

**ERRORS COMMITTED BY TENTH GRADERS
IN MECHANICS OF WRITING**

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

**Submitted by
Nirmala Khadka**

**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus
Bharatpur 10, Chitwan**

2018

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DECLARATION

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

Date:

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Nirmala Khadka

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Nirmala Khadka** has prepared this thesis entitled **Errors Committed by Tenth Graders in Mechanics of Writing** under my guidance and supervision.

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DEDICATION

Dedicated to
My parents who encouraged
and supported me all the time of my education.

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Nirmala Khadka

ABSTRACT

The research entitled **Errors Committed by Tenth Graders in Mechanics of Writing** is an attempt to find out the errors committed by tenth graders on capitalization, spelling and punctuation in writing letters. The main objectives of the research were to identify the errors in mechanics of writing and to explore the differences between the errors of the students of private and public schools in writing letters. To carry out this research, I selected two schools from Chitwan district, i.e. a public school and a private school. Thirty students were selected from each school using purposive non-random sampling procedure. I used both primary and secondary sources of data. A set of test items was the tool for data collection. The first item was informal letter; the second was application letter. The findings of the study show that, the students committed the highest number of errors in spelling and lowest number of errors in capitalization. Likewise, the findings show that the students of private school were found less errors than public school in mechanics of writing.

The study consists of five chapters. The first chapter deals with introduction, which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Chapter Two deals with review of related literature and conceptual framework, review of the related empirical literature, implication of the study and conceptual framework. Chapter Three deals with methodology. It consists of design and method of the study, population, sample and sampling design, area/field of study, tools for data collection, data collection procedure and data analysis and interpretation procedures. Similarly, Chapter Four consists of analysis and interpretation of the data. I analyzed the errors in mechanics of writing. I counted errors in total, school-wise errors in each item, item-wise errors in mechanics of writing and I compared errors between public and private schools in total. Lastly, Chapter Five incorporates the summary, conclusion and implication at various levels i.e. policy level, practice level and further research. This last chapter is followed by references and appendixes.

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LIST OF ABBREVIATIONS

/:	Slash
%:	Percentage
e.g.:	For Example
ESL:	English as a Second Language
Et al:	And other people
Etc.:	Et cetera
L1:	First Language
L2:	Second Language
M. Ed:	Master of Education
No.:	Number
Pro:	Professor
T L:	Target Language
T. U.:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

The study entitled “Errors Committed by Tenth Graders in Mechanics of Writing” is an attempt to find out the errors committed by tenth graders on punctuation, spelling and capitalization in writing letters. This introductory chapter consists of error analysis, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

An error is considered as a deviant form of language. Further, errors require relevant learning to take place before they can be self-corrected. Errors are the results of some failure of performance. Errors are deviances caused by a lack of competence and "a noticeable deviation from the adult grammar of a native speaker" Brown (1994, p. 205). Errors are an inevitable part of language learning. It is the systematic study and analysis of the errors made by the second language learners. When the learner is learning a second language, she or he may commit some errors. Errors may be in speech or writing of the second language learners. Errors are caused by different factors –like incomplete knowledge, carelessness, overgeneralization, inadequate learning etc. When a learner starts learning a second language, he or she is conscious about that language. In learning the second language, he/ she find differences between first and second language. Due to the differences between the first and second language, the erroneous sentences are formed by the second language learners. Error Analysis refers to the systematic study and analysis of the errors made by second and foreign language learners.

Mechanics of writing mainly includes capitalization, spelling and punctuation. The learner must have the knowledge of mechanics of writing, use of correct and appropriate words and sentences, treatment of content, stylistic skills and judgment skills. Bowen et al. (1985) say :

" The mastery of mechanics of writing and practice in the basic skills are necessary in the first step for child or adult learners. Under mechanics of writing, the learners should learn the alphabet, the left to right direction of English writing system, upper and lower case letters, rules for Capitalization, basic spelling patterns of English and rules for words and sentences punctuation." (p. 234)

Without getting mastery over different mechanics, a writer can not convey the intended meaning clearly. In this connection Richards (1990) opines, "Written language is primarily transactional or message-oriented. The goal of written language is to convey information accurately, effectively and appropriately". So, we can say that the students who learn the English language can not be perfect without the knowledge of different mechanics in writing skill. They can learn to express their ideas explicitly when they are efficient in writing.

Use of capitalization refers to the correct use of capital letters .There are rules of capitalization, these rules refer to the positions and exceptions of using capital letters. For example, the first letter of each sentence is capitalized but the letter 'I' is always capitalized whether it is in sentence initial position, middle position or in final position. The knowledge of using capital letter is very important for writing.

Spelling refers to naming or writing the letters of a word in their correct order. Spelling plays a very important role since addition, omission or replacement of one letter with another can change the entire meaning of the word or of the whole message. Mastery of writing system requires the ability to spell, particularly in English language. The relationship between sounds and letters is very complex and therefore, mastery in spelling is needed.

Punctuation is one of the graphological devices of writing process. Speech has its supra-segmental features like pitch, stress intonation and length which help to convey meaning. Although these supra-segmental features cannot be represented in writing, devices like punctuation (word and sentence boundaries, comma, question mark etc.) are extensively used to convey meaning or pattern of meaning.

1.1.1 Introduction of Writing

Skills mean doing something expertly and well. Writing is one of the most important skills in learning a new language. It is a productive skill. By production: it means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. Through writing, we are able to share ideas, arouse feelings, persuade and convince people. It further helps human beings to transmit accumulated culture from one generation to other.

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over a considerable period of time. Writing is a very complex process requiring many composite skills, i.e. mental, psychological, theoretical and critical aspects. Describing its complexity Nunan (1986) states "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information in to cohesive and coherent paragraphs and texts".

Speech and writing are the two means through which one can linguistically express one's ideas. Between these two, writing is more important as it a permanent record of one's thoughts. Other language skills like speaking and reading are measured through writing. In connection with teaching, Harmer (1991) opines, "For the point of view of language teaching, there is often far greater pressure for written accuracy than other is for accuracy in speaking". Thus writing, a permanent record of every human affair needs accuracy. While writing a paper, the writer should be aware of the errors in sentence structure, spelling, punctuation and grammar. No matter how good the content of the paper is, the readers will have problems if they have to go through mistakes.

Writing is a skill that improves with practice. With regular writing practice, the writer will become more comfortable and fluent in putting his/ her thoughts exactly on paper. Thus, writing skill is a most indispensable ingredient in getting a command over any language.

To develop the writing skill in students, we have to give more priority on the significance of teaching of writing. Paul (1990) mentions, "Learning a second language is in effect learning the four skills listening, speaking, reading and writing". Though each language skill has its one specific significance but writing is the most demanding language skill. Writing is an art that provides one a chance to be known and to influence others. Though this is the time of science and technology, we are still bound to the written world as the basic means of communication and interaction. The persons who use different kinds of machines should follow the written direction to handle these machines. In our secondary level curriculum 20% weight age has been given to listening and speaking and 80% to reading and writing. This weight age also reveals that writing is one of the most important skills of language.

To be competent in writing skill, we should develop our letter writing skill. There are very few people who do not need to write letters. At some point in our lives, we need to write letters- both pleasant and unpleasant. Some of us have to write business letters as a part of our jobs. Others write personal letters for pleasure or as a necessity. Finally, many of us correspond with public authorities in today's world.

Letters have been written since time immemorial and letter writing has become an art over the years. With the development of industry and the growth of commerce between nations, letter writing is more of a necessity today than ever before. A businessman prospecting for business in foreign markets can not English language for the literacy purpose rather than linguistic purpose. It is also thought that listening and speaking have low priority while reading and writing have high priority for language learning program. So, it is necessary to emphasize on writing skill in Nepalese context while evaluating the proficiency in letter writing of grade 10 students. The researcher paid more attention on the clarity, fluency formality and effectiveness in communication of ideas. In the same way, the researcher has evaluated the letter writing proficiency in terms of content, syntax grammar, mechanics organization 'word choice, purpose, audience and the writers' process. So, at the end, the researcher comes to the conclusion that his study will provide actual reinforcement for causes and remedies of grade 10 students (both boys and girls) in terms of writing proficiency and improve of proficiency in proper manner.

1.2 Statement of the Problem

It is natural that a learner commits errors in the process of learning a second language. It is an inherent feature in the process of second language learning. If there is no mistake, there is no learning. In the past, errors were considered as a bad sign of learning process. At present; errors are considered as an integral part of learning process. The more the students commit error, the more they are likely to learn the second language and vice –versa. The most practical use of error analysis is very helpful to the teacher. Error analysis provides feedback and tells the teacher about the effectiveness of their teaching materials, methods, activities and techniques. In my classroom experience, I committed mechanics of writing errors in writing letters (capitalization, spelling, punctuation and layout). When I was in school, the teacher often stated that those kinds of mechanics of letter writing errors would hamper while writing letters. He further mentioned that I couldn't deliver the intended message due to my mechanics of writing errors. Because of this situation, I became very much interested to do research about the errors committed in writing by tenth grade students. So, this study tries to find out the errors in writing by the tenth graders of Chitwan district of Nepal.

1.3 Objectives of the Study

The objectives of the study are as follows:

- (i) To identify the errors in the mechanics of writing (more specifically punctuation, spelling and capitalization)
- ii) To explore the differences between government and private school students in committing errors.
- iii) To suggest some pedagogical implication.

