20.00
26	LAS	4	66.67	2	33.33
27	SGA	2	66.67	1	33.33
28	SHSS	6	100.00	0	0.00
29	NCA	4	100.00	0	0.00
30	NGHSS	3	100.00	0	0.00
31	VEF	6	100.00	0	0.00
32	BPBS	4	100.00	0	0.00

33	PUMV	3	100.00	0	0.00
34	GA	4	100.00	0	0.00
35	BHSS	3	50.00	3	50.00
36	BPS	5	71.42	2	0.00
37	FSBS	6	100.00	0	0.00
38	SSSBS	3	100.00	0	0.00
39	LDMEBS	4	100.00	0	0.00
40	FNPS	4	100.00	0	0.00
	Total	179	3673.42	19	295
	Total Average		92.57		7.43

Table 3 shows that the use of AV is very high as of it does have the frequency of 156 out of 167. Similarly, having the frequency of 11 out of 167. So, AV covers 92.57% of the total sentences where as PV covers 7.43%. Thus, the sentences are highly used in AV in experience Letter while PV is minimally used.

The following are some examples of AV (i-iii) and PP (iv-vi)

- i. *She always carried out her duty honestly and brilliantly in the most professional way.(BMS)*
- ii. *She performs all assigned tasks efficiently and delightfully with an enthusiasm(LSHSBS).*
- iii. *He had a pleasant personality and great interpersonal communication skills.*
- iv. *She was found to be a dedicated, disciplined and dutiful teacher.(SNS)*
- v. *For his good command in teaching, Mr. Rana has been recommended as a teacher especially in Primary Level. (LAS)*
- vi. *This is to certify that Miss SanjuAdhikari, an inhabitant of Bharatpokhari-3, Kaski, has been taught in this school from 2066-01-05 to 2068-12-30 as an English Teacher in Lower Secondary Level.*

4.1.5 Analysis in terms of Adjectives Used in Experience Letters

Simply, adjectives are the describing words. An adjective describes a person, place and thing. In other words, an adjective describes the quality. The adjectives used in the collected sample letters are analyzed in the following section.

Table No. 4

Adjectives Used in Experience Certificate

S.N	School	Freq. Att	%	Freq. pre	%
1	NIS	Primary	12.5	Active, successful, honest, dedicated, efficient, co- operative, dutiful	87.5
2	SLDBS	Bonafide, Pre- Primary, Supportive, Grateful, Bright	55.5	Reliable, Co- Operative, Hardwing, Sincere	44.5
3	BMS	Primary, Bright, Promising	100		
4	NMHSBS	Academic, Versatile, Sincere, Dedicated, Eager, Valuable	66.7	Lower Secondary, Primary, Amicable	33.33
5.	SBS	Secondary, Good, Keen, Better	57.1	Sincere, Hardworking, Dedicated	42.9
6	NEBS	Lower Secondary,	63.6	Efficient, Dedicated,	45.5

		Efficiency, Academic, Prolonged, Good, Moral,		Sincere, Honest, Pleasant	
7	SNS	Primary, , Moral, well versed, Dedicated, Disciplined, Dutiful	62.5	Amiable, Pleasant	37.5
8	SRJHSS	Secondary, Commanding	66.7	Successfully	33.3
9	LSHSBS	Secondary, Deserves, Best, Good, Moral	50	Helpful, Co- Operative, Energetic, Sincere, Brilliant	50
10	SBSHSS	Secondary	25	Dutiful, Hardworking, Reliable	75
11	SNS	Secondary, Best	100		
12	GBHSBS	Primary, Sincere, Punctual, Pleasing, , Gentle, Tenders, Ideal	87.5	, Techniques	12.5
13	SBS	Secondary Supportive, Keen	33.3	Pleasant, Great, Co-operative, Good, Very, Potential	66.7

