

CHAPTER - ONE

INTRODUCTION

This study is about the "Errors Committed by Grade Ten Students in Writing Letters". It consists of general background, literature review, objectives and significance of the study.

1.1 General Background

Language, simply speaking, refers to the way or medium of communication, through which ideas, emotions, desires, beliefs or feelings are shared to each other among human beings. No doubt, there are many other means of communication used by human beings, e.g. gesture, nods, winks, shorthand, morse code, braille alphabet, flags, sirens, maps, acting miming etc. But all these systems of communication are extremely limited because they depend upon language. It consists of the vocal noises made by human beings. Vocal sounds such as sneezing, coughing, snoring etc. can communicate some meanings but can not be considered as language because these sounds are not deliberately used for the purpose of communication. These are involuntary sounds. So, the term language refers only to the voluntary vocal sounds which speakers use deliberately for the purpose of communication.

According to Sapir (1921) "Language is primarily human and non-instinctive method of communicating ideas, emotions, desires by means of a system of voluntarily produced symbols." (as cited in Jindal and Syal, 1999, p. 4). Hockett says:

Man is the only living species as with this power (to speak) and that no other living species can reasonably be presumed to have had the power at some earlier time and to have lost it science. The appearance of language in this universe at least in our planet- is thus exactly as recent as the appearance of man itself.

"Language is mastery of language used to mastery of language structure" (Brumfit, 1985, p).

More precisely, language is a voluntary vocal system of human communication. The English language, one of the most dominant language in the world, has great significance in the present day. It is an international lingua Franca. While English is not an official language in most countries, it is currently the language often taught as a second language around the world.

In the context of Nepal, English is taught as a compulsory subject upto the Bachelor level. Besides global communication, teaching of English in Nepal aims at enabling students to have access to the world body of knowledge. Pedagogically, teaching English is targeted at developing all the four skills, viz. listening, speaking, reading and writing.

1.1.1 Writing Skill

Writing refers to the writing of a piece of text, discourse, book, article etc. Skill refers to the ability to do something well. Writing skill is the last and most important skill among four skills. No doubt, it is the most difficult skill for the learners to master the language comparatively.

Thus, writing is the powerful medium of expression. According to Rivers (1968, p. 242) "Writing can be the act of putting down in conventional graphic form something which has been spoken". Richards et al. (1985) say, "Writing is a system of written symbols which represent the sounds, syllables or words of language. It means that all languages of the world which have their written form, use graphic symbols that represent the spoken sounds" (p. 313).

Similarly, Byrne (1993) says, "The symbols have to be arranged according to certain connection to form words and words have to be arranged to form a

sentence" (p. 113). Likewise, writing is an activity through which human beings communicate with the another and transmit their accumulated ideas from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways. (Harmer, 1991, p. 232).

1.1.2 Components of Writing

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

a. Mechanics

Mechanics refers to those aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens), capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect readers' judgment. However, at times slight change in spelling of words bring drastic change in the meaning they express. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. Therefore, the students should get special training in handling the mechanics of writing.

b. Coherence

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among utterances. It is the logical order of the subject matter in a piece of writing. The utterances should be continuous, logical and clear progression of thought. There are various ways to ordering the material in a piece of writing as follows:

- Chronological order
- Special/spatial order

- Logical order: cause-effect relation
- Statement leading to a climax
- Enumeration and classification, etc.

c. Cohesion

Cohesion refers to the grammatical and/or lexical relationships between different elements of a text. For example,

A: Is Neelam going to Butwal?

B: No, she is not going there.

There is a link between Neelam and she, between is ... and /... going, and between Butwal and there.

d. Orthographic and Paraorthographic text

Orthography deals particularly with writing system and spelling system.

Different languages of the world use different types of writing system, for example, Logographic writing (representation of morphemes or words e.g. Chinese characters), syllabic writing (e.g. Japanese writing), Alphabetic writing (represents consonant and vowel segments, e.g. English writing system).

Difficulty in learning writing may result from the writing system of the target language because some language follow left to right direction (e.g. English, Nepali), others may follow right to left (e.g. Urdu) and still some others follow top to bottom (e.g. Japanese). But something complaint about English orthography is that there is no one to one correspondence between symbols and phonological segments. On the other hand, Paraorthographic text refers to the pictorial representation, e.g. diagrams, charts, tables and maps. Such text gives a bird's eye view of the entire data and therefore, the information presented is easily understood. It is used to convey the same meaning more clearly and more precisely. So, the students should be trained to convert a prose text into paraorthographic display or vice-versa.

1.1.3 Writing Letter

Writing a 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. "Written message addressed to a person or an organization, usually in an envelope, and sent by post is a letter" (Oxford Advanced Learners Dictionary, 2002, p.739).

Letter writing is often the most difficult skills for 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:

- The vocabulary and structures in the letter may be taken from the students' own learned material.
- The letters may be short and simple in form and style, gradually increasing in length and complexity as the students progress.
- The letter writing assignments may vary according to type and style as selected by the teacher and the students.
- The letter may be corrected and kept in the students' notebooks for actual use as models.

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

1. A salutation, corresponding to the introduction,
2. A general message, corresponding to the body, and
3. A closing and signature, corresponding to the conclusion of the composition."

Letter writing is an effective means of communication. In the sense that it 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 writers' creative and of real communication.

1.1.4 Classification of Letters

According to Malkoc (1998), the letters can be classified under different categories according to their language style and purpose of writing. Some of the usual types of letters are given below:

a. Formal Letters

Formal letters are the standard forms of letters which are used in formal situations for particular purposes. The language style is formal, i.e. colloquialisms and slangs cannot be introduced in the formal letters. Most of the official and business letters are formal ones because those letters are written maintaining formality of the language. There must be formal relation between the sender and the receiver. Formal letters are normally short and clear. Official letters, business letters, letters of application, letters to the editor, etc. are the examples of the formal letters. They are practiced from one institution to another, or from one office to another, or from 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. Personal

letters are written in friendly and informal language but the formality of the language is not supposed to be given importance. The language of the informal letters is simple, clear, conversational and familiar. So, the features of the conversational forms of language can be introduced. The subject matter of the personal letters can not be easily predicted but introduction of self and surroundings, request, apology, congratulation, 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 are practiced for particular purposes. The main aim of the business letters is to establish business relationship between two firms or companies. These are the standard letters which deal with some subjects such as ordering, request, booking, complaint, apology, inquiry, transfer of money, reference, etc. Thus, these letters are used to keep the legal records of the transactions between the firms or institutions involved. Similarly, the business letters are written to keep in touch with customers and business firms, and to strengthen business ties or relationship. The business letters are not only written for business deals like ordering goods, requesting credit, making claims and adjustments but also for seeking employment and conducting social business. The common categories of the business letters can be given as follows:

- Letters that ask and transmit.
- Letters of acknowledgement
- Letters of claims and adjustments
- Letters of credit and collection
- Letters of appreciation
- Letters of negotiation and collaboration
- Letters for co-operation

d. Official Letters

Official letters are formal letters. They are written in standard and specified model. Most of the parts of the letters are normally required in the official letters. The letters written from an office to another, an office to person and a person to an office are normally called official letters.

e. Letters of Employment

The letters that deal with the acquisition acceptance, rejection or confirmation of a job and so on are called the letters of employment. The following letters fall under this category.

- Letters of application for a job,
- Letters of appointment
- Letters of acceptance
- Letters of refusal
- Letters of resignation
- Thank-you letter

f. Letters of Reference and Recommendation

The letters that recommend somebody or something with some factual reference and information to someone for special purpose are known as the letters of reference and recommendation. They include the information about the quality, qualification, health condition, character, honesty and devotion of the applicant. The person who recommends someone should be completely responsible for the information imparted by his letters.

g. Letters of Appreciation

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

h. Letters to the Editor

A letter to the editor (Sometimes abbreviated LTTE or LTE) is a letter sent to a publication about the issues of concern to its readers. The main aim of these letters is to inform, convince or persuade the readers or concerning people.