1.4 Research Questions

The research questions of my study were as follows:

- i) What kinds of errors do tenth graders committed in mechanics of writing ?
- ii) Do the students of the government schools committed more errors than those of private schools?

1.5 Significance of the Study

The main purpose of the research is to identify the mechanical errors committed by tenth graders in writing letter, to explore the differences between government and private school students in committing errors. This study will be helpful to the teachers, students curriculum designer, and other person who are directly and indirectly involved in English language teaching and learning activities. Therefore, this study will provide teachers to find out the mechanics of writing errors (punctuation, capitalization, spelling and lay-out) committed in writing by tenth graders and the teacher will use different techniques and methods which I found in this research. Then they will try to find out the possible causes of errors and solve them. Similarly, this study will be equally important for students because if students know about the areas of committing errors in letter writing they will give extra attention on those areas and they will practice and definitely they will improve their learning. Likewise, this study will be important for curriculum designer to design a curriculum. According to the methods and findings of my research, they will know the areas of errors committed by students and they will give extra importance on those areas while designing curriculum. This study will be equally important for all other professionals who are directly and indirectly involved in English language teaching classroom.

1.6 Delimitations of the Study

Delimitation in research refers to choices that the researcher makes for the study that are under the researcher. My study was limited to sixty students of grade ten in Chitwan district. Similarly, it was confined to the errors in mechanics of writing. Likewise, it was based on the data derived from test items as a tool for data collection. It was based on text analysis research design.

1.7 Operational Definitions of the Key Terms

Letter: A written or printed communication, generally longer and more formal than a note. In my research, letters refer to the informal letter, letter to the editor and letter of application which comes under grade ten books.

Error Analysis: Error analysis is the systematic stepwise study and analysis of the errors made by second language learners. In my research error analysis means the analysis of mechanics of letter writing errors made by tenth graders in writing letters.

Mechanics: Aspects of writing, i.e. capitalization, spelling and punctuation.

Students: Student is someone who is learning at a school or in any teaching environment. In this research, student refers to the person who is studying in grade 10 in Chitwan district.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is an essential task for any researcher to acquire theoretical knowledge about related topic. This chapter includes several sub-chapters like review of related theoretical literature, review of related empirical literature, implication of the review for study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical knowledge is necessary for a researcher to have enough knowledge about the topic of research. The researcher cannot go further in the research process without theoretical knowledge and concept of the research topic. The theoretical concepts of the study have been presented as follow:

2.1.1 Writing Skill

Skill refers to the ability to do something well. Writing skill is the fourth and most important skill among the four language skills. It helps to develop all four skills. It is a productive skill. It is the most difficult skill for the learner to master the language in relation to other skills i .e reading, listening and speaking. In writing, eventually students begin learning to write letters, words and discourse. Gradually, students learn to organize those words and discourse in a meaningful way. According to Byrne (1993, p.113), “The symbols have to be arranged according to certain connection to form words and words have to be arranged to form a sentence.”Forming words and sentences are keys to writing. We have to focus on how to form words and sentences. Writing is authentic material to measure the competence of the learner. It is through writing that a teacher can evaluate the standard.

According to Harmer (2004,p. 5), there are four stages of writing. They are as follow:

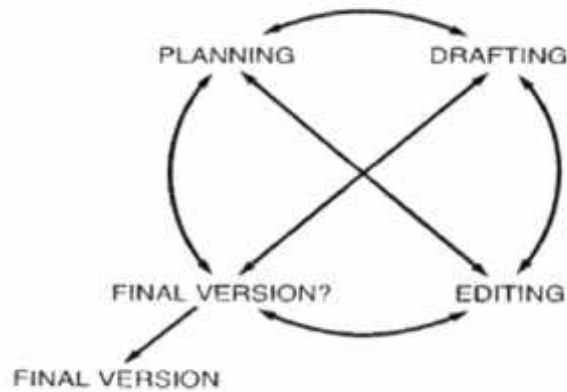


Figure 2.1: Process Wheel. (Harmer, 2004:5)

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try to decide what it is and what they are going to say. The activities like brainstorming, consulting resources for information, making notes, making an outline are used in this stage. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing, secondly, the audience they are writing for and thirdly, the content structure of the writing.

b) Drafting

Drafting is an actual writing process. When the students or writers are prepared for writing with the help of different planning activities and strategies then they are involved in actual writing process on the basis of the notes, outlines and thoughts developed in the planning phase.

c) Editing

When students prepare the first draft of their writing they may consult their teacher for helpful suggestions. They are involved in reviewing and editing processes. They review their draft on the basis of the feedback given by the teacher or any resource person like peers and senior graders. They basically focus on the content, grammatical accuracy and mechanism of writing such as spelling, punctuation, capitalization and

so on. In this process, they follow addition, deletion, organization, reorganization, arrangement and rewriting to improve their writing.

d) Final version

Once the writer has reviewed and edited the draft making changes, and when they know the draft is accurate, they produce their final version. This may look different from both the original plan and the first draft, because changing takes place in the reviewing editing process. Writers plan, draft review and edit time and again if it is necessary.

2.1.2 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of other components which are given below:

a) Mechanics

Mechanics refers to those aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and numbers which are often dealt with in the editing stage of writing. Hedge (2005, p. 9) states that "The way spontaneous speech and written text are constructed shows significant differences both in terms of organization and language used". In my research students were provided opportunities to see student's mechanics of writing aspects like punctuation marks, spelling and capitals etc in writing letters.

b) Coherence

Coherence refers to the relationship between an utterance and a meaning it conveys. It is the semantic relationship of different sense units between and among utterances. According to Halliday and Hasan (1976, p. 92)," Language users establish coherence by actively relating the different information units in the texts." Coherence means the degree of which a piece of discourse makes sense. The key to the Concept of coherence is not something that exists in words or structures but something exists meaning. It is people who 'make sense' of what they read or hear. They try to make a communication that is in the line with their experience of the way the situation is. For example-

David: Can you go to the university in the evening?

Jack: yes, I can.

In above example, jack has given an appropriate response to David so, this is coherent.

c) Cohesion

Cohesion refers to the grammatical/lexical relationship between different elements of a text .According to Halliday and Hassan (1976, p.5), “Cohesion occurs when the interpretation of some element in the discourse is dependent on that of another”. The main function of cohesion is to tact formation .A paragraph has good cohesion when each sentence is clearly linked to the other sentences through cohesive devices such as- in comparison, as a result, and, but, in contrast, yet, nor, because, whereas, since, although, likewise, furthermore, therefore etc. Individual sentences can have connections within them. For example- Sunita is studying in Tribhuvan University. She is going to Chitwan tomorrow and she will meet her parents. They will be very happy because she is the youngest daughter of their family. Since, she started studying in Tribhuvan University; she rarely goes to meet her parents. She misses them very much.

In above paragraph, 'Sunita' and 'she', 'parents' and 'they' are the example of lexical cohesion. Likewise, some other subordinating conjunctions are 'since' and 'because' and coordinating conjunction is 'and '.

d) Orthographic and Para-orthographic Text

Orthography deals with writing system and spelling system. According to the Kaphle (2015) “Orthography can refer to the study of letters and how they are used to express sounds and form words”. Different languages of the world use different types of writing system, for example- a logographic writing (representation of morpheme or words, i.e. Chinese writing .The use of logograms in writing is called logography. Chinese character and Japanese kanji are logograms, alphabetic writing (represents consonants and vowel segments i.e. English writing system, syllabic writing (a set of symbols which represents the pronunciation of syllables) i.e. Japanese writing .Para

orthographic text refers to the pictorial representation, e.g. diagrams ,charts, maps and tables.

2.1.3 Writing Letters

Writing letter is a means of communication used between a sender and a receiver who are at a distance. It is said that letter writing is one of the most important factors of keeping personal and social relation alive and friendly. Letter writing is equally important for all the people and officials or institutions .Letter writing is often the difficult skills for the students of English as a foreign language to acquire. This may be because of the great emphasis on listening, speaking, and reading in the classroom. While there are important differences between spoken and written English. For example, spoken English has more shortened forms, contractions omissions and colloquial expressions, whereas written English has more extended form and more formal as well. So, writing is possible at the secondary level, if the teacher provides good models and useful vocabulary for life –like situations .Letter writing with its many forms and uses is another activity that is particularly advantageous for the following reasons-

In letter writing, vocabulary and structures may be taken from the students own learned materials. The letter may be short and simple in form and style. The assignment of writing letters may vary according to type and style as selected by the teacher and the students. The letters may be corrected and kept the students notebooks for actual use as models.

According to Malkoc (1998, p. 2)," Letters that are well organized in form and content generally follow a pattern that is similar to basic composition writing." A well composed letter in English, usually has their basic components which are as follow-

- a) A salutation, corresponding to the introduction,
- b) A general message, corresponding to the body; and
- c) A closing and signature, corresponding to the conclusion of the composition.

Letter writing is an effective means of communication. In that sense that is must be clearly thought out and clearly organized on paper. Its message should be understandable to the reader and its appearance on the page should be well-balanced,

like a picture in a frame. A letter writing carries the writer's creativity and communication. In grade ten book, there are mainly three kinds of letters. They are informal letter, letter to the editor and letter of application. Informal letter are practiced from one person to another. Such as relatives and friends who are known to each other. It is written in informal language. In grade ten books, in unit five there is informal letter which is written by an aunt to her nephew to convince him not leave his parents alone in village. Likewise, letter to the editor means a letter sent to publication about the issue of concern to its reader. In grade ten book, there is a letter to the editor about traffic jam. Similarly, letter of application is a standard form of letter which is used in formal situation for particular purpose. In grade ten book, there is a letter of application about sickness.