14	KHSS	Bona fide, Sincere, Punctual	60	Lower Secondary, Best	40
15	BSBS	Satisfied, Good, Moral, Very	50	Eligible, Efficient, Hardworking, Successfully	50
16	NLSEBS	Lower Secondary, Best	40	Diligent, Sincere, Hardworking	60
17	DBS	Secondary, Hardworking, Devoted, Academic, Pleasing, Disciplined, Dedicated , Dutiful Amicable, Spotless, Moral	100		0
18	LHSS	Lower secondary	20	Hardworking, Punctual, Disciplined, Dedicate	80
19	GCHSS	Bonafide, Primary, Bright	42.86	Punctual, Reliable, Diligent, Good	57.1
20	BHSS	Lower Secondary, Hardworking Great, Best	57.1	Pleasant, Satisfactory, Ethical	42.86

21	PSGA	Admirable, Well, Successful, Gentle, Polite	55.56	Honest, Punctual, Dedicated, Sincere	44.4
22	SPS	Lower Secondary, Bright, Better	50	Hardworking, efficient, Enthusiastic	50
23	PEBS	Secondary, Good, Great, receptiveness, Cheerful	62.5	Sincere, Devoted, Co-Operative	37.5
24	DA	Primary	50	Important	50
25	MHSS	Dedicated, Primary, Good, Moral, Best, Subversive, bright, Promising	100		0
26	GSA	Lower secondary	16.67	Self- starter, Motivated, Duty bound, Committed, Strong	83.33
27.	LAS	Good, Primary, Prepared	50	Primary ,Better, Lower Secondary	50
28	SGA	Praiseworthy	20	Lower Secondary, Great remarkable, Unforgettable, Outstanding	80

29	SHSS	Secondary Hardworking, Creative, Dedicated,	100		0
30	NCA	Secondary, Bright, Better, Sincere, Dedicated	55.5	Hardworking, Eager, Sincere, Dedicated	44.4
31	NGHSs	Primary	50	Good	50
32	VEF	Secondary, Accountabilities, Assigned	33.3	Ebullient, Recommendable, Dynamic, Dedicated, Diligent, Ideal	66.7
33	PUMV	Dedicated, Bright, Promising	100		
34	BPBS	Bright	16.7	Primary, punctual, dedicated, trustworthy, capable	83.3
35	BHSS	Well prepared, punctual, caring	100		0
36	BPBS	Dedicated, Well prepared, Sincere	100		0
37	BPS	Primary, Good, Moral, Best, Subversive,	100		0

		bright, Promising			
38	FSBS	Dynamic, Dedicated, Diligent, Ideal	80	dedicated, trustworthy,	20
39	SSSBS	Motivated, Duty bound, Committed,	100		0
39	LDMEBS	Academic, Pleasing, Disciplined, Dedicated ,	100		0
40	FNPS	Good, Keen, Better	28.57	honest, dedicated, efficient, co- operative, dutiful	71.42
	Total Average	129/230	57.44543	101/230	42.80914

Table 5 clearly shows that the use of attributive is high as it occurred the frequency of 129 out of 2030. Similarly 101 out of 230 adjectives are used predicatively. Attributive adjectives cover 57.44% of the total words where as predicative adjectives cover 42.80 % . Thus, the words are highly used attributively in experience letters while predicative adjectives are minimally used.

4.1.6 Analysis in terms of Register Words

Each type of writing has its more or less particular words used to refer to distinct meaning according to the context and topic of discussion. Such types of words are difficult to understand by common people of same field or professions. In the contrary, common words are intelligible to all the people of

a field and professions even to laymen, Register are also called technical words or terminologies. The researcher also went through the letters in order to find out analyze such terminologies. The researcher examined the letters closely and found some special registers that are used in the experience letters.

List of Register in the Experience Letters

The researcher found and treated those words as a register in each of the experience letter.

Those words that have both common and specific meaning have been presented with both of the meaning. First meaning refers to the common meaning(CM) and the second meaning refers to the specific meaning(SM).