These letters contain factual information and should be clear and to the point. Normally these letters are official letters or formal letters.

i. Letters of Condolence/Sympathy

Letters of condolence or informal condolences are 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. They are written in the form of a personal letter.

Letter of sympathy is written when someone, i.e. our relative or friend, has something lost. We also can find that letter of sympathy and letter of condolence are used at the demise of someone.

1.1.5 Error Analysis

Error, in general refers to the use of linguistic item in a way, which fluent or native speaker of the language regards as showing faulty or incomplete learning. Errors may be in the speech or writing of a second or foreign language learner. Error analysis refers to the systematic study and analysis of the errors made by second or foreign language learners. It is carried out to find how well some one knows a language, identify the causes of learner errors, find out how a person learns a language, i.e. identify strategies which learners use in language learning, and obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials. In Corder's word (1967,p.178).

From the study of his errors we are able to infer his knowledge at that point in his learning career and discover what he still has to learn. By describing and classifying his errors in linguistic terms we build up a

picture of the feature of the language which are causing him learning problems.

"The objective of error analysis is to describe the nature of the learner's inter-language and to compare this with the target language. That is why, error analysis is a branch of comparative linguistic study" (Corder, 1981, p. 73).

Error Analysis is a process in which we analyze the language performance of language learners, identify the errors contained in the performance samples, study and analyze them into different categories and investigate their probable causes or sources.

It is well-accepted that error analysis has to do with the investigation of the language of second language learners. Similarly, making of error is an inevitable and indeed, necessary part of the learning process.

Stages of Error Analysis

There are three stages in error analysis: Recognition, Description, and Explanation. These are logically dependent upon each other.

1.1.5.1 Recognition /Identification of Error

Recognition/identification of error indicates distinguishing error from what is not error. The process of recognizing and identifying errors is then one of comparing original utterances with their plausible and authoritative constructions, and identifying the differences. So, an error analyst has to recognize or identify which of the expressions in the performance sample are erroneous. It is crucial to make the distinction between mistakes and errors. If we cannot commit mistakes in the process of second language learning, we cannot get proficiency in learning language. So, it is the inevitable process in the second language learning. If the learner produces the deviated form of language

due to the lack of knowledge of underlying rules then the deviation is called an error. If he produces a deviated form not due to the lack of knowledge of underlying rules of language, but due to his failure to make appropriate use of the rules in using language because of some non-linguistic reasons then the result is not an error but a mistake.

Therefore, the recognition of error, then depends crucially upon the analyst making a correct interpretation of the learners intended meaning in the context. Hence, at the first stage, an error analyst tries to identify the errors.

1.1.5.2 Description of Error

Description involves classifying errors. In this stage, each error is assigned a grammatical description. According to Corder (1973, p. 277), "An attempt is made to explain errors in terms of the linguistic processes or rules which are being followed by the speaker".

Corder (ibid: 277-78) says that description of errors can be made at various degree of depth, generality or abstraction. He talks about two levels of description:

- i. Superficial level: The level which is described in terms of the physical difference between the learners deviant utterance and the reconstructed version may be classified into the following categories;
 - a. Omission: Under the omission, there is a dropping out of the necessary items, e.g. cow is a useful animal. (in this sentence article 'the' is omitted in the beginning).
 - b. Addition: In some sentences unnecessary elements are added e.g. They discussed about the issue (Unnecessary addition of 'about').
 - c. Substitution: Substitution means use one element in place of the other, e.g. 'He' is looking to me (use of 'to' instead of at).
 - d. Misordering: Misordering means breaking of proper orders e.g. 'The teacher asked me what was I doing'. (. . . was I . . . misordering).

- ii. Deeper level: It is a level in which the superficial description suggested above is taken to a deeper description by assigning the items involved to the different linguistic levels of description.
- a. Phonological errors: Errors in pronunciation.
She goes to [isku:l] instead of she goes to [sku:l] (addition of 'i' before sk cluster, typically by Nepali learner of English)
 - b. Graphological errors: Spelling and punctuation error in writing. It is lovely whether, correct spelling: 'weather' writing 'p' as 'q' and 'b' as 'd', or vice versa.
 - c. Grammatical (morphological and syntactic) errors: breaking of grammatical rules or systems.
 -) She cans dance very well (wrong use of tense marker in modal verb)
 -) Five childrens were playing there. (wrong use of plural morpheme)
 - d. Lexical/Semantic errors: Errors related to wrong use of words/phrases, e.g. 'skin shoes' instead of 'leather shoes'. He lent a book from the library (in place of He borrowed a book from the library.
 - e. Pragmatic/Sociolinguistic/Stylistic errors: production of wrong communicative effect, e.g. through the faulty use of speech act. The expression may be grammatically correct but are not contextually appropriate. For example
(A statement to his Headmaster):
Hi guy, how is it going?
(A master to his servant): would you mind not smoking here?

Errors can be classified in terms of whether the errors are committed by an individual or group of learners, receptive or productive aspects of language, levels of language and sources of errors. Individual errors are those errors which are committed by the individual learner. On the other hand, group errors refer to those errors which are committed by all the learners of a particular group. Language teachers should focus on group errors as they are committed by all the learners. Overt errors can be seen on the surface level of performance

but covert errors are found only when the situation of the performance is analyzed. Interlingual errors are those errors which are committed due to the influence or transfer of knowledge of already learnt language. But intralingual errors are committed due to the exceptional rules of the same language.

iii. Corder's classification of errors

Corder (1973, p. 271) has classified errors into pre-systematic, systematic and post systematic. These are also called the three stages of error.

In the pre-systematic stage, the learner is unaware of the existence of a particular system or rule in the target language. His errors are quite random. He cannot correct them and the error in the stage are not regular. This is the stage of random guessing.

In the systematic stage, the learner's errors are regular. He has discovered and is operating a rule of some sort, but the wrong one. When asked to correct his error he can not do so, but he can give some coherent account of the rule is following.

In the post-systematic stage, the learner produces correct forms but inconsistently. He has learned the rule but fails due to the lack of attention or lapse of memory to apply it. This is the practice stage of learning a particular bit of the language. In this stage, the learner can correct the erroneous expressions as well.

1.1.5.3 Explanation of Errors

After identifying and classifying the errors an error analyst tries to pin down the sources of errors. Corder (1973, p. 282) says that this stage of EA is distinct from the earlier stage in that the earlier stage is confined to linguistic activities whereas this stage comes under the scope of psycholinguistics. In this stage, error analyst are mainly concerned with investigating why and how the learner

comes up with the particular erroneous expressions. The following are the possible reasons which make the learners commit the errors:

a. Errors Due to L₁ Interference

Errors due to the presence of mother tongue interference in learning the target language are the errors due to L1 interference. Such errors are termed as interlingual errors. To quote Corder (1973, p. 283):

Observation suggests that many errors bear a strong resemblance to characteristics of the mother tongue, indeed many erroneous utterance read like word for word translation. This observation has led to the widely accepted theory of transfer which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue.

To give a concrete 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 Overgeneralization

In course of learning, learners 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 overgeneralize 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: Singular noun + 'S' plural and may produce 'mans', 'childs' etc due to overgeneralization.

c. Error due to Hypercorrection

Sometimes, what a learner has learnt correctly is corrected in a wrong way due to later learning, which in turn results into a deviant utterance. Thus, the wrong way of making correction is called hypercorrection. For example, there is a probability of saying 'onty one' for 'eleven' due to over emphasis given while

teaching 'twenty one' 'thirty one' etc. If the child is presented with the cardinal numbers 1 to 20 for the first time and 20 to 100 for some interval of time. Similarly, such erroneous expressions are repeatedly found. Such errors due to hypercorrection can be explained by referring to the faulty methods and techniques of presentation and practice:

For example: *I lives in Kathmandu.