2.1.4 Classification of Letters

Letter can be classified under different categories according to their language style and purpose of writing. Malkoc (1998) presents some usual types of letter which are given below-

a) Formal Letters

Formal letters are the standard forms of letters which are used in formal situation for particular purpose. The language style is formal. There must be formal relation between the sender and receiver. Bly (2004, p.48) states that "formal letters of information can introduce people to your group, inform them about an upcoming event, or announce important news." These kinds of letters are normally short and clear. Official letters, letter of applications, letter to the editor etc are the examples of formal letters. They are practiced from one institution to another, one office to another, one organization to another, from one office to another, one organization to another, from one office to a person and from person to an office.

b) Informal Letters

Informal letters are personal letters. They are practiced from one person to another such as, relatives and friends who are known to each other. The formality of the language is not supposed to be given importance. Informal letters are written in friendly and informal language. The language of these kinds of letter is simple, clear, conversational, and familiar. The subject matters of the personal letters cannot be

easily predicted. Request, Congratulations, apology, invitations, sympathy, condolence, thanks giving, inquiry etc are the common subject matters of the informal letters.

c) The Business Letters

The business letters are formal and official letters which practiced for particular purposes. The main aim of the business letters is to establish business relationship between two firms and components. There are standard letters which deal with some subjects such as ordering, request, booking, complaint, apology, inquiry, transfer of money, reference etc. According to Cullen (2005, p.45), "Business letters are generally formal in tone and should be brief, to the point, accurate and polite". Similarly, the business letters are written to keep in touch with customers and business firms, and to strength business relationship. The business letters are not only written for business deals, like ordering goods, requesting credit, making claim but also for seeking employment and conducting social business.

d) Letter of Employment

The letter that deals with the acquisition, acceptance, rejection or confirmation of a job and so on is called the letter of employment. A letter of employment is signed by an authorized representative of a prospective tenant's employer, stating that the tenant is currently employed there and providing basic information about the tenant's employment arrangement. According to Bly (2004, p.71) , "Employment letter gives a guidance on writing letters to prospective employers on how to present the CV, on accepting and decline offers of employment and on letter of resignation". Some examples are: letter of application for a job, letters of appointment, letters of acceptance, letter of refusal, letters of resignation and thank you letter.

e) Letters of Reference and Recommendation

The letter that recommends somebody/something with some factual. Reference and information to someone for special purpose are also known as the letter of reference and recommendation. They include the information about the quality, qualification, character, honesty, health condition and devotion of the applicant. Bly (2004) states that there are two specific types of recommendation, one is generic letter of

recommendation and other is the employer asks the candidate for reference, and the candidate gives your name.

f) Letter of Appreciation

The organization for which service is provided offers gratefulness and heartily appreciation to the organization or individual who has completed the duty or responsibility perfectly and sincerely.

g) Letter to the Editor

A letter to the editor is a letter sent to a publication about the issues of concern to its readers. The aim of these kinds of letter is to confirm, convince or persuade the readers. According to Bly (2004, p.68), "Letter to the editor are freedom of speech in action".

h) Letter of Sympathy/Condolence

These kind of written to give consolation to a family on the demise of their relatives or friends. They should be brief and should convey the grief the sender feels and shares. Bly (2004, p.40) stated "A good condolence letter has three essential qualities which are tact, sincerity and brevity". Letter of sympathy is written when someone i.e, our friends or relatives has something lost. We also find the letter of sympathy and letter of condolence are used at the demise of someone. Sympathy is also a letter of empathy helping people get through tough times by showing them that they are not alone.

2.1.5 Error Analysis

The mistakes that come at the competence level due to imperfect knowledge of target language is referred to as an error. Errors are committed by L2 learners and children only. Native speakers do not commit errors because they are competent in their own language. According to James (1997, p.78), "Error as being an instance of language that is unintentionally deviant and is not self-correctible by its author". When native speakers make mistakes, they can identify and correct them immediately because they have almost full knowledge of the linguistic structure of their mother tongue. Non – native speakers, L2 learners not only make mistakes, they also commit errors and as they have only an incomplete knowledge of the target language, they are not always

able to correct the error that they make. Error analysis is a type of linguistic analysis that focuses on the errors that learner's learners make. It consists of the comparison between the errors made in the target language and that TL, itself. S. Pit Corder is the "father" of error analysis .It was with his article entitled "The significance of learner errors" (1967) that error analysis took a new turn .Error analysis is carried out with the aim of finding a pedagogical application for its result.

Stages of Error Analysis

According to Corder (1987) Error analysis is carried out as a series of successive steps. The following are the stage of error analysis-

- a) Collection of data for error analysis
- b) Identification of error
- c) Description /classification of errors
- d) Explanation of errors
- e) Evaluation of errors
- f) Correction and remediation of errors

a) Collection of Data

This is the first stage of error analysis .In this stage, we give some tasks to the student and elicit the concerned data. The data is not only consists of errors, but also includes the example of correct usage. Corder (1973, p. 126) defines that, "data may be oral or written but oral is preferable because it embraces all kinds of errors, which are not found in written data". Data can be various types .Data may be spoken or written .Spoken data is elicited through interview, discussion and speech. Written data is collected through a set of written questionnaire. Data may be subjective or objective approach. In Subjective approach, the questionnaire administered to the learners contains subjective questions regarding the students to answerer in their own words. In the objective approach a set of objective test items is administered to the learners so that they can select one from several alternatives.

b) Identification of Errors

It is the second step of error analysis. After collecting data, we have to identify errors. Generally, errors and mistakes are taken as synonymous but technically speaking they

are different in the sense that mistake is a cover or a umbrella term which includes mistakes, errors, lapse or slips. All errors are mistakes but not all mistakes are errors. We have to recognize either it is errors or mistake identification of errors indicates distinguishing errors from what is not error.

According to James (1997) distinguish mistakes from errors in the following ways-

- a) Mistakes are committed at performance level whereas errors are committed at competence level of language use.
- b) Mistakes are caused by the lack of attention fatigue, carelessness, whereas errors result from incomplete knowledge of the rules of language.
- c) Mistakes are irregular and inconsistent but errors are regular and consistent.
- d) Mistakes are correctable by the learner who commits them but errors are uncorrectable by the learner.
- e) Mistakes are committed by any language speaker or uses but errors are committed only by L2 learner.

c) Classification/Description of Errors

The next stage of error analysis is classification of errors. According to Corder (1987, p.277) .The description of errors can be done in two level which are under different heading.

i) Superficial Linguistic Classification

There are four kinds of classification in superficial classification. They are

- a) Omission- There is a dropping out of some required elements.

E.g.- Cow is a useful animal . (There is omission of article 'the' at the beginning.

- b) Addition – In some sentence unnecessary or incorrect elements are added.

E.g.- She came on last Monday .(There is addition of unnecessary element, preposition 'on').

- c) Substitution-Substitution means use one element in place of the other.

E.g.- he is looking to me.

(there is use of 'to' instead of 'at')

d) Misordering- Misordering means breaking of proper order. According to James (1997) , "Misordering is often the result of learners relying on carrying out 'word-for-word translations of native language surface structures' when producing written or spoken utterances in the TL".

Eg. : She asked me where was I going. misordering of where I was going.

e) Misformation- Misformation as use of the wrong form of a structure or morpheme".

E.g. – I seen her yesterday. (There should have 'saw' instead of 'seen')

ii) Level Based Classification

On the basis of the levels of language at which they are committed the errors may be classified as-

a) Phonological Errors-these kinds of errors is thus, error in pronunciation. It is the result from inability to pronounce correctly.

E.g. - He goes to school .In this sentence (isku:l) instead of (sku:l). There is addition of 'I' before 'sk' cluster, typically by Nepali learner of English.

b) Graphological Errors- It is the spelling and punctuation errors in writing.

E.g.- Lovely 'whether', correct spelling 'weather', writing 'b' as 'd' and 'p' as 'q'.

c) Grammatical Errors – this error is related to breaking of grammatical system.

E.g.-He cans play very well.(There is a wrong use of tense maker in model verb.)

She write a letter.(There is a wrong use of verb because in simple present tense if the subject is singular verb must be singular and if the subject is plural verb must be plural).

d) Semantic Errors- these errors is related to wrong use of words/phrases.

E.g.: 'skin shoe' instead of 'leather shoe'.

She lent a book from library (in place of) she borrowed a book from library.

a) **Pragmatic/Sociolinguistic Errors**- This errors are production of wrong communicative effect. The expression may be grammatically correct but are not contextually appropriate.

According to James (1997)," Pragmatic error,(or infelicity) to unlike text errors, arise whenever speakers misencode a message, not to the detriment of its meaning but to the detriment of its pragmatic force."

(A statement to his headmaster)

Hi guy, how is it going?

(A master to his servant)

Would you mind not smoking here?

iii) Group Errors and Individual Errors

If errors are found in group learners, they are group errors and if errors are found in individual learners, they are individual errors.

iv) Productive and Receptive Errors

If errors are found in production, such as (speaking and writing) they are productive errors and if errors are found in reception, such as (reading and listening) they are receptive errors.

v) Overt and Covert Errors

Errors which are clear and open are overt errors. e.g. - He write () a letter.