- **Certify(v)** somebody/something to state officially, especially in writing, that something is true(CM). To give somebody an official document providing that they are qualified to work in a particular profession (SM).
- **Bonafied(adi)** genuine, real or legal not false(CM). Without intention to deceive(SM)
- **Conduct(v)** to organize and /or do a particular activity(CM)
Conduct (n) a person's behavior in a particular place or in a particular situation(SM)
- **Character (n)** all the qualities and features that make a person, groups of people and places different from others(CM) all the qualities and features that make a person, groups of people and places different from others(SM).
- **Diligent(adi)** showing care and effort in your work or duties(CM).
showin care and effort in your work or duties(SM)
- **Career(n)** the serious jobs that a person has in a particular area of work, usually involving more responsibility as thee passes(CM). the period of time that you spend in your life working or doing a particular thing(SM)

- **Institution(n)** a large important organization that has a particular purpose(CM) a large important organization where children are taught(SM)

The other words found in sample letters are listed below:

Sincere, tenure assign, primary, hardworking, affirm, energetic, reliable, punctual, versatile, serious, endeavor, diligent, commendable, render, keen, interest, competent, applicable, skill, well versed, devoted, valuable asset, capable, helpful, responsible, satisfactory, brilliantly, promising, amiable, ideal, insightful, dynamic, recommendable, outstanding, duty bond, enthusiastic, ebullient, co-operative, creative.

Above both common and specific meaning shows that those special words used in experience letters refers to the specific meaning.

4.2 Summary/ Discussion of Findings

The main objectives of this research was to analyze language used in experience letter and to describe the language used in the letters in terms of types of sentence, tense, voice, adjectives and register words. On the next fold, since this research was carried out with limited resources and materials, the findings of this research can vary from context. The research was limited to the language used in experience letters.

In order to find out the fact and exact figure, I have collected experience letters and deeply analyzed. I have collected all the necessary data under different categories and sub categories being based on the objectives of the research. I have collected register words and they were compared with their common and specific meaning. Those data were presented in accordance with their categories by using descriptive and simple statistical tools like average, percentage and data display diagram, tables and charts for analysis and interpretation.

1. Regarding the types of sentences, simple sentences are maximally used covering more than half in the experience letters.
2. Likewise, the use of the compound sentences and complex sentences are used relatively less than simple sentences.
3. Simple sentence covers 59.88%. Likewise, the use of complex sentences and compound sentences was relatively less i.e., 24.36% and 15.76% in average respectively.
4. It was also found that the language of experience letters contained very precise and few sentences.
5. It was found that the sentences that are used in an experience letters are simple, clear and straight forward.
6. While analyzing the use of tense in an experience letters, it was found that non past tense was used at the higher frequency than that of past tense.
7. The percentage in average occurrence of non-past tense is 67.16% and past tense is 32.84%.
8. Regarding the voice in letters, active voice was maximally used than passive voice.
9. Out of 174 voices, 157 sentences were found in active voice and only 17 were found in passive; in average that comes to be 91.57% and 8.43% respectively.
10. Analyzing the adjective, attributive adjectives are highly used in experience letter while predicative adjectives are minimally used.
11. It was found that attributive adjectives cover 57.44% of the total words where as predicative adjectives cover 42.80% in average.
12. In the analysis of the register, it was found that the words used in the experience letters are different from the words used in general language.
13. It was also found that the same word also meant different from its common meaning when it was used in experience letters.
14. It was also found that in an experience letters specific meaning was used.

In a nutshell, researcher found that the language of the experience letter was simple, straight forward and contained register words, which meaning is different from the common meaning. And the language of experience letter contained very precise and a few sentences.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

In this chapter, I have presented the conclusions and recommendations of the study on the basis of the analysis and interpretation of the results. The following conclusions and recommendations have been drawn on the basis of the analyzed data separately.

5.1 Conclusion

This research is descriptive in nature. The data for the study were experience letters issued by the Principals of different private school of Kaski district through purposive judgmental sampling procedure, which is one of the most useful non-probability sampling designs. The total sample of the study consisted of 40 experience letters. The required data was collected using observation as the data collection tool. The descriptive statistical tools were used to analyze the data.

The study consists of five chapters. In the first chapter I attempted to make appropriate context for conduction the study. Then, the statement of the problem and the objectives for conducting the research were introduced. Reason behind selecting particular topic; research questions that were to be answered; significance of the study; and delimitations of the study were introduced. And in second chapter I broadened my knowledge studying the books by different scholars and unpublished thesis related to my topic. On the basis of the review of related literature I developed conceptual framework to conduct this study. This review helped to ensure the professional knowledge of the study. The methods and procedures of the study were described in third chapter. The design of the study was survey and 40 experience letters were selected using purposive judgmental sampling procedures. Then, those data

were presented in accordance with their categories by using descriptive and simple statistical tools like average, percentage and data display diagram and tables for analysis and interpretation. Finally, The whole study is concluded and recommended with the implication in three levels; policy, practice and further research in the last chapter.