I live in Kathmandu.

Nalina *run very fast.

Nalina runs very fast.

29-twenty nine. 19–onety nine.

d. Errors due to Erroneous Inputs

Sometimes teachers give rules which are not fully adequate and when students follow them, they make errors similar to those caused by overgeneralization of rules of L₂. For example, the rule, "If the action is the past, the verb must be in the past tense' may lead to errors such as *last night he wanted to played football but his father said that he had to finished his work'.

When I saw him, he began to run faster.

e. Errors due to Inherent Difficulty

It is known as a dustbin category. It is supposed that some features of the TL are inherently difficult and, therefore, lead the learners towards committing errors. Such errors are committed by any learner of the language . Universal types of errors are committed by both L1 and L2 learners due to inherent difficulty of the language items. English articles and prepositions are taken as inherently difficult areas for the native speakers as well. It is generally agreed that English consonant pairs /f/ - /v/ and /v/ - / / are very hard to distinguish, not only for learners having English as their native language (Delatter et al. 1962, as cited in Richards 1974, p. 13).

1.1.6 Importance of Studying Learner's Errors

No doubt, the study of learner's errors has its own significance in terms of error analysis in teaching/learning process. Error analysis is a process through which we analyze the language performance of learner's, identify errors, investigate their probable causes, evaluate their seriousness and suggest some remedies with a view of interpreting an error in an inherent feature in the process of learning a foreign language. It is thought that if there are no errors, perhaps there is no learning. The study of errors made by language learners throws light on what types of errors are made by a particular group of learners, what may be the probable causes attributed to them, to what extent these errors are serious, and what may be the remedy to them etc. Despite of being the error are bad signs of teaching learning process in traditional education system, modern educationists say that they are the signs of learning. According to Corder (1967, p. 260):

From the study of learner's errors, we are able to infer his knowledge at that point in his learning career and, discover what still has to learn. By describing and classifying his errors in linguistic terms, we build up a picture of the features of the language which are causing him learning problems.

Of course, the teacher should study the learner's performance in learning activities by taking serious job towards them. The duty of teacher is not only to correct the learner's performance but to help them guiding good path. So, if those deviations of language are noticed and corrected in time, the students can use the perfect language. Hence, the study of learner's errors has a great implications on language teaching. The findings of error analysis help as a guide in course of language teacher's business to a great extent.

1.1.6.1 The Practical Uses of Error Analysis

Corder (1973, p. 265) has talked about the practical and theoretical uses of studying second language learner's errors. He says:

The most obvious practical use of the analysis of error is helpful to 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 inadequately learned or taught and a need for further attention. They enable him to decide whether they can move on to the next item in the syllabus or whether he must devote more time to the item he has been working on.

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 terms of broader sense, error analysis provides the information for designing a remedial syllabus or a programme of reteaching, materials, techniques and methodologies.

1.1.6.2 The Theoretical Uses of Error Analysis

Corder (1973, p. 267) says, "The psycholinguistics predict that the nature of the mother tongue will facilitate or make different the learning system aspects of a second language." Therefore, the study of errors is part of an experiment to confirm the psycholinguistic theory of transfer. The study of errors provide us a proof whether errors occur only in the different forms and units or only in the similar forms and units.

One can realize that the theoretical interest in the study of errors have, therefore, a feedback to both descriptive linguistics and psycholinguistics. But these can not conveniently be separated the study of errors is a part of psycholinguistics' search for the universal process of second language learning. It is hypothesized and some evidence is not available, that children do follow a similar course in the acquisition of their mother tongue.

It is concluded that the theoretical use of error analysis helps in producing theories and those theories can be accepted, modified or denied. It depends on the response of linguistics. If analysis of error is done, we can find out the sources of errors, causes of errors, types of errors etc. Similarly, the theoretical use of error analysis also helps in proving the principles of contrastive analysis.

1.1.7 Correction and Remediation of Errors

When the errors are identified the task of correction and remediation begins with different linguistics views. There are mainly two opposing views regarding the question of correction and remediation of errors viz. behaviourists and mentalists views.

The first view holds that there is need of correction and says that learning is the process of trial and error. They say that learning is the formation of habits. To form the correct habits, errors should be corrected on the proper time, because if errors are tolerated without making correction, bad habit of making wrong use of language goes on continuing in the students. This view assumes that the teacher should have the awareness what they are taught to their students. For this reason, they prefer to avoid errors in second language learning and discourage erroneous language use, as Brooks (1960) write: "Like sin, error is to be avoided."

Mentalists say that errors naturally come in the process of language learning. They say that correction of errors blocks their learning process. Students will increase negative attitude towards the target language. So, the teacher should give them chance for the correction of errors. For this, just reteaching of the erroneous are better rather than deliberate correction. Reteaching of the items rather than correction ensures the better acquisition and use of language.

Regarding the manner or way of correcting errors there are various techniques of error correction. Mainly there are two techniques. They are:

- i. Teacher correction techniques.
- ii. Students correction techniques.

In teacher correction technique, the role of teacher is vital. In students correction technique, the teacher does not make correction himself but makes students correct their error themselves. Student correction technique can be divided into two sub-techniques. They are:

- i. Self-correction technique.
- ii. Peer-correction technique.

In self-correction technique, the teacher gives some hint so as to make the committer of error correct his error himself. 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. The student may be allowed to make discussion if necessary.

Correcting errors means correcting the underlying rules the learner is learning in a wrong way. That is to say, correction does not mean only corrections the particular instance of error. Therefore, only the substitution of incorrect expression by correct one is not the purpose of correction. So, the teacher should not forget to give illustrations which should be contextually appropriate as far as possible and we should correct the erroneous instance by explaining the underlying rules the learner is learning in a wrong way.

Of course, it is true that students do make a lot of mistakes and we as writing teachers have to help the students to get rid of such problems without hampering their motivation to writing. The following guidelines may be helpful in their regard:

-) Do not try to mark all errors but priorities errors you will deal with.
-) Focus on global errors (i.e. errors which interfere with communication and comprehensibility) rather than local errors such as spelling, mistake punctuation problems, etc.)
-) See errors as friends and not as enemies to be conquered (Raimes; 1989, p. 22)

-) Use errors in students' writing to plan ahead.
-) Take correction nearly always as a teaching, not a testing device.
-) Use a diagnostic technique of error correction but make sure the students recognize the technique or symbols you use.

Thus, student's errors are seen as a natural, indispensable part of the learning process. Errors are inevitable since the students are encouraged to explore the language. The teacher uses student errors as a basis for deciding where further work is necessary. Putting it differently, the teacher uses the students' errors as so evidence of where the language is unclear to them, and hence, where to work.

As indicated above, we language teachers should not dwell on the assumptions of only one of these theories, but to grasp the essence of these two. The two theories seem to be different in that one exercises more control in the learner's language and the other gives more freedom. As a matter of fact, these (control and freedom) are the two sides of the same coin. In language teaching learning we have to face and make the learners face both kinds of situation. In controlled situation, for example, intensive language study such as grammatical study, drilling and vocabulary study, the learner is under the control of a given task, which demands strict error correction. In the situation of using language freely, we should be more liberal giving freedom of expression, for example in free conversations, talks, essay writing and the like. In such case, we tend to appreciate language production whether there are errors or not. A balanced approach towards control and freedom can be right attitude for use in our day to day work.

1.1.8 Errors in Writing Letter

Errors are the systematic, consistent, regular and inevitable mistakes committed by the second language learner at competence level due to linguistic reason. Every second language learners commits error at any level or area of language.

So, if the learners cannot commit errors in language learning process, there is no successive language learning. Writing is the last of the four language skills. It is an act of putting down the graphic symbols on paper that represent a language. So, it is often regarded as the visual representation.