Errors which are unclear and hidden are covert errors. Corder (1987) says, "The covertly erroneous sentence is those which are not appropriate in the context in which they occur."For example, He wants to know the English .This sentence is perfectly acceptable which, interpreted independently of its context, and expressed unexceptionable segments.

vi) Local and Global Errors

Local error is an error in the use of an element in sentence structure, which does not cause any problems of comprehension.

E.g. - He like a papaya

Global errors hinder communication. It means an error in the use of a major element of sentence structure is global error which makes a sentence or utterance difficult to understand.

E.g. - She beautifully yesterday.

Global errors are more serious than local errors.

vii) Inter-lingual and Intra-lingual Errors

According to James (1997), "If errors are caused by the influence of another language, they are inter-lingual errors, whereas if errors are within the same language, they are intra-lingual error."

E.g. - A Nepali learner learning English may produce an erroneous sentence in English-'I eat water' instead of 'I drink water'.

go + ed= goed (intra-lingual error)

d) Explanation of Errors

This is the fourth stage of error analysis. This stage tries to find out the different sources or causes of errors committed by the learners. It is the field of psycholinguistic. It deals with how and why errors come out. According to the article of Touchie (1986) there are following causes of committing errors they are-

a) Errors due to L1 Interference- Errors are committed by the influence of the learner's mother tongue. The learner tries to apply the rules of his mother tongue in the target language also. So there is error. Errors due to the presence of mother tongue interference in learning the target language are the errors due to L1 interference. For example, to support L1 interference error, the sentence, 'I opened the radio' as produced by a Nepali learner of English instead of 'I turned on the radio' is a typical L1 caused error.

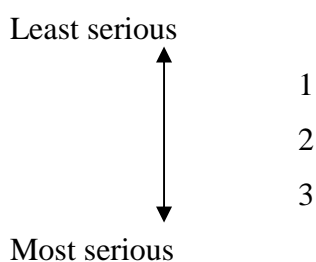
- b) Errors due to Hypercorrection- Hypercorrection refer to the wrong way of making correction of what is already learned correctly. The errors influenced by such correction are the error due to hypercorrection. According to James (1997), "This results from the learners over-monitoring their L2 output and attempting to be consistent, so it is close to system simplification". For example: There may be a danger of saying only-three for thirteen due to overemphasis given while teaching twenty-three if the child is presented with cardinal numbers 1 to 20 for the first time and 20 to 100 after interval of time.
- c) Errors due to Overgeneralization – In course of learning, learner tend to simplify learning load. They reduce the learning load by formulating the rules. But due to limited exposure to the language being learnt they may over generalize the rules and fail to take the exceptions into account. Since the learners are not aware of the new rules and ignore exception, they commit errors. For example, on the basis of words 'girls' 'boys', 'pens', the learners may create a rule that singular noun+ 'S' plural and may produce 'mans', 'child's, etc due to overgeneralization.
- d) Inadequate Learning- Sometimes teachers give rules which are not fully adequate and when students follow them, they make errors. For example, the structure of present continuous as 'S+ is/am/are+v4+object may produce the sentence like 'I am seeing him'.
- e) Avoidance- According to Touchie (1986, p. 78) "some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures". For example, Arab ESL learners avoid the passive voice while learning English.
- f) Errors due to Inherent Difficulty- Some features of the target language are inherently so difficult that they lead the learners towards committing errors no matter what the linguistic background of the learner. For example, it is generally agreed that English pairs/f/-/v/ are very hard to distinguish not only for Nepali or other language speakers but also for native speaker of English.

e) Evaluation of Errors

Evaluation of errors refers to the assessment and determination of seriousness of errors. Evaluation of errors involves assessing the seriousness of each error in order to take principled teaching decisions. The seriousness of error is also termed as error

gravity. The greater the degree of error gravity, the more serious the error tends to be. Corder (1987) states that, there are two major tools to determining error gravity. They are as below-

1) **Ranking Scale**- To determine error gravity by using ranking scale all the erroneous expression committed by the learner are placed in a definite order.(for example- from the least serious to the most serious ones) in order to make a rank scale



2) **Rating Scale**: A particular error is judged against a pre-established rating scale and attributed to the value represented by the number that the error is supposed to fall in. There are generally five points of rating scale they are:

- i) Absolutely correct. (Absolutely errorless)
- ii) Highly acceptable. (Slightly erroneous)
- iii) Fairly acceptable. (Moderately erroneous)
- iv) Hardly acceptable. (Seriously erroneous)
- v) Absolutely incorrect. (Absolutely wrong)

c) Correction and Remediation of Errors

The errors are corrected by the teacher or the learners themselves. There are mainly two views regarding the question of correction and remediation of error. According to James (1997), "Correcting is a metalinguistic act, since it is a comment on language."

Behaviorist's views hold that there is a need of immediate correction and say that the learning is the process of trial errors. They say that learning is a process of habit formation .They say to form correct habits; errors should be corrected in the proper time, because if errors are tolerated without making correction, learners can commit errors time and again and they become habituated. Therefore, behaviorists claim that errors should be corrected as soon as possible.

Mentalists view that errors naturally come in the process of language learning. If we correct the errors, it hampers the learner's learning capacity. Learners should learn naturally without any obstruction so, the teacher should give them chance for the correction for errors by themselves. Therefore, there is no necessary for correcting errors at the time of learning. Therefore, there is no necessary of correcting errors at the time of learning. It further claims that errors are the signs of learning. It says there are two techniques of error correction. They are:

- a) Teacher correction techniques
- b) Students correction techniques

In teacher correction technique, the role of teacher is vital. In student correction technique the teacher does not make correction himself but makes students correct themselves. Student's correction techniques can be divided into two sub headings-

- i) Self correction technique
- ii) Peer correction technique

In self –correction technique the teacher gives some hints to make the committer of error corrects his error himself. According to James (1997, p. 236), "self correction is an intriguing phenomenon in that for some inexplicable reason we seem to be more capable of spotting other people's errors than our own, as anyone who has done some proofreading will testify". In peer correction technique, the teacher asks the students to exchange their tasks and to prepare the correct version of each other's erroneous task. If the students need discussion, they may be allowed.

2.1.6 The Practical Uses of Error Analysis

The practical use of error analysis is related to the teaching learning activities in which both the students and teachers are benefited from the findings of error analysis. Error analysis also helps in designing the remedial materials for the learners. In broader sense, error analysis provides the information for designing a remedial syllabus or a program of re-teaching, materials, techniques and methodologies. According to Corder (1987, p. 265) states that, "The most practical use of analysis of errors is helpful to the teachers". Errors provide feedback. They tell the teacher something about the effectiveness of his teaching materials and his teaching

techniques and show him what part of syllabus he had been following, have been an adequately learned or taught and a need for further attention. They enable him to decide whether they can move on to the next item on the syllable.

2.1.7 The Theoretical Uses of Error Analysis

The study of errors is part of an experiment to confirm the psycholinguistics theory of transfer. According to Corder (1987, p.266), "The psycholinguistic predicts that the nature of the mother tongue will facilitate or make different aspects of learning system of a second language." The study of errors provides us a proof whether errors occur only in the different forms and units or only in the similar forms and units. The theoretical use of error analysis helps in reducing theories and those theories can be accepted modified or denied .It depends on the response of linguistic. If analysis of error is done, we can find out the sources of errors, types of errors etc. similarly the theoretical use of error analysis also helps in proving principles of contrastive analysis.

2.1.8 Importance of Studying Learners Errors

It has been accepted that errors play an important role in the learning process. Making errors is expected and that it would appear necessary and essential to language learning, in fact, it is a clear sign to show language learner actually develop and internalize the rules of the language. While the errors a learner makes provide no direct measure of his/her knowledge of the language, it is probably the most important source of information about the nature of his knowledge. From the studying of learner's error, teachers are able to assume the nature of his knowledge at that point in his learning and discover what he still has to learn. Learner errors therefore are significant to the teacher, in a sense that they tell him if he undertakes a systematic analysis. And the teacher will find out how far the goal the learner has progressed and, consequently what remains for him to learn. Errors provide teachers with feedback on the effectiveness of their teaching materials and their teaching technique. Errors enable teachers to decide whether they can move on to the next item they have been teaching and they provide the information for designing and improved syllabus or a plan of improved teaching. By studying learner's errors, it provides to researchers, the evidence of how language is learnt and acquired, what strategies or

procedure the learner employs in his discovery of the language. Therefore, errors made by students are major elements in the feedback system of the process of language teaching and learning. It is on the basis of the information the teacher gets from errors that he modifies his teaching procedure or materials, the progress rapid, and the amount of practice that he plans at any point of time.

2.1.9 Errors in Writing Letters

There are four skills in language. They are listening, speaking, reading, and writing. Writing is the one of the skills in language learning. According to Richards (2003, p. 9), "Writing is a way of sharing personal construct his or her own views on a topic." Writing is an act of putting down the graphic symbols on paper that represent a language. It is often regarded as a visual presentation. The mistake that comes at the competence level due to imperfect knowledge of target language is referred to as an error. Errors are committed due to the lack of knowledge, the underlying rules or imperfect knowledge of foreign language. Errors occur time and again. Therefore, they are recurrent and regular in nature. Errors are committed by L2 learners and children only. Native speakers do not commit errors because they are competent in their own language. Letter writing is the most important type of writing at the secondary level where we cannot expect the writing that is absolutely error free. No one write error free writing. The learner may commit errors in grammar, punctuation, spelling, organization style etc. There are different areas of written discourse that the beginners may commit errors of different types.