So, after analysis of the data obtained from forty experience letters, it shows that more or less all types of sentences were used in all letters. However, the number of sentences was different. But in totality all the experience letters used simple-sentence more frequently than compound and complex sentences.

While analyzed the tense it was found that the occurrence of non past tense was higher than the occurrence of past ones. Similarly, after the careful study and observation of the text of the selected letters, Active voice is excessively used in experience letters whereas passive voice is used less than active voice.

Moreover, after the analysis of adjective used in experience letters it is found that the words are highly used attributively while predicative adjectives are minimally used. In the analysis of the register, it was found that the words used in experience letters are different from the words used in general language. The same words also meant different from its common meaning when it was used in this field and the words do not match in other field.

To sum up, when observed all the experience letters it became quite difficult to distinguish one from other. All the letters explain the person's quality, work experience, period of service, and person's ability in his / her profession. The language of experience letters was simple, straight forward and contained register words of which meaning is different from the common meaning and the language of experience letters contained very precise and a few sentences. So, the writer need go into the details of the former employees professional and personal qualities. While drafting experience letters, writer should consider short sentences because readable sentences are simple, active, affirmative and declarative. The more complex sentence, greater the possibility for difficulty in determining the intended meaning of the sentence. That's why writer state one

thing and only thing in each sentence. Divide long sentences into two or three short sentences, remove all unnecessary words strive for a simple sentence with a subject and verb and eliminate unnecessary modifiers.

5.2 Recommendation

There is no doubt that experience letter has its own format to write. It follows the certain rules and regulation. The letter should not be too long but suitably convey all the necessary details. Hence, the language of experience letter is different from the language used in other fields in respect of format, sentence pattern, grammar, terminology, special vocabularies. So, the findings of this study shows that the experience letters have distinct features, style and grammar. So, the teacher and students have to be familiar with the structure, style, grammar, and so on. I would like to recommend following points on the basis of the findings.

5.2.1 Policy Related

Policy simply refers to a course or principle of action adopted or proposed by the government. The most important factor of any research study is that it should be implemented effectively from the side of the government also. In this regard, I would like to point out some of the recommendation for the policy making level as below:

- It would be grateful if curriculum designers should include sufficient topics and exercises of experience letters in the text book so that the learners would be acquainted with the terms used in experience letters. Because this research shows that an experience letter has its own format to write and it includes different types of the sentences, voice, adjectives and so on.
- The finding of this research shows that experience letters include and focus on the words such as; bonafide, co-operative, certify, dedicated, efficient, versatile, endeavor and so on. Thus, Syllabus designers and

textbook writers should include all those types of words in the text book. So, that the students should familiar with those types of the words and know the context in which such words are used.

- This study shows that, the differences in various aspects of language in an experience letters such as: styles and patterns, special vocabularies. They should highly be taken into consideration of those aspects while preparing and developing curriculum.
- There are different style and patterns, grammatical terminologies, register words are used in experience letters. So, there should highly be taken into consideration while preparing and developing teaching materials. Use of the teaching materials in the classroom makes the teaching and learning very effective and therefore, it is a great help for the students to understand the subject matter. So, the government should provide each and every school with the necessary teaching materials. Simultaneously, the teachers should be equipped with the knowledge necessary to use them in the classroom.
- The study was found that some texts of experience letter contain abstract and vague realities, unfamiliar words. Best texts are those that contain interesting facts and details which the reader can visualize such facts and details they describe. So, texts writers should follow explicit way to make the texts more effective to its readers.