Letter writing is the most fundamental type of writing at the secondary level where we can not expect the writing that are absolutely error free. The learner may commit errors in spelling, punctuation, grammar and organization style. There are many specific areas under each broad area of written discourse that the beginners may commit errors of different types.

1.1.8.1 Agreement in English

In many English sentences subject-verb agreement is straightforward and non-controversial. However, it is quite clear, that number of unresolved questions remain. Celce-Murcia and Larsen-Freeman (1999,p.72-74) present the summary of conventional subject-verb agreement rules which serves as a checklist of rules that ESL/EFL students need to learn or review for TOEFL preparation or for a formal academic writing course.

a. Noncount noun subjects take a singular verb:

(The food/John's advice) is good

b. In most cases collective noun subjects take singular verbs, but if the group is viewed as individual members, use a plural verb:

The class is going on a field trip.

The class have been arguing about where to go.

c. Subject nouns that are derived from adjectives and describe people take plural verbs:

The rich are in favor of a tax cut.

d. Some proper noun subjects that end in –s such as names of courses, diseases, places, as well as book and film titles and the word news, take singular verbs:

Wales is a beautiful region

Mathematics is a difficult subject.

Measles often has side effects,

The news was very good.

- e. Plural subject nouns of distance, time and money that signal one unit take a singular verbs:

Six hundred miles is too far to drive in one day.

- f. Basic arithmetical operation (*add, subtract, multiply, divide*) take singular verbs:

Four times five equals twenty.

- g. For items that have two parts, when you use the words pair, the verb is singular, but without pair, the verb is plural:

My pair of scissors is lost

My scissors are lost.

- h. Clausal subjects are singular even if the nouns referred to are plural:

What we need is more reference books.

- i. Gerund (*verb + ing*) and infinitive (*to + verb*) subjects take a singular verb:

Reading book is my hobby.

To err is human.

- j. With *fractions, percentages, and the quantifiers all (of) a lot of, lots of* verb agreement depends on the noun coming after these phrases:

- i. A singular noun, noun clause, or non-count noun takes singular verb:

A lot of the (book/information) is about urban poverty.

- ii. A plural noun takes a plural verb:

A lot of computers need to be repaired.

- ii. A collective nouns can take either a singular or plural verb depending on the meaning:

All my family (lives/live) in Ohio.

- K. With *each, every* and *everyone* as subjects, use a singular verb:

Every student has a lunch box.

- L. With *each*, *every* and *everyone* as subjects, use a plural verb:
A number of students are taking the exam.
- m. With the number of as subject, use singular verb:
The number of students taking the exam is 75.
- n. With *none* as subject, use singular verb:
None of the magazines is here
- o. With *either or neither* as subject, use a singular verb:
(Either/neither) was acceptable to me.
- p. With correlative subjects *either... or* or *neither...nor*, the verb agrees with the closest subject:
Either Bob *or* my cousins are going to do it.
- q. With *there* subjects, the verb is singular or plural depending on whether the noun phrase following the verb is singular or plural:
There is one book on the table.
There are three books
a book and a pen on the table.

1.1.8.2 Prepositions in English

A preposition is a word or a group of words that shows the relationship of a noun or pronoun to some other words in a sentence. For example:

My friend waited for me. (Here, *for* shows the connection between the verb waited and the pronoun me),

The car is in the garage. (Here, *in* shows the spatial relationship of the garage)

On the basis of number of words involved, there are two types of prepositions:

Simple and compound. A simple preposition is made up of only one word.

Here are some most commonly used simple preposition:

<i>about</i>	<i>below</i>	<i>into</i>	<i>under</i>
<i>after</i>	<i>by</i>	<i>in</i>	<i>off</i>
<i>against</i>	<i>down</i>	<i>over</i>	<i>to</i>

<i>among</i>	<i>from</i>	<i>through</i>	<i>between</i>
<i>before</i>	<i>across</i>	<i>on</i>	<i>with</i>
<i>for</i>	<i>along</i>	<i>at</i>	<i>during</i>
<i>until</i>	<i>above</i>	<i>beside</i>	<i>of</i>

A compound preposition is the one, that is made up of more than one word:

<i>according to</i>	<i>ahead of</i>	<i>in front of</i>	<i>instead of</i>
<i>next to</i>	<i>on account of</i>	<i>because of</i>	<i>apart from</i>
<i>owing to</i>	<i>along with</i>	<i>by means of</i>	<i>on top of</i>

1.1.8.3 Articles in English

'A', 'An' and 'the' are English articles. They come under minor word class. They are used before noun phrases. They are also called determiners. Articles are of two types. Indefinite and definite. 'A' and 'an' are called indefinite articles because they do not refer to any particular person or things, e.g. I saw a boy there (any boy). 'The' is called definite article because it points to some particular person or thing e.g. the boy whom you saw there was my uncle.

Indefinite articles are used only before singular count nouns (e.g. a pen, an orange) whereas definite article is used even before plural count nouns and non-count nouns (The sun, the people in the park, the water in the bottle). 'A' is used before a singular countnoun or a noun phrase beginning with a consonant sound, e.g. a man, a table, a cup, a European, a one-rupee note. On the other hand, 'an' is used before a singular count noun or noun phrase beginning with a vowel sound, e.g. an apple, an egg, an honest girl, an hour, an M.A.

1.1.8.4 Capitalization in English

A Capital letter is one that is written in the large form, i.e.

CAPITALIZATION. There are various conventional rules of capitalization in English. Some of the rules as presented by strong and lester (1996, p. 657) are given below:

- a. Capitalize the first word of every sentence, including the first word of a direct quotation that is a complete sentence.

Winston Churchill said, "I have nothing to offer but blood, toil, tears, and sweat."

- b. Always capitalize the pronoun **I** no matter where it appears in the sentence. **I** began to read the encyclopedia when **I** was ten years old because **I** had great thirst for knowledge.

- c. Always capitalize a proper noun but capitalize a common noun only when it is the first word of a sentence.

Boston Tea Party

England William Blake

Honda Accord

The Winter's Tale

- d. Capitalize proper adjectives (adjectives formed proper nouns).

Einsteinium theory

Gregorian chant

Egyptian cotton

Native American music

Vatican Policy

Buddhist shrines

1.1.8.5 Cohesion in English

Cohesion refers to the intra-textual relations of the grammatical and lexical items that make the parts of the text together as a whole to convey the complete meaning of it. There are two levels of cohesion: sentential cohesion and textual cohesion. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences. Five linguistics mechanisms that Halliday and Hasan (1976), (as cited in Celce-Murcia and Freeman, 1999, p. 23) point to in order for texts to have cohesion at the level of discourse are the following:

- i. Reference: The boy wanted a new bike, one day he... (he refers back to the boy)
- ii. Ellipsis:
A: Who wrote the letter?
B: Marty. (The response Marty elliptically signals that Marty wrote the letter)

- iii. Substitution: I plan to enter college next year. If I do, . . . (do substitutes for enter college)
- iv. Conjunction: Peter needed some money. He, therefore, decided to get a job. (Therefore makes explicit the causal relationship between the first and second sentences).
- v. Lexical cohesion: (here through synonymy): He was grateful for the money he had been given. He slipped the coins into his pocket and hurried down the street. (Coins refer back to money)

1.1.8.6 Coherence in English

Coherence refers to the relationship between an utterance and the meaning it conveys. So it is believed that the utterance should be logically connected in a piece of writing to be a coherent writing. The connection between the sentences that one should lead on naturally to the next and there should be continuous, logical and clear progression of thought. The material in a piece of writing can be ordered in many ways, like chronological order, spatial order, logical order, statement leading to a climax, comparison and contrast, enumeration or classification definition and conclusion. Among them, the most common ways are noted below:

- i. Chronological orders: It is the time order, the material is presented according to the order of time. We can arrange our material from past to present, present to future.
- ii. Spatial order: This is the order of presenting the material according to the space or position. When we follow a spatial arrangement, we can arrange our material from near to far, from far to near, from outside to inside, from more prominent to less prominent.
- iii. Logical order: In this order, the idea is developed by means of supporting details leading to a conclusion. Reasons are given leading to a conclusion, or a cause and effect relations is presented.