2.1.9.1 Capitalization in English

Capitalization is a branch of Mechanics. It is a matter of convention. Many of conventions e.g. (i) capitalization of the first letter of the first word of a sentence (ii) the pronoun 'I' (iii) the first letter in the first word of a quotation and so on are very familiar to us. Some capitalization however is a matter of style rather than convention. While capitalizing for stylistic purposes, writers usually do so to emphasize a key word or a concept. The knowledge where to use capital letters is important for writing. Some basic rules of capitalization are as follow.

a) It is used in the beginning of first word in each sentence.

e.g. He is a lecturer.

This is an apple.

b) It is also used in the beginning of each fresh line of poetry.

e.g. Tiger! Tiger! Burning bright

In the forest of the night.

c) It is also used for all nouns and pronouns which indicate divine quality.

e.g. Shiva is the God of Hindu religion.

d) It is while writing first person singular pronoun 'I'

e.g. It is I who is the chairman.

e) It is used in the beginning of all adjectives derived of proper nouns.

e.g. Nepali, English, American etc.

f) It is used to write the form of interjection.

e.g. Alas! ,oh! , etc.

g) It is used with the name of a person, place, day, month and festival.

e.g. He is John.

Today is Sunday

h) It is used in honorary and official titles, specific school courses and abbreviations.

e.g. Professor Khaniya, Doctor Mishra, Mr, Shrestha, ILO, WHO etc.

2.1.9.2 Punctuation

Punctuation is an art or a system of inserting marks or points in writing or printing in order to make the meaning clear (Webster Dictionary, 1988). The punctuation marks are used to mark boundaries and relationships between words or sentences. They are used mainly to convey the meaning and to make the expressions explicit or unambiguous. The proper use of punctuation marks such as comma, colon, semi-colon, hyphen, full stop, dash, parenthesis, quotation marks, exclamation marks, and apostrophe and so on help the writer to organize written language and clarify relation between words, phrases and clauses. The high school students and those who are learning English as a second or foreign language need to use these punctuation marks properly. The different punctuation marks are listed below:

Comma [,]

Comma is relatively more difficult to be used. It is used to separate the items in a list of words, phrases, clauses. It is also used to separate question tag from the rest of the sentence. It helps to understand the full meaning of a sentence.

Some rules are given below:

a) Comma is used to separate the items in a list of words, phrases and clauses.

e.g. I ate rice, curry, meat and ghee.

b) It is used to separate question tag from the statement.

e.g. I ate rice, didn't I?

c) It is used in quotation to separate the quotation from rest of the sentence.

e.g. John says, "David is coming".

d) It is used to mark the name of any person while addressing him or her.

e.g. Ram , close the door.

Good evening, Sir.

e) It is used to separate introductory or transitional words of phrase from the rest of the sentence.

e.g. At last, they went campus.

f) It is used with non-defining relative clauses which give additional information about the noun in sentence.

e.g. Hari, who is the tallest boy, has gone outside.

Full Stop [.]

Full stop is the most common punctuation mark. A sentence can not be completed without full stop .Some of the examples are as follows:

a) Mainly, it is used to mark the end of different types of sentences (declarative, imperative, statement etc)

e.g. We ate our lunch.

Please, open the door.

Man is mortal

b) It is used in abbreviated forms.

e.g J.A., Dr., U.S.A, U.K, etc.

c) If a sentence ends with an abbreviated word, this abbreviated word uses the full stop.

e.g. Usually, I sleep at 11:00 P.M

Question Mark [?]

Question mark is another punctuation .It is used to refer to a sentence as a question. Some of the rules are as follows:

a) It is used in direct question, i.e., Wh-Question, and yes/no question.

e.g. What do you want? (Wh-question)

Do you want anything? (Yes/no question)

b) It is also used in declarative sentence, if the purpose is to ask something.

e.g. You want to sleep?

You are going to India? etc.

Exclamation Mark [!]

It is another punctuation mark. It is used for sentences which express strong emotion such as anger, joy, surprise, enthusiasm etc. Main rules are as follows:

a) It is used after interjections.

e.g. oh! He reached there.

Alas! She died. Etc.

b) It is used after short order.

e.g. Shut Up! I don't like it.

Get out! You are a foolish man. Etc

Colon [:]

It is another device of punctuation. It is used in various ways. Some rules are as follows:

a) It is used to introduce a person who tells something.

e.g. John: A thing of beauty is a joy forever.[Here, means John says].

b) It is used for opposed clauses which are not connected by any conjunction.

e.g. To err is human: To forgive is divine.

c) It is used after the main clause where the following statement illustrates or explains the content of that clause.

e.g. They are discussing : the merits and demerits of science and technology.

Semi-Colon [;]

Semi-Colon is used in the following situations:

a) It is used to separate co-ordinate clause joined by any conjunction.

e.g. He came here; to ask a question.

b) It is also used to define something using different sentences.

e.g. This book is thick;

It develops our creative power;

it contains many photos;

[Here, the same book has been defined and the semi-colon has been used to separate the sentences]

Parenthesis ()

a) It is used to give extra information in the sentence.

e.g. We have to develop different language skills (listening, speaking, reading and writing) to be a language teacher.

b) It is used to show cross-references.

e.g. The grammatical item tense is very useful for a language learner.

Quotation Mark ["....."]

It is used to enclose the exact words of a speaker or writer.

e.g. (i) Scientist says, "The earth is round".

(ii) Ram said to Sita, "Will you marry me"?

a) It is also used to give more emphasis on something.

e.g. He reads "newspaper" every morning.

Apostrophe [']

a) It's used to show the possession of something or somebody.

e.g. This is John's pen.

It is my teacher's book.

b) It is used in the contracted form.

e.g. It's a bag.

He is a teacher, isn't he?

Hyphen[-]

a) It is used to join the parts of compound words.

e.g. Father-in-law, bath-room, hill-side etc.

b) It is also used to divide the words into syllables.

e.g. un-truth-full-ness

Un-faith-full etc.

Dash [-]

a) It is used instead of a colon or semi-colon to make the writing more vivid or dramatic.

e.g. You are cheating me for a long time- how can I bear it?

b) It is used to define the sentence to make it clearer.

e.g. They lost their property – house, money, cattle etc.

2.1.9.3 Spelling

Each word has its own spelling and meaning of that word depends on the spelling. If we change the spelling of any word, it may be a different word and it contains different meaning. Moreover, it also may be a meaningless word. Writing is achieved by correct spelling of individual word helps to gain correct and effective communication through writing. Misspelled words make the written work difficult to comprehend and create a great number of errors. So, spelling errors are a nuisance to the reader. Robert (1985, p.148) says, "Spelling rules are frequently more concluding than the memorization of individual words". The English spelling system is full of irregularities and contradictions. The phonological and orthographical form of English language is different. The writing spelling is a genuine complexity of the English writing System. So, the listener cannot write properly what the speaker says. Correct spelling is an essential factor of spelling system. English spelling is a great problem for learners. Spelling is mainly a mastery of convention.

Here are some basic rules, which can be very useful for writing and memorizing correct spelling.

(i) If the word is one syllabic and ends in a short vowel followed by a single consonant, the consonant letter is doubled when the suffixes 'ing' 'ed' and 'er' are added,

e.g. Hit	.....	hitting
Stop	.....	stopped
Begin	.....	beginning
Cut	.....	cutter

But this rule doesn't apply in the words whose vowel is long or if the word ends in a silent 'e'.

e.g. Meet	.....	meeting
Please	.....	pleased etc.

(ii) If the words have two or more syllables and one vowel before the ending of consonant, the consonant is doubled while adding suffixes 'ing', 'ed', and so on,

Gordan (1978)

e.g. Befit befitting, befitted
Refer referring, referred etc.

Exceptions:

Answer answering, answered
Orbit orbiting, orbited etc.

(iii) If words have two vowels before ending with a consonant, the consonant is not doubled while adding suffixes 'ed', 'ing' and so on. Gordan J. (1993:74).

Join joined, joining
Lead leading
Wood wooden etc.

Exception:

Worship worshipped.

(iv) If words ending have a letter 't' preceded or followed by a single vowel or two vowels, the letter 't' is doubled while adding suffixes, 'ly', 'ed' and 'ing'. Gordan J (1993)

e.g. Cruel cruelly
Mortal mortally

Exceptions:

Single singled
Model modeling etc.

(v) If words ending have the letter 'e' preceded by a consonant, the letter 'e' is dropped while adding suffixes 'ed' and 'able', wood (1981)

e.g. Love loved, lovable
Move moved, movable etc.

(vi) A final 'e' is retained before a suffix beginning with consonant, Sutcliffe (1999)

e.g. Hope + full - hopeful
Immediate + ly - immediately

Exception

Argue + ment – argument

Due + ly – duely etc.

(vii) Words ending in 'y' following a consonant change the 'y' to 'I' before any suffix except 'ing', Wood (1981).

e.g. Carry + ed - carried

Marry + es - marries

Mercy + full – merciful

Easy + er - easier

Penny + less – penniless

But

Carry + ing – carrying

Hurry + ing – hurrying etc.