5.2.2 Practice Related

The main four languages skills need to develop when learning a second language they are listening, speaking, reading and writing. Listening is essential for speaking, and students easily practice listening skills through movies and songs. Reading is also a skill they may develop easily with the vast amount of material available on the internet. But writing is usually the skill that is most poorly developed; improving writing takes a real conscious effort both on teachers and students. This is practiced in schools

or any other academic institution. So, I would like to recommend the following points as in practice level:

- The study shows that different features of language like sentences, grammatical categories, and special vocabularies are used in an experience letters. Therefore, they can be used by teachers and students in the classroom to learn language appropriately.
- The teachers can make the students familiar with the different features of language used in an experience letters.
- The study shows that while writing experience letters simple sentences, past tense, active voice, are highly used. The students need to be practice with other features such as compound or complex sentences, non-past tense, passive voice and so on. So, that the students would be acquainted also with other features used in an experience letters.
- Teachers often use letter writing exercises in the classroom to practice and improve a student's writing. This particular form of letter writing allows students to practice how to write letters and how to develop vocabularies. Both vital skills that will help them through school and beyond.

5.2.1 Further Research related

The researcher will suggest that the further researches should be conducted into the following areas:

- This research will provide a valuable secondary source for the researchers.
- This research was limited only to the certain registers and certificates. So, it cannot be claimed that the findings of this research are applicable elsewhere; researchers can carry out this type of researches including more sample.
- This component of analysis of this research was limited to the sentence types, voice, tense, adjectives and register so the forthcoming

researchers can carry out the researches including more/ other components.

- This research was limited to only English Medium schools' experience letter. As the governmental schools experience letters are also available, the forthcoming researchers can carry out the researches in comparison of the two types of certificates too.

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Appendix-I

The 40 private schools of Kaski district were selected to collect the primary data for the research study which are given below:

1. Nobel International School (NIS)
2. Siddhartha Love Dale Boarding School (SLDBS)
3. Bhaskar Memorial School(BMS)
4. Model Higher Secondary Boarding School(MHSBS)
5. Siddivinayak Boarding School (SBS)
6. Nilgiri English Boarding School (NEBS)
7. SagarmathaNiketan School (SNS)
8. Shree RatnaJyoti Higher Secondary School(SRJHSS)
9. Little Step Higher Secondary Boarding School (LSHSBS)
10. Step By Step Higher Secondary School (SBSHSS)
11. Shanti Niketan School (SNS-1)
12. Gyanu Baba Higher Secondary Boarding School (GBHSBS)
13. Sunflower Boarding School (SBS)
14. KEF Higher Secondary School (KHSS)
15. Bhanubhakta Secondary Boarding School (BSBS)
16. Little Step English Boarding School (LSEBS)
17. Dhawalagiri Boarding School (DBS)
18. LA Higher Secondary School (LSS)
19. Global Collegiate Higher Secondary School (GCHSS)
20. Balodaya Higher Secondary School (BHSS)
21. Pokhara Spiral Galaxy Academy (PSGA)
22. Social Public School (SPS)
23. Pragati English Boarding School (PEBS)
24. Disneyland Academy (DA)
25. Motherland Higher Secondary School (MHSS)
26. G.S. Academy (GA)
27. Lotus Academic School (LAS)

28. Spiral Galaxy Academy (SGA)
29. Sublime Higher Secondary School (SHSS)
30. National Creation Academy (NCA)
31. New Galaxy Higher Secondary School (NGHSS)
32. Vindhyaswori Education Foundation (VEF)
33. PrativaUchhaMadhyamicVidhyalaya (PUMV)
34. Balmindir Higher Secondary School (BHSS)
35. BalPrabhat Boarding School (BPBS)
36. Pokhara Public School(BPS)
37. Future Star Boarding School (FSBS)
38. Shining Star Sec. Boarding School (SSSBS)
39. LP Devkota Memorial English Boarding School (LDMEBS)
40. Fukuoka NirmalPokhari School (FNPS)

APPENDIX-II

Reg. No. 996-059/060

Ph. : 533249

Siddhartha Love Dale Boarding School

Bastolathar, Pokhara-9, Nepal

Estd. 2057/2000

P.O.B. : 04

S. No. :

Date: 30th Ashad 2072 B.S

Ref No. :

Date :

Testimonial Certificate



TO WHOM IT MAY CONCERN

This is ^{to} certify that **Mrs. Chuna Khadka**, resident of Balewa, Baglung, was a bonafide Pre-Primary Level Grade Teacher of this institution from Poush 2065 B.S to 30th Ashad 2072 B.S.

Mrs. Chuna khadka is very reliable, co-operative, hardworking and very sincere person. She can take the instructions from her superiors and is very supportive by nature.