1.2 Review of the Related Literature

Several researchers have been carried out on 'Error Analysis' in the Department of English Education, in connection with the free writing but there is not even a single research conducted on letter writing till date. The related literature to the research study is as follows:

Barikoti (2001) carried out a research on "Errors committed by PCL second year students in writing free composition." The main objective of his study was to identify and determine the errors in tense, agreement, preposition and article in writing free composition. He also compared the proficiency between the students of Humanities and Education streams. He used a questionnaire consisting of three subjective questions to draw the required data for his study. This study showed that the students committed the highest number of errors in the tenses and the lowest number of errors in using prepositions. He found that the students of Humanities stream committed more number of errors than the students of Education stream did.

Likewise, Paudel (2005). Carried out a research to find out the ability of B. Ed. first year students in establishing cohesion in wiring. She used a questionnaire consisting of both types of test items (i.e. objective and subjective) to draw the data for her study. Her study showed that the students performed more appropriately in given contexts than in free contexts. She also compared the students of TU constituent and TU affiliated campuses and found that the students of affiliated campuses were better than the students of constituent campuses. She also found that girls were somewhat better than boys in most of the device of cohesion.

Similarly, Dangol (2006). Carried out a research entitled "Errors Committed by tenth Graders in Writing Guided Composition" to fine out the errors in tense, agreement, conjunction, relative pronoun, and spelling. They committed the

highest number of errors in agreement and the lowest number of errors in relative pronoun.

In the same way, Subedi (2008).carried out a research on “The proficiency in Writing Skills: A Case of Letters in Secondary School of Prabat District”. The objective of the research was to find out the grade nine students’ writing proficiency in terms of holistic description, personal letter, and sympathy letter and to compare their proficiency in terms of gender. The findings of this research showed that the boys were more proficient than the girls in the mentioned objectives.

Similarly, (2008).carried out a research on “An Analysis of Errors Committed by the grade Ten Students in Free Composition” to find out the errors in tense, agreement, article, preposition, and spelling. He used a questionnaire consisting of the three subjective questions to find out the required data for his study. The students committed the highest number of errors in spelling and the lowest number or errors in tense.

Likewise, Dhakal (2008). carried a research on “Errors committed by Eight Graders in Writing Free Composition” to find out the errors in tense, agreement capitalization, article, cohesion and coherence. He used questionnaire consisting of three subjective questions to find out the required data for his study. The students committed the highest number of errors in capitalization and the lowest number of errors in the use of preposition. Thus, the findings also showed that capitalization was found to be most problematic for the students.

1.3 Objectives of the Study

The objectives of this research study are as follows:

- i. To identify the errors committed by the tenth graders in writing letters,

- ii. To classify and describe those errors,
- iii. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the study

The study is significant for the prospective researchers who want to carry out researches in writing letter. It is expected that the present study will have a great significance to the teachers, students, text book writers and other persons who are directly or indirectly involved in English language teaching/learning activities. It will point out and determine the areas and the nature of difficulty faced by the students in the use of Agreement, Article, and Cohesion . In addition to it, this research will be a guideline for those researchers who want to do further research in writing letter.

CHAPTER-TWO

METHODOLOGY

For the fulfillment of above mentioned objectives, I adopted the following methodological strategies:

2.1 Sources of Data

The study was based on both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the grade ten students who were studying in different public and private school of Gulmi district.

2.1.2 Secondary Sources of Data

In addition to primary sources of data, the secondary sources of data were related thesis, journals, various articles, text books of grade ten, old questions of S.L.C., and related to error analysis and writing skill. More especially, the following main sources of data were:

Celce-Murcia and Larsen-Freeman (1999), Malkoc, (1998), Corder (1973), Jain (1969), Richards, (1974).

2.2 Population of the Study

The total population of this study included the students of Grade Ten studying in different public schools and private schools of Gulmi district.

2.2.1 Sampling Procedure

The sampling procedure of my study is mentioned below:

I purposively selected Tamghas valley as a research area of my study.

Likewise, I purposively selected two public schools and two private schools of the valley using random sampling procedures.

Similarly, I selected 20 students from each school. Among them, 10 students were boys and 10 were girls. The following table shows the names of selected schools and sample population.

Table No. 1
Public Schools

S.N.	Schools	Boys	Girls	Total
1	Shree Siddhababa H.S.S.	10	10	20
2	Mahendra H.S.S.	10	10	20
Total		20	20	40

Table No. 2
Private Schools

S.N.	Schools	Boys	Girls	Total
1	Readers' Public High School	10	10	20
2	Mahendra Secondary School	10	10	20
Total		20	20	40

2.3 Tools of Data Collection

I basically used a set of test consisting of three questions to collect required information from the students in letter writing. These questions were from personal letter, letter of sympathy, and letter of application.

2.4 Process of Data Collection

To collect the primary data the following procedure were followed:

I, at first, prepared the aforementioned research tools before going to the field. I visited the selected schools personally and sought permission from the authority to administer the test on the students, then I established a good rapport with the students and sample the required number of population using random sampling procedure. I provided a clear concept and instruction to the selected students before they responded to the test tasks. Then, I administered the test on the selected students in the allocated time. Likewise, I collected the

answer sheets and checked them. After that, I counted the number of errors committed in the areas of agreement, article, and cohesion. Eventually, I analyzed, interpreted and came to the findings of the collected data.

2.5 Limitations of the Study

The proposed study had the following limitations:

- i. The study was limited to the analysis of errors in letter writing.
- ii. It was limited to the four schools of Gulmi district, among which only two schools from private and the two from public schools.
- iii. The sample size was limited to 80 students of grade 10, 20 from Each schools consisting of equal number of students from both sexes.
- iv. The study was limited to the following grammatical areas and mechanics of writing:

Agreement	Articles	Cohesion
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- v. The study was limited to a test which required only three types of writing letter consisting of three questions, e.g. personal letter, letter of sympathy, and letter of application.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This is the focal part of the study. It deals with the presentation, analysis and interpretation of the data. It deals mainly with the errors committed by tenth graders in agreement, article and cohesion. And the analysis and interpretation of the data has been carried out using descriptive and simple statistical tools like percentage. The collected data have been analyzed and described under the following sub-headings:

- Item-wise analysis of errors
- School-wise analysis of error in total,
- School- wise analysis of errors in each item,
- Analysis of Errors in agreement,
- Analysis of Errors in articles, and
- Analysis of Errors in cohesion.

3.1 Item Wise Analysis of Errors

Table No. 3
Total Errors in Each Item

S.N.	Item	Errors in agreement		Errors in article		Errors in cohesion		Total	
		No.	%	No.	%	No.	%	No.	%
1	I	182	41.26	62	14.05	197	44.67	441	16.71
2	II	119	48.77	61	25.0	64	26.22	244	25.84
3	III	109	42.08	81	31.27	69	26.64	259	27.43
Total		410	43.43	204	21.61	330	34.95	944	100

The table given above presents the numbers and percentage of errors in agreement, article, and cohesion under each of the three items. Under the first item, the students committed 182, 62 and 197 errors in agreement, article, and

cohesion, respectively. The percentages of the errors were 41.26, 14.05 and 44.67, respectively. They committed the highest number of errors in cohesion and the lowest number of errors in article.

Under the second item, they committed 119, 61, and 64 errors in agreement, article, and cohesion, respectively. And their percentage were 48.77, 25.0, and 26.22 errors in agreement, article, and cohesion, respectively. They committed the highest number of errors in agreement and the lowest number of errors in using articles.

Under the third item, they committed 109, 81 and 69 errors in agreement, article and cohesion, respectively. And their percentages were 42.08, 31.27 and 26.64, respectively.