(viii) If the word ends in 'ce', the 'e' is changed into 'I' before adding 'ous' Harris (1993)

e.g. Grace + ous - gracious

Space + ous - spacious

(ix) When 'full' is added to other words the second 'I' is removed.

e.g. Beauty + full - beautiful

Peace + full - peaceful

(x) Some /any/no/every come before body, thing where etc. which are gathered each other, Wood (1981)

e.g. anybody, somebody, everybody, nothing, something etc.

2.2 Review of the Related Empirical Literature

The empirical literature review is an act of reviewing the related researches carried out before. It is a written summary and critique of research relating to the particular issue or problems. Several researches have been carried out in the field of the error

analysis under the department of English education and abroad. Some related research works which facilitate in the research work were reviewed in the following line.

Bhatt (2011) analyzed, the” Errors Committed by Ninth Graders in Modal Verbs”. The main objectives of his study were to identify the errors committed by ninth grade students in modals, to compare the errors committed in terms of item- wise, gender - wise, school- wise, and to suggest some pedagogical implications. A set of test items was used as a research tools. He used survey research design. After the analysis and interpretations of data he found that the student of government school committed the highest number of errors 6.65 (66.5%) in sentence formation and lowest number of errors 5.1 (i.e. 51%) in grouping models. On the other hand, the learners of private school committed highest number of errors 3.3 (i.e. 33%) in tag questions and they committed the lowest number of errors 1.07 (i.e. 10.75%) in correct and incorrect items. The performance of private girls was found better than that of government aided school girls.

Similarly, Yadav (2011) has carried out the research on “Errors Committed by Grade Nine Students in The Use of Prepositions.” The main objectives of his study were to identify the errors in the use of prepositions committed by nine graders, to describe those errors and to suggest some pedagogical implications. He used survey research design. A set of test item was used as a research tools. After the analysis and interpretation of data he found that the students committed errors mostly in the phrasal preposition than in the simple prepositions. In total sixty percent students committed errors in attempting performance-oriented test items in comparison to competence-oriented test items.

Baral Ghimire (2012) has carried out a research entitled “Errors committed by grade twelve students in Reported Speech”. The objectives of her study were to find out errors committed in the use of reported speech, to analyze and interpret the errors on the basis of these variables- school -wise, item- wise, and to suggest measures for remediation of those errors made in the use of reported speech. She used survey research design. The questionnaire was designed to change into indirect speech, to convert into direct speech and change the dialogue in both. After the analysis and interpretation of data she found that the students had problem in using reported speech. The students of four schools committed 92 errors out of 112 problems. Most

of the students were found weak in using correct aspect of tense in reported speech. They commit more errors in tense. The students committed 37 errors. She found that the cause of errors of students due to these reasons: Lack of practice in the process of language learning, incomplete knowledge in reported speech, mother tongue interference, lack of profound teacher, incomplete in language etc.

Mohamed (2013) has analyzed the "Importance of error analysis in the learners writing skill". The main objectives of his study were to find out the grammatical errors are faced by the 1st year students of the English Department of Biskra University, and to find out the possible causes and solution to avoid those errors. He used survey research design. He used questionnaire as a tool item which consists of 14 questions which are arranged in a logical way. He found that female 70% are dominant over males (30%) due to the fact that females are more interested to study foreign. Most of the students (26) state that they use to write just once a week with their teacher of written expression (Q1) and this may due to the allocation of time of both of them, some teachers do not have time to event to complete their lessons.

Gurung (2015) analyzed the "Errors committed by Gurung speaking learners of English on subject verb agreement". The main objective of his study was to find out the proficiency of Gurung students in subject verb agreement and to find out the errors on subject verb agreement committed by Gurung students. A test item was used as a research tools. After the analysis and interpretations of data he found that students committed more errors in main verb, boys committed more errors in comparison with the girls. Students performed the best in item number 'B' (fill up item) and performed worst in item number 'D' in finding errors questions. In totally the proficiency of girls was better than that of boys. In school wise performance the students of Amar Jyoti Secondary School performed the best and they were confident on subject verb agreement than Public Academy School's students and the student of Public Academy school performed the worst.

Khatri (2015) conducted a research on "Errors committed by tenth graders in passive voice". The main objectives of his study were to find out errors committed by the tenth graders in passive voice, compare the errors in terms of item, gender and school wise. The design of the study was survey research design .He has mentioned the research tool as hypothetical deductive method. He found that boys committed many

errors in comparison to the girls. Similarly 'E' committed the highest number of errors in comparison to other learners and the learners of 'B' committed the lowest number of errors. It was found that most of the learners committed many errors in transformation in comparison to others. It was found that most of the learners committed many errors in transformation in comparison to others.

Similarly, Bhatt (2016) has conducted a research on "Error committed by ninth graders in word formation". The main objectives of this study is to identify the errors committed in word formation by ninth graders and to make school wise comparison of errors committed in word formation. Test item was used as a research tool. The design of the study was survey research design. After the analysis and interpretation of data, he found that the learners committed the highest number of errors 42.81% in modification and lowest 5.01% in prefixes in the process of word formation. Moreover, the learners committed errors in suffixes and spelling.

2.3 Implications of the Study

Every new task needs knowledge of previous background which can help and direct the researcher to reach the new target for finding out new things and ideas. The central focus of the literature review is to find out new things and ideas. The central focus of the literature review is to find out new things and ideas. The central focus of the literature review is to out and analyze what has been done before in the field of error analysis. For my research Errors committed by tenth graders in writing letters, I reviewed different related books, articles, and thesis. The entire sources help to bring the clarity and focus on the research problem and to improve the methodology. All the reviewed studies are related to the periphery of Error Analysis.

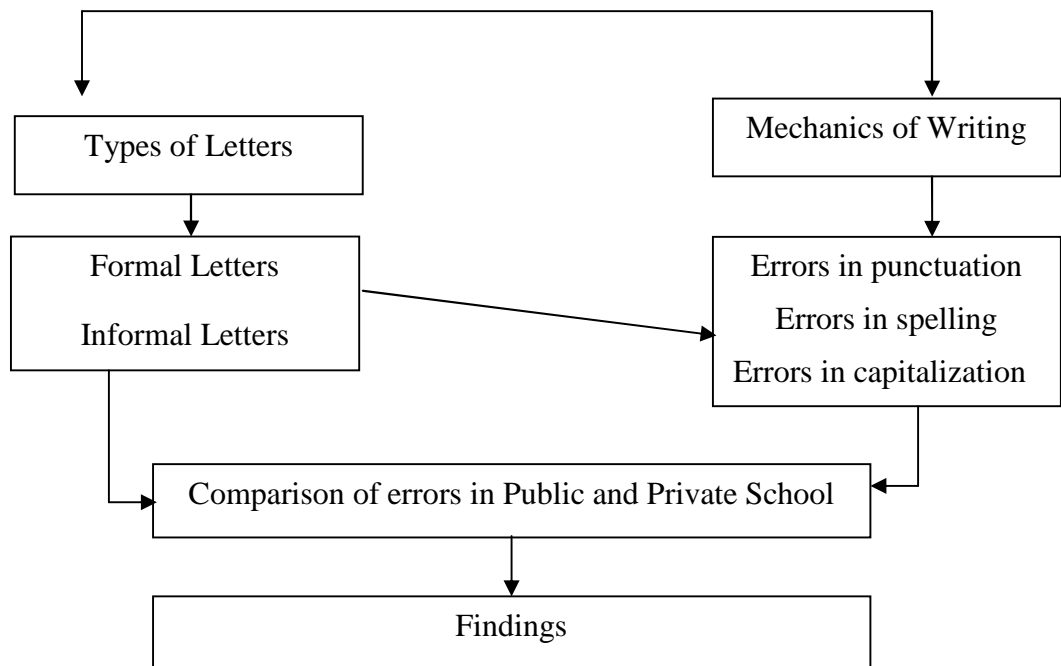
Review of empirical literature plays a significant role for new research study. The review of empirical literature (Bhatt, 2011 and Baral Ghimire, 2012) has helped me to broaden my knowledge in the field of error analysis and provided me insight into selecting research design and data interpretation techniques. Similarly, the review of (Mohamed 2013, Gurung 2015) helped me to formulate objectives, constructing research questions and developing conceptual framework. Likewise, the review of (Khatri 2015, Bhatt 2016 and Yadav 2011) helped me to know the nature of test item while constructing the test and improve methodology. From these reviews I cited

some content related background and statement of the scholar in this study. After reviewing all these research research works I will update myself with research process and methodological tools which are very beneficial to my present research. As above researchers used different types of test items, questionnaire, hypothetical deductive method as a tool of data collection, these works have direct implication to my research study because I will also use test items for the data collection.

2.4 Conceptual Framework

Through the review of related literature mentioned in the previous section, the researcher is curious enough to carry out the study to investigate the errors committed by tenth graders. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher has conceptualized the following framework.

ERRORS IN MECHANICS OF LETTER WRITING



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

A systematic research study needs to follow a proper methodology to achieve the pre determined objectives. Research methodology is a way to solve the research problem systematically. This chapter incorporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure and ethical consideration.