She left this institution on her own choice and I have no objection to her wish. I recommend her to all those with whom her future may be associated.

I am grateful for her eight years contribution for the growth and development of this institution.

I wish her a bright future and every success in her life.

Principal **Principal**

Siddhartha Lovedale Boarding School

Bastolathar, Mahendrapool, Pokhara-9

Kaski



Karunanidhi Education Foundation
KEF Higher Secondary School
Simpani, Pokhara -1, Nepal
Estd: 2050 B.S. (1993 A.D.)

☎ : 061-523259, 538760, 538768
Email: kefhss@gmail.com
Website: www.kef.edu.np

Ref. No.:

Date:.....2072/03/27.....

To Whom It May Concern

This is to certify that Mr. KRISHNA DEVKOTA, son of Mr. Hari Prasad Devkota, an inhabitant of Lumle V.D.C-6, Kaski, is one of the bonafide, sincere and punctual teachers who had been teaching in this school as a Lower Secondary Level English Teacher since 21st April 2006 to 30th June 2008 A.D.

Throughout his stay in this school he performed all his best to carry out any sorts of duties and responsibilities assigned to him. I do no claim against his character.

I wish him every success in his future undertakings

Dilli Ram Adhikari
Principal
Principal



Sagarmatha Niketan School

Nayabazar, Pokhara-9, Nepal

Tel. : 061-532798, 533507

E-mail : shssp@fewamail.com.np

P.O.Box : 537

Ref. No.

Date.....



Date: 2072-04-06

TO WHOM IT MAY CONCERN

It is to certify that Mrs. **RINA GURUNG**, an inhabitant of Nayagaun, Pokhara-15 Kaski served the school since 2070 B.S. as a Primary English teacher till 2071 B.S. She was a well versed teacher of English language at this institution. She was found to be a dedicated, disciplined and dutiful teacher. She possess an amiable and pleasant personality. I know nothing against her moral character.

I wish her success in every future endeavor.

Principal



Shree Ratna Devi Higher Secondary School

Ratna Chowk, Pokhara-8

Estd.2054 contact 061-536137

Ref No.:-

Date: - 2072/03/30

To Whom It May Concern

This is to certify that Mr. Bishnu Bastakoti , inhabitant of Pokhara – 8 , has been teaching physics in higher secondary level of this school since 2070 . He has been found commanding in his subject matter and hold student – friendly and simple in presentation during his stay in this school . I wish him a successful career in the days to come .

.....

Yam Prasad Adhikari

Principal

Principal



Ph. : 00977-61-525504, 528374

BHASKER MEMORIAL SCHOOL
Phoolbari, Pokhara-11, Nepal
bhasker.edu.np


2071-05-23

To Whomsoever it May Concern:

This is to certify that **Ms. Seema Biswa**, daughter of **D.B Biswa** an inhabitant of **Baglung-4, Dhaulagiri, Nepal** has been working as a **primary level English teacher** in this institution from 2068-01-04 to 2070-12-30.

She always carried out her duty honestly and brilliantly in the most professional way. We wish her a bright and promising career in the sphere of her future activities in whatever field of job she undertakes for her future career.




Principal

Regd. No. 22151-2059/060

Tel. : 061-527349



Sunflower Boarding School

(An English Medium Secondary School)

Archalbot, Pokhara-2, Nepal

Estd. : 2045 B.S./1988 A.D.

Email: sunflowerbsmail@gmail.com

Ref. No.

Issue No.



Date: 14th July, 2015

TO WHOM SOEVER IT MAY CONCERN

This is to certify that Mr Surya Prasad Timilsina, the son of Mr Durga Datta Timilsina, a permanent resident of Sarangkot, Pokhara-26, Kaski has served as the Secondary Level Science Teacher in this institution, Sunflower Boarding School, from April 2, 2014 to April 4, 2015.

He had a pleasant personality and great interpersonal communication skills. He was very co-operative and depicts good manners. He has been very supportive to the students and has a great human resource potential. He was a keen observer, learner and teacher. He has good leadership qualities and could prove to be an asset to any institute.

I wish him luck in his future endeavors.


(A.M. Gurung)
PRINCIPAL