In total, they committed 944 errors in which they committed 441 (46.71%), errors in the first item, i.e. in personal letter, 244 (25.4%) errors in the second item, i.e. in letter of sympathy, and 259 (27.43%) errors in the third item, i.e. in letter of application. Hence, they committed the highest number of errors in the first item and the lowest number of errors in the second item.

3.2 School Wise Analysis of Errors in Total

Table No. 4

Errors Committed by the Students of Public Schools

S.N.	School	Errors in Agreement		Errors in Article		Errors in Cohesion		Total	
		No.	%	No.	%	No.	%	No.	%
1	Siddhababa	118	48.16	45	18.36	82	33.46	245	45.53
2	Mahendra	149	50.85	73	24.91	71	24.23	293	54.46
Total		267	49.62	118	21.93	153	28.43	538	100

The table above given presents the errors committed by the students of different public schools in the use of agreement, article, and cohesion. The students of Shree Siddhababa Higher Secondary School Committed 118 (48.16%), 45 (18.36%), and 82 (33.46%) errors in the use of agreement, article, and cohesion, respectively. They committed the highest number of errors in agreement and the lowest number of errors in article.

Similarly, the students of Mahendra Higher Secondary School committed 149 (50.85%), 73 (24.91%), and 71 (24.23%) errors in agreement, article, and cohesion, respectively. They committed the highest number of errors in agreement and the lowest number of errors in cohesion.

In total, the students of public school committed 538 errors, out of which 267 (49.62%), 118 (21.93%), and 153 (28.43%) errors were committed in the highest number of errors in agreement in the lowest number of errors in the use of article.

Table No. 5

Errors Committed by the Students of Private Schools

S.N.	School	Errors in Agreement		Errors in Article		Errors in Cohesion		Total	
		No.	%	No.	%	No.	%	No.	%
1	Readers'	61	34.07	49	27.37	69	38.54	179	44.08
2	Mahendra	82	36.12	37	16.29	108	47.57	227	55.91
Total		143	35.22	86	21.18	177	43.59	406	100

The table presents the school wise errors in the use of agreement, article, and cohesion under each item by the students of private school. The students of Readers' Public High School committed 61 (34.07%), 49 (27.37%), and 69 (38.54%) errors in the use of agreement, article, and cohesion, respectively.

Hence, they committed the highest number of errors in cohesion and the lowest number of errors in article.

Similarly, the students of Mahendra English Boarding School committed 82 (36.12%), 37 (16.29%) and 108 (47.57%) errors in the use of agreement, article, and cohesion, respectively. They committed the highest number of errors in cohesion and the lowest number of errors in article.

In total, the students of private school committed 406, out of which 143 (35.22%), 86 (21.18%) and 177 (43.59%) errors were committed in agreement, article and cohesion, respectively. Hence, they committed the highest number of errors in cohesion and the lowest number of errors in the use of article.

3.3 School- Wise Analysis of Errors in Each Item

Table No. 6
Errors Committed by the Students of Public Schools

S.N.	Item	Shree Siddhababa		Shree Mahendra		Total	
		No.	%	No.	%	No.	%
1	I	121	46.71	138	53.28	259	48.14
2	II	55	43.30	72	56.69	127	23.60
3	III	69	45.39	83	54.60	152	28.25
Total		245	45.53	293	54.46	538	100

The above table presents the errors in each item committed by the students of different public schools. In the first item, the students of Shree Siddhababa and Shree Mahendra committed 121 (46.71%) and 138 (53.28%) errors, respectively. The students of Shree Mahendra committed the highest number of errors and the students of Shree Siddhababa committed the lowest number of errors in all the first item.

Similarly, in the second item, the students Shree Siddhababa, and Shree Mahendra committed 55 (43.30%) and 72 (56.69%) errors, respectively. The students of Shree Mahendra committed the highest number of errors and the students of Shree Siddhababa committed the lowest number of errors in the second item. Likewise, in the third item, the students of Shree Mahendra and Shree Siddhababa committed 83 (54.60%), and 69 (45.39%) errors, respectively.

In total, the students of Shree Siddhababa and Shree Mahendra committed 245 (45.53%) and 293 (54.46%) errors, respectively. These data showed that the students of Shree Mahendra committed the highest number of errors whereas the students of Shree Siddhababa committed the lowest number of errors. Similarly, the students committed 259 (48.14%) and 127 (23.60%), and 152 (28.25%) errors in the first, second, and third item, respectively. they committed the highest number of errors in the first item and the lowest number of errors in the second item.

Table No. 7
Errors Committed by the Students of Private Schools

S.N.	Item	Readers' Public		Mahendra English		Total	
		No.	%	No.	%	No.	%
1	I	75	41.20	107	58.79	182	44.82
2	II	59	50.42	58	47.00	117	28.81
3	III	45	42.05	62	57.94	107	26.35
Total		179	44.08	227	55.91	406	100

The above table presents errors in each item committed by the students of different private schools. In the first item, the students of Readers' and Mahendra committed 75 (41.20%), and 107 (58.79%) errors respectively. The

students of Mahendra committed the highest number of errors and Reader's committed the lowest number of errors in the first item.

Similarly, in the second item, the students of Readers' and Mahendra committed 59 (50.42%) and 58 (47%) errors, respectively. The student's of Readers' Public committed the highest number of errors and Mahendra committed the lowest number of errors in the second item. Likewise, the students of Readers' and Mahendra committed 45 (42.05%), and 62 (57.94%) errors, respectively. The students of Mahendra committed the highest number of errors whereas the students of Readers' committed the lowest number of errors in the third item.

In total, the students of Readers' and Mahendra committed 179 (44.04%) and 227 (55.91%) errors, respectively. These data showed that the students of Mahendra committed the highest number of errors whereas the students of Readers' committed the lowest number of errors. Similarly, the students committed 182 (44.82%), 117 (28.81%) and 107 (26.35%) errors in the first, second, and third item, respectively. They committed the highest number of errors in the first item and the lowest number of errors in the third item.

3.3.1 Error Committed by the Students of Shree Siddhababa School

Table No. 8

Errors Committed by the Students of Shree Siddhababa

S.N.	Item	Errors in Agreement		Errors in Articles		Errors in Cohesion		Total	
		No.	%	No.	%	No.	%	No.	%
1	I	54	44.62	17	14.04	50	41.32	121	49.38
2	II	31	56.36	10	18.18	14	25.45	55	22.44
3	III	33	47.82	18	26.08	18	26.08	69	28.16
Total		118	100	45	18.36	82	33.46	245	100

The table presents the errors in each item committed by the students of Shree Siddhababa School. Under the first item, they committed 54 (44.62%), 17 (14.04%) and 50 (41.32%) errors in agreement, article and cohesion, respectively. In this item, they committed the highest number of errors in using agreement and the lowest number of errors in article.

Under the second item, they committed 31 (56.36%), 10 (18.18%), and 14 (25.45%) errors in agreement, article and cohesion, respectively. in this item, they committed the highest number of errors in agreement and the lowest number of errors in article.

Similarly, under the third item, they committed 33 (47.82%), 18 (26.08%) and 18 (26.08%) errors in agreement, article, and cohesion, respectively. Like the second item, they committed the highest number of errors in agreement and the lowest number of errors in the use of article and cohesion having the equal number.

In total, the students committed 118 (48.16%), 45 (10.36%) and 82 (33.46%) errors in agreement, article and cohesion, respectively. The data showed that they committed the highest number of errors in agreement and the lowest number of errors in articles.

3.3.2 Errors Committed by the Students of Shree Mahendra H.S. S

Table No. 9

Errors Committed by the Students of Mahendra H.S.S.