3.1 Research Design and Method of the Study

My study was based on text analysis research design where 60 students of different private and public schools in grade ten in Chitwan district were the population of the study. The data were collected from primary and secondary sources. In this research work, I basically used test items as the main tool in order to find out the 'errors committed by tenth graders in writing letters'. I asked a set of pre-formulated questions to the grade ten students in predetermined place of Chitwan district. It helped me to collect the required data. This research is a type of content analysis or text analysis.

3.2 Population and Sample and Sampling Procedure

The population of this study consisted of sixty students of class ten who were studying in one private and one public school of Chitwan district. The reason behind selecting sixty students was to find out student's errors in mechanics of writing. So keeping those points in mind, I selected the 60 students for my study. The two schools and sixty students were selected by non-random purposive sampling procedure to fulfill the objectives of the research study.

3.3 Area/Field of Study

I chose the study area from the errors in mechanics of writing. I have carried out this research based on the students of one private and one public school of Chitwan district. I chose class ten students as my study population. I made sixty students respond to the test items.

3.4 Tools for Data Collection

Test items were used as research tool in this study. The test items were used in order to find out the errors in mechanics of writing committed by grade ten students who were studying in one private and one public school of Chitwan district. The question were from formal letter and informal letter, to fulfill the objective of this study.

3.5 Data Collection Procedure

At first, I prepared the research tools before going to field. I visited the selected school personally and requested the authority and English teachers to provide the respondents. Then, I established a good rapport with the students and sampled the required number of population using purposive non-random sampling procedure. I provided a clear concept and instruction to the selected students before they respond to the task. Then, I provided the questions to selected students in the allocated time. Likewise, I collected the answer sheets and checked them. After that I counted the number of mechanics of errors (capitalization, spelling, and punctuation) committed by the students while writing letters. Eventually, I analyzed, interpreted and came to the findings of the collected data.

3.6 Data Analysis and Interpretation

The data collected from informants were analyzed and interpreted to find out the errors in mechanics of writing. The prime focus of analysis of data was to find out the errors in mechanics of writing made by grade ten students. In this study, I used test items as the major tool to collect data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the results from primary sources.

4.1 Analysis of Data and Interpretation of the Result

This part deals with the presentation, analysis and interpretation of the data. It deals mainly with the errors committed by the tenth graders in capitalization, spelling and punctuation. The analysis of data has been carried out using descriptive and simple statistical tools like percentage, the collected data have been analyzed and described under the following headings.

-) Item-wise analysis of errors
-) School- wise analysis of errors in total
-) School- wise analysis of errors in each item
-) Comparison of errors between public and private school in total.

Public School = A

Private School = B

(i) Item -Wise Analysis of Errors

When the students of school 'A' and 'B' were assigned a same task in similar setting, they committed the errors in different areas which are presented below:

a) Total Errors in Each Item

When the students of school 'A' and 'B' were given the task of letter writing to find out their errors in the areas of punctuation, capitalization and spelling, they committed the errors in different ways:

Table 1: Overall Item-Wise Analysis of Errors

S.N	Item	Errors in punctuation		Errors in Spelling		Errors in capitalization		Total	
		No	%	No	%	No	%	No	%
1	I	61	20.53	191	64.30	45	15.15	297	67.5
2	II	48	33.56	59	41.25	36	25.17	143	32.5
Total		109	24.77	250	56.81	81	18.40	440	100

The table 1 presents the number and percentage of errors in punctuation, spelling and capitalization. Under each of the two items, in first item the students committed 48, 191 and 36 errors in punctuation; spelling and capitalization, respectively, the committed percentage of errors were 33.56, 41.25 and 25.17 respectively. They committed highest number of errors in punctuation and lowest number of errors in using capitalization.

Under the second item, they committed 61, 191 and 45 errors in punctuation, spelling and capitalization, respectively. The percentage of errors was 25.12, 36.54 and 7.11, respectively. They committed highest number of errors in spelling and lowest number of errors in using capitalization.

In total, they committed 440 errors in which they committed 297 (67.5%) errors in the first item, i.e. in informal letter, 143 (32.5%) errors in the second item, i.e. in application. Hence, they committed the highest number of errors in the first item.

(II) School-Wise Analysis of Errors in Total

When the same tasks were assigned to the students of school 'A' and 'B', they committed the errors in different ways which are presented below:

a) Errors Committed by Students of School ‘A & B’

When the students of school ‘A & B’ were given the task of letter writing, they committed the errors in different ways which are in a table below:

Table 2: Total Errors Committed by School ‘A & B’

S.N.	School	Errors in Punctuation		Errors in Spelling		Errors in Capitalization		Total	
		No	%	No	%	No	%	No	%
1	A	No	%	No	%	No	%	No	%
		61	23.19	153	58.17	49	18.63	263	100
1	B	No	%	No	%	No	%	No	%
		45	25.42	100	56.49	32	18.07	177	100

The table 2 presents the errors committed by the students of public and private schools in the use of punctuation, spelling and capitalization. The students of school A committed 61 (23.19%), 153 (58.17%) and 49 (18.63%) errors in the use of punctuation, spelling and capitalization, respectively, whereas, the students of school ‘B’ committed 45 (25.42), 100 (56.49%), and 32 (18.07%) errors in the use of punctuation, spelling and capitalization respectively. Hence, both schools committed highest number of errors in spelling and lowest number of errors in capitalization.

Some typical erroneous examples of punctuation are presented below:

1. You should send your daughter*.to school for her bright future* (A)
2. I wish you will accept my humble request* (A)
3. In fact*education makes people have a prosperous life. (A)

Some typical erroneous examples of spelling are presented below:

1. Hope you and all family are fine*their. (A)
2. Education is the most important*thigs for all. (A)
3. As I*recived your letter. (A)

Some typical erroneous examples of capitalization are presented below:

- 1.*shiny also have to go school. (A)
- 2.*education makes our future brighten. (A)
3. *i have to go hospital for my* Eye checkup. (A)

b) Errors Committed by the Students of School ‘B’

Students from private school came up with a bunch of errors in different ways when they were designed the task of letter writing, which are presented in the below:

Some typical erroneous examples of punctuation are presented below:

1. Education is most important in our life* (B)
2. I stop my pen here*? Please accept my request*(B)
3. *and we should encourage others. (B)

Some typical erroneous examples of spelling are presented below:

1. There is no boundary of*happyness. (B)
2. Education is the key to*suces. (B)
3. I *resqueast you to send daughter in a school. (B)

Some typical erroneous examples of capitalization are presented below. (B)

1. *and only sons will do something. (B)
2. *education is the most important thing. (B)
3. In our country*nepali girls will be educated in future. (B)

iii) School- Wise Analysis of Errors in Each Item

The students of school ‘A’ and ‘B’ committed errors in different items. The school wise analysis of errors is presented below:

a) Errors Committed by the students of School ‘A’

When the students of school ‘A’ were given the task of letter writing, they committed errors in different ways which are presented in the table below:

Table 3: Errors Committed by School ‘A’ in Each Item

S.N.	Item	Errors in punctuation		Errors in Spelling		Errors in capitalization		Total	
		NO	%	NO	%	NO	%	NO	%
1	I	35	19.44	119	66.11	26	14.44	180	68.44
2	II	26	31.32	34	40.96	23	27.71	83	31.55
Total		61	44.88	153	58.17	49	32.88	263	100

The table 3 presents the errors in each item committed by the students of school ‘A’. Under the first item, they committed 35 (19.44%), 119 (66.11%) and 26 (14.44%) errors in punctuation, spelling and capitalization, respectively. In this item they committed highest number of errors in capitalization, respectively. In this item they committed highest number of errors in spelling and lowest number of errors in using capitalization.

Under the second item, they committed 26 (31.32%), 34 (40.96%) and 23 (27.71%) errors in punctuation, spelling and capitalization, respectively. In this item they committed highest number of errors in spelling and lowest number of errors in using capitalization.

In total, the students committed 61 (37.42), 153 (93.86%) and 49 (30.06%) errors in punctuation, spelling and capitalization, respectively. The data showed that they committed the highest number of errors in spelling and the lowest number of errors in capitalization.

b) Errors Committed by the Students of School ‘B’

Students from school ‘B’ committed many erroneous forms in many areas when they were assigned the task of letter writing which are presented in the table below:

Table 4: Errors Committed by School ‘B’ in Each Item

S.N.	Item	Errors in punctuation		Errors in spelling		Errors in capitalization		Total	
		NO	%	NO	%	NO	%	NO	%
1	I	25	13.73	77	42.30	21	11.53	123	67.58
2	II	20	10.98	23	12.63	11	6.04	54	29.67
Total		45	24.72	100	54.94	32	17.58	177	100

The table 4 presents the errors in each item committed by the students of school ‘B’. Under the first item, they committed 25 (13.73) 77 (42.30%) and 21 (11.53%) errors in punctuation, spelling and capitalization, respectively. In this item they committed highest number of errors in spelling and lowest number of error in using capitalization.

Under the second item, they committed 20 (10.98), 23 (12.63%) and 11 (6.04%) errors in punctuation, spelling and capitalization respectively. In this item they committed highest number of errors in spelling and lowest number of errors in using capitalization.