S.N.	Item	Errors in Agreement		Errors in Articles		Errors in Cohesion		Total	
		No.	%	No.	%	No.	%	No.	%
1	I	69	50	24	17.39	45	32.60	138	47.09
2	II	41	56.94	19	26.38	12	16.66	72	24.57
3	III	39	46.98	30	36.14	14	16.86	83	28.32
Total		149	50.85	73	24.91	71	24.23	293	100

The above given table presents the item wise errors in agreement, article, and cohesion committed by the students of Mahendra school. The students committed 138 (47.09%) errors in the first item. Under the first item, they committed 69 (50%), 24 (17.39%), and 45 (32.60%) errors in agreement, article, and cohesion, respectively. In this item, they committed the highest number of errors in agreement and the lowest number of errors in the use of article.

Similarly, they committed 72 (24.57%) errors in the second item. Under this item, they committed 41 (56.94%) 19 (26.38%), and 12 (16.66%) errors in agreement, article, and cohesion, respectively. In this item, they committed the highest number of errors in agreement and the lowest number of errors in cohesion.

Likewise, they committed 83 (28.32%) errors in the third item. Under this item, they committed 39 (46.98%), 30 (36.14%), and 14 (16.86%) errors in agreement, article, and cohesion, respectively. In this item, they committed the highest number of errors in agreement and the lowest number of errors in the use of cohesion.

In total, the students committed 149 (50.85%), 73 (24.91%) and 72 (24.23%) errors in agreement, article, and cohesion, respectively. The data showed that they committed the highest number of errors in agreement whereas they committed the lowest number of errors in cohesion.

3.3.3 Errors Committed by the Students of Readers' Public E.B.S.

Table No. 10

Errors Committed by the Students of Readers' E.B.S.

S.N.	Item	Errors in Agreement		Errors in Articles		Errors in Cohesion		Total	
		No.	%	No.	%	No.	%	No.	%
1	I	27	36	14	18.66	34	45.33	75	41.89
2	II	18	30.50	18	30.50	23	38.98	59	32.96
3	III	16	35.55	17	37.77	12	26.66	45	25.13
Total		61	34.07	49	27.37	69	38.54	179	100

The table above given presents the item wise errors in agreement, article, and cohesion committed by the students of Readers' Public school. The students committed 75 (41.89%) errors in the first item. Under this item, they committed 27 (36%) 14 (18.66%), and 34 (45.33%) errors in agreement, article and cohesion, respectively. In this item, they committed the highest number of errors in cohesion and the lowest number of errors in article.

Similarly, they committed 59 (32.96%) errors in the second item. Under this item, they committed 18 (30.50%), 18 (30.50%), and 23 (38.98%) errors in agreement, article and cohesion, respectively. In this item, they committed the highest number of errors in cohesion and the lowest number of errors in both article and agreement having equal number and percentages, likewise, the students committed 45 (25.13%) errors in the third item. Under this item, they committed 16 (35.55%) 17 (37.77%) and 12 (26.66%) errors in agreement, article and cohesion, respectively. In this item, they committed the highest number of errors in article and the lowest number of errors in cohesion.

In total, they committed 61 (34.07%), 49 (27.37%), and 69 (38.54%) errors in agreement, article, and cohesion, respectively. The data showed that they

committed the highest number of errors in cohesion whereas they committed the lowest number of errors in the use of article.

3.3.4 Errors Committed by the Students of Mahendra E.B.S.

Table No. 11
Errors Committed by the Students of Mahendra E.B.S.

S.N.	Item	Errors in Agreement		Errors in Articles		Errors in Cohesion		Total	
		No.	%	No.	%	No.	%	No.	%
1	I	32	29.90	7	6.54	68	63.55	107	47.13
2	II	29	50	14	24.13	15	25.86	58	25.55
3	III	21	33.87	16	25.80	25	40.32	62	27.31
Total		82	36.12	37	16.29	108	47.57	227	100

The table above given presents the item wise errors in agreement, article, and cohesion committed by the students of Mahendra English school. The students committed 107 (47.13%) errors in the first item. Under this first item, they committed 32 (29.90%), 7 (6.54%) and 68 (63.55%) errors in agreement, article and cohesion, respectively. In this item, they committed the highest number of errors in cohesion and the lowest number of errors in article.

Similarly, under the second item, they committed 58 (25.55%) errors, out of which they committed 29 (50%), 14 (24.13%) and 15 (25.86%) errors in agreement, article, and cohesion, respectively. In this item, they committed the highest number of errors in agreement and the lowest number of errors in the use of article. Likewise, they committed 62 (27.31%) errors in the third item. Under this item, they committed 21 (33.87%), 16 (25.80%) and 25 (40.32%) errors in agreement, article, and cohesion, respectively. They committed the higher number of errors in cohesion and the lowest number of errors in article.

In total, the students committed 82 (36.12%), 37 (16.29%) and 108 (47.57%) errors in agreement, article, and cohesion, respectively. The data showed that they committed the highest number of errors in cohesion whereas they committed the lowest number of errors in the use of article.

3.4 Categorical Analysis of Errors

3.4.1 Analysis of Errors in Agreement

Table No. 12
Errors in Agreement

S.N.	Public schools	Errors in S-V Agreement		Errors in O-V Agreement		Total	
		No.	%	No.	%	No.	%
		1	Siddhababa H.S.S.	79	66.94	39	33.05
2	Mahendra H.S.S.	90	60.40	59	39.59	149	36.34
	Private schools						
3	Readers' Public	43	70.49	18	29.50	61	14.87
4	Mahendra E.B.S.	48	58.53	34	41.46	82	20
Total		260	63.41	150	36.58	410	100

The table shows the errors in subject-verb agreement and object-verb agreement. It shows that the students committed 260 (63.41%) and 150 (36.58%) errors in subject-verb agreement and object-verb agreement, respectively. In the same way, the students of Siddhababa school committed 118 errors in agreement. Out of which they committed 79 (66.94%) and 39 (33.05%) errors in subject-verb agreement and object-verb agreement, respectively. Similarly, the students of Mahendra School committed 149 (36.34%) errors in agreement. They committed 90 (60.40%) and 59 (39.59%) errors in subject-verb agreement and object-verb agreement, respectively. Likewise, the students of Readers' Public English School committed 61

(14.87%) errors in agreement. In which they committed 43 (70.49%) and 18 (29.50%) errors in subject-verb agreement and object-verb agreement, respectively. The students of Mahendra English School committed 82 (20%) errors in agreement. Particularly, they committed 48 (58.53%) and 34 (41.46%) errors in subject-verb agreement and object-verb agreement, respectively.

Some typical erroneous examples under this category were:

- i. ^BTeachers of my school is co-operative and friendly. (S-V, Readers'-Sardhaa)
- ii. ^BOur school organize the extra-curricular activities. (S-V Siddhababa - Saraswati)
- iii. ^BIt take us healthy. (S-V, Siddhababa – Baburam)
- iv. I am very sorry to ^Bheard about your accident. (O-V, Mahendra English - Sharmila)
- v. ^BHe dance very well. (S-V, Mahendra, English - Manish)
- vi. There is^B many buildings. (O-V, Mahendra H.S.S. –Bikram)
- vii. ^BIt depend on the interest to students. (S-V, M.H.S.S. – Prakash)
- viii. ^BThey sings very well. (S-V, Readers' – Pooja)

3.4.2 Analysis of Errors in Articles

Table No. 13
Errors in Articles

S.N.	Public schools	Addition		Omission		Substitution		Total	
		No.	%	No.	%	No.	%	No.	%
1	Siddhababa H.S.S.	20	44.44	13	28.88	12	26.66	45	22.05
2	Mahendra H.S.S	23	31.50	24	32.87	26	35.61	73	35.78
	Private schools								
3	Readers' Public	7	14.28	15	30.61	27	55.10	49	24.01
4	Mahendra E.B.S.	5	13.51	17	45.94	15	40.54	37	18.13
	Total	55	26.96	69	33.82	80	39.21	204	100

The table presents the description of errors in article. The students committed 55 (26.96%), 69 (33.82%) and 80 (39.21%) errors due to addition, omission and substitution, respectively. The students of Siddhababa School committed 45 (22.05%) in article. To put it more particularly, they committed 20 (44.44%), 13 (28.88%) and 12 (26.66%) errors due to addition, omission and substitution, respectively. Likewise, the students of Mahendra School committed 73 (35.78%) errors. More precisely, they committed 23 (31.50%), 24 (32.87%) and 26 (35.61%) errors due to addition, omission and substitution, respectively. Similarly, the students of Readers' Public School committed 49 (24.01%) errors. Of which, they committed 7 (14.28%), 15 (30.61%) and 27 (55.10%) errors due to addition, omission and substitution, respectively. And finally, the students of Mahendra English school committed 37 (18.13%) errors. Particularly, they committed 5 (13.51%), 17 (45.94%) and 15 (40.54%) errors due to addition, omission and substitution respectively.