In total, the students committed 45 (24.72%), 100 (54.94%) and 32 (17.58) errors in punctuation, spelling and capitalization, respectively. The data showed that they committed the highest number of errors in spelling and the lowest number of errors in capitalization.

vi) Comparison of Errors between Public and Private Schools in Total

When the same tasks were assigned to the students of public and private school in similar setting, they committed different errors in different areas. The comparison of errors committed by the students of both schools in punctuation, spelling and capitalization is presented in the following table:

Table 5: Type\area of error in total

S.N	Types of errors	Public School 'A'		Private School 'B'		Total	
		No	%	No	%	No	%
1	Punctuation	61	57.54	45	42.45	106	24.09
2	Spelling	153	60.47	100	39.52	253	57.5
3	Capitalization	49	60.49	32	39.50	81	18.40
Total		263	59.77	177	40.22	440	100

The table 5 presents the school wise errors in different items between public and private school. The students of public school committed 61 (57.54%) errors in punctuation whereas, the students of private school committed 45 (42.45) errors in the same item. So, that it is clear that the students of private school showed better performance in punctuation than public school.

Similarly, in the second item spelling, the students of public school committed 153 (60.47%) errors.

Whereas; private school committed 100 (39.50%) errors. This data showed that the students of private school were found better performance than public school.

In the same way, in the third item capitalization the students of public school committed 49 (60.54%) errors whereas, private school committed 32 (39.54%) errors. The data showed that the students of private school were found better performance than public school.

4.2 Summary of Findings

The researcher carried out a rigorous analysis of the errors in Punctuation, spelling and capitalization in mechanics of writing to meet the objective and to make her study

precise. From the recognition, analysis and interpretation of the errors committed by the grade ten in mechanics of letter writing, the researcher came up with following findings:

- 1) The students committed 440 errors in total. They committed 297 (67.5%) errors in the first item, i.e. in informal letter, 143 (32.5%) errors in second item. Thus, they committed highest number of errors in informal letter and the lowest number of errors in application.
- 2) The students of public school committed 153 (60.47%) errors in spelling and the students of private school committed 100 (39.52%) errors in same item. It was found that the students of public school committed more errors in spelling than private school.
- 3) The students committed 106 (24.09%), 253 (57.5%) and 81 (56.27%) errors in punctuation, spelling and capitalization respectively. They committed highest number of errors in spelling and the lowest number of errors in capitalization. So, spelling was found to be the most problematic for the students.
- 4) As a whole, while comparing the students of public school and private school, the students of public school committed 263 (59.77%) and the students of private school committed 177 (40.22%) errors in total. It showed that as a whole, the students of public school committed more errors than the students of private school.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The major concern of this research was to find out mechanics of writing errors committed by the students and to compare the public and private school students in committing errors. For the study, the total errors were accumulated from written responses of the sampled population. Sixty learners from public and private school were selected through purposive non-random sampling procedure and the test items were administered. The collected data was analyzed by using table and percentage to clarify the main objectives. After the analysis and interpretation of data, it was found that the learners committed highest number of error in informal letter and the lowest number of errors in application. In total, while comparing the students of public and private school, the students of public school committed more errors than the students of private school.

Thus, from the study it can be concluded that the students of grade ten with highest number of errors being committed in spelling followed by punctuation and capitalization. Proper measures should be adapted to address and prevent such errors specially in mechanics of writing.

5.2 Recommendations

Based on the summary of the findings of the present study, the researcher would like to make the following recommendations at three different levels.

5.2.1 Policy Level

The findings and conclusions of my research definitely will be very helpful and guideline in policy level in following ways:

- The course content must maintain proper organization of different activities on the concept of punctuation marks and capitalization.
- It is better to include the glossary item at the end of the text book.
- The subject experts and trainers should provide essential training for both novice and experienced teachers in the area of error analysis and supervise them.
- Assign certain lesson periods for teaching writing.

5.2.2 Practice Level

The findings and conclusions of my research definitely will be very helpful and be a guideline in practice level in following ways:

-The students should be given the format, structures, model and enough exercise while writing letters, i.e. informal letter, application letter and other kinds of writing letters. Sufficient practice should be provided to learners on producing relevant ideas in a consequent way for writing letters.

-The punctuation should be taught clearly to the students. Special attention should be paid while teaching punctuation marks and regular practice should be provided in the classroom.

-It is better to focus on the difficult spelling while writing a letter and encouraging a habit of using dictionary for meaning and correct word.

-It is beneficial to encourage the students to write difficult kinds of letters in pair or group as well as following different learning technique such as self-correction, peer correction and teacher correction etc.

5.2.3 Further Research

This research will be helpful for the new researchers who want to conduct the study on error analysis. However, this study was not exhaustive .Other related areas can be explored by the future researchers. Some areas are:

Z Errors analysis in coherence and cohesion.

Z Errors committed by rural and urban areas students in reported verb.

Z Error analysis in language education.

Z Developing the writing skill through increasing learner's awareness of the writing process.

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Test Items

Errors Committed by Tenth Graders in Mechanics of Writing

I prepared test items in order to accomplish a research work entitled “Errors
Committed by Tenth Graders in Mechanics of Writing”

“

Name

School

Level

- a) Your aunt living in a remote area. Write a letter to your aunt why she should send her daughter to school. (200 words)
- b) Write a letter to your class teacher for one day sick leave. (80 words)

APPENDIX
ERRORS COMMITTED BY ALL THE STUDENTS

School A

S. N		Test item	Punctuation	Spelling	Capitalization	Total
1	Abhisek	I	1	3	0	5
		II	0	0	1	
2	Barsha	I	1	3	1	5
		II	1	1	0	
3	Bibhash	I	1	3	0	5
		II	0	1	0	
4	Bhanu	I	3	6	1	14
		II	1	1	2	
5	Bindu	I	2	3	1	8
		II	0	2	0	
6	Binod	I	1	5	3	15
		II	1	3	2	
7	Bharat	I	2	3	1	8
		II	1	0	1	
8	Dev Kumar	I	0	5	0	7
		II	0	2	0	
9	Dheera z	I	1	2	2	5
		II	0	0	0	
10	Jyoti	I	1	3	1	8
		II	1	1	1	
11	Kailash	I	2	5	1	10
		II	0	2	0	
12	Kiran	I	1	3	1	8
		II	1	0	0	

13	Litisa	I	3	4	0	12
		II	1	2	2	
14	Manish	I	0	2	1	8
		II	1	2	2	
15	Manish	I	1	3	0	8
	Tamang	II	2	1	1	

16	Mukesh	I	0	10	0	11
		II	0	1	0	
17	Nikita	I	1	6	0	12
		II	2	1	2	
18	Nishma	I	0	3	1	8
		II	1	2	1	
19	Priyanka	I	2	2	1	6
		II	0	1	0	
20	Puja	I	0	2	1	8
		II	3	2	0	
21	Rachana	I	0	4	2	9
		II	0	2	1	
22	Ramesh	I	2	3	3	10
		II	1	1	0	
23	Sandesh	I	1	4	1	11
		II	3	2	0	

24	Saugat	I	0	3	0	9
		II	2	2	2	
25	Shristi	I	1	6	1	10
		II	1	0	1	
26	Subash	I	3	3	0	7
		II	0	1	0	

27	Sujana	I	1	5	2	10
		II	1	0	1	
28	Sunita	I	2	5	0	9
		II	0	1	1	
29	Suraj	I	1	4	1	8
		II	1	0	1	
30	Sushma	I	0	6	0	7
		II	1	0	0	

School B

S N.		Test item	Punctuation	Spelling	Capitalization	Total
1	Amrit	I	1	3	1	6
		II	0	1	0	
2	Anil	I	2	0	0	5
		II	2	1	0	
3	Anish	I	2	3	2	8
		II	0	1	0	
4	Anamika	I	0	1	0	2
		II	1	0	0	
5	Bibasha	I	0	1	0	1
		II	0	0	0	
6	Bikash	I	1	5	2	9
		II	1	0	0	
7	Bitisha	I	0	2	1	4
		II	0	0	1	
8	Devi	I	1	3	0	7
		II	1	1	1	
9	Jagrit	I	1	4	0	5
		II	0	0	0	
10	Keshar	I	0	1	1	2
		II	0	0	0	

11	Kiran	I	1	2	1	6
		II	1	1	0	
12	Nirmala	I	1	3	0	5
		II	0	0	1	
13	Niva	I	0	3	0	3
		II	0	0	0	
14	Pramish	I	2	4	2	11
		II	1	1	1	
15	Pramisha	I	1	3	1	8
		II	1	1	1	

16	Resika	I	2	5	1	12
		II	1	1	2	
17	Samiksha	I	1	4	0	6
		II	0	0	1	
18	Sajan	I	0	3	0	6
		II	2	1	0	
19	Sanam	I	0	2	0	2
		II	0	0	0	
20	Shakti	I	1	0	0	1
		II	0	0	0	
21	Subodh	I	1	2	2	8
		II	1	1	1	
22	Sujal	I	0	3	0	4
		II	1	0	0	
23	Sujan	I	1	4	2	12
		II	2	2	1	
24	Sulav	I	1	2	0	3
		II	0	0	0	
25	Sushant	I	2	2	1	8
		II	2	1	0	
26	Suyog	I	1	1	0	3
		II	0	1	0	

27	Tilak	I	0	2	1	6
		II	1	2	0	
28	Tila	I	2	4	2	12
		II	2	1	1	
29	Uttam	I	0	2	0	3
		II	1	0	0	
30	Veshraj	I	1	3	2	9
		II	1	1	1	