Some typical examples of erroneous sentences under this category were:

- i. I am a student of ^Bthe Shree Siddhababa Higher Secondary school.
(Addition, Siddhababa, Raj)
- ii. ^B..... Principal distributed the prizes. (Omission, Siddhababa, Sunil)
- iii. He had ^Ba accident. (Substitution, Readers', Ashana)
- iv. My parents can not invest the money for my further study. (Addition, Readers', Chadani)
- v. This is ^B.... very good school. (Omission, Mahendra H.S.S., Pabitra)
- vi. I had ^Ban surprised moment. (Substitution, Mahendra E., Bimal)
- vii. I am ^B... regular student of this school. (Omission, Mahendra E.S., Kamala)
- viii. We have ^Ba lots of facilities. (Addition, Mahendra H.S.S., Shiva)

3.4.3 Analysis of Errors in Cohesion

Table No. 14
Errors in Cohesion

S.N.	Schools	Errors in											
		Reference		Ellipsis		Substitution		Conjunction		Lexical Cohesion		Total	
	Public schools	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Siddhababa H.S.S.	7	8.53	6	7.31	12	14.63	39	47.56	18	21.95	82	24.84
2	Mahendra H.S.S.	8	11.26	5	7.04	12	16.90	32	45.07	14	19.71	71	21.51
Private schools													
3	Readers' Public	4	5.79	7	10.14	23	33.33	11	15.94	24	34.78	69	20.90
4	Mahendra E.B.S.	9	8.33	15	13.88	23	21.29	23	21.29	38	35.18	108	32.72
Total		28	8.48	33	10	70	21.21	105	31.81	94	28.48	330	100

The table presents the description of errors in cohesion under different cohesive devices. The students committed 28 (8.48%), 33 (10%), 70 (21.21%), 105 (31.81%) and 94 (28.48%) errors under reference, ellipsis, substitution, conjunction and lexical cohesion, respectively. The students of Siddhababa School committed 82 (24.84%) errors in cohesion. Out of which, they committed 7 (8.53%), 6 (7.31%), 12 (14.63%), 39 (47.56%) and 18 (21.95%) errors under reference, ellipsis, substitution, conjunction and lexical cohesion, respectively. Similarly, the students of Mahendra School committed 71 (21.51%) errors. Particularly, they committed 8 (11.26%) 5 (7.04%), 12 (16.90%), 32 (45.07%) and 14 (19.71%) errors under reference, ellipsis, substitution, conjunction and lexical cohesion, respectively. IN the same way,

the students of Readers' Public School committed 69 (20.90%) errors in cohesion. More particularly, 4 (5.79%), 7 (10.;14%), 23 (33.33%), 11 (15.94%) and 24 (34.78%) errors were committed under reference, ellipsis, substitution, conjunction and lexical cohesion, respectively. And finally, the students of Mahendra English School committed 108 (32.72%) errors in using cohesion. Out of which, 9 (8.33%), 15 (13.88%), 23 (21.29%), 23 (21.29%) and 38 (35.18%) errors were committed under reference ellipsis, substitution, conjunction and lexical cohesion, respectively.

Some typical examples of erroneous sentences under this category were:

- a. I am weak in games. ^BAnd I won the volleyball match. (conjunction, Mahendra H.S.S.)
- b. They are all winners ^Bwhich held different position in various games. (Reference, Readers', Sushila)
- c. You stopped coming to school and ^Bso I (Ellipsis, Mahendra H.S.S., Ramesh)
- d. I ^Bstay in Tamghas, Khanigaun (Lexical, Siddhababa, Soniya)
- e. ^BMy mummy always cares us (Reference, M. English, Manoj)
- f. Our principal ^Bgave the prizes.(cohesion, M.H.S.S.)
- g. Who won the matches but ^BReena won. (Substitution, M.E.S., Anita)
- h. I have a poor family in economy. ^BBut I need a scholarship. (Conjunction, Reders' Deepa)

3.5 Comparison of Errors between Public and Private Schools in Total

Table No. 15

Comparison of Errors between Public and Private Schools

S.N.	Types of errors	Public School		Private School		Total	
		No.	%	No.	%	No.	%
1	Agreement:						
	i. subject-verb	169	65	91	35	260	27.34
	ii. Object-verb	98	65.33	52	34.66	150	15.88
2	Articles						
	i. Addition	43	78.18	12	21.81	55	5.82
	ii. Omission	37	53.62	38	46.37	69	7.30
	iii. Substitution	38	47.5	42	52.5	80	8.47
3	Cohesion						
	i. Reference	15	53.57	13	46.42	28	2.96
	ii. Ellipsis	11	33.33	22	66.66	33	8.49
	iii. Substitution	24	34.28	46	65.71	70	7.41
	iv. Conjunction	71	67.61	34	32.38	105	11.12
	v. Cohesion	32	34.04	62	65.95	94	9.95
Total		538	56.99	406	43.00	944	100.00

The table above presents the school wise errors in different grammatical items and linguistics mechanics (cohesive devices) between public and private schools. The students of public school committed 169 (65%) and 98 (65.33%) errors in subject-verb agreement and object-verb agreement, respectively, whereas the students of private school committed 91 (35%), and 52 (34.66%) errors for the same item, respectively. So, it is clear that the students of private school showed better performance in agreement than public school. Similarly, the second grammatical aspect in article, the students of public school committed 43 (78.18%), 37 (53.62%), and 38 (47.5%) errors in due to addition,

omission and substitution, respectively whereas the students of private school committed 12 (21.81%), 32 (46.37%) and 42 (52.3%) error in addition, omission, and substitution, respectively. This data showed that the students of private school were found better performance due to addition and omission of article but were weaker in substitution of article than the students of public school.

Finally, the third linguistics mechanics (cohesive devices) in cohesion, the students of public school committed 18 (53.57%), 11 (33.33%), 24 (34.28%), 71 (67.61%) and 32 (34.04%) errors in reference, ellipsis, substitution, conjunction and lexical cohesion, respectively, whereas the students of private school committed 13 (46.42%), 22 (66.66%), 46 (65.71%), 34 (32.38%) and 62 (65.95%) errors in reference, ellipsis, substitution, conjunction and lexical cohesion, respectively. So, it is clear that the students of public school were found better in ellipsis, substitution and lexical cohesion of cohesion but were found poorer in reference and conjunction of cohesion than the students of private school.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The researcher carried out a rigorous analysis of the errors in agreement, articles, and cohesion in writing letters to meet the objectives and to make his study precise. From the recognition, analysis and interpretation of the errors committed by the grade ten students in writing letters, the researcher came up with the following findings:

1. The students committed 944 errors in total. They committed 441 (46.71%), errors in the first item, i.e. in personal letter, 244 (25.84%) errors in the second item, i.e. letter of sympathy, and 259 (27.43%) errors in the third item, i.e. letter of application. Thus, they committed the highest number of errors in personal letter and the lowest number of errors in letter of sympathy.
2. The students committed 410 (43.43%), 204 (21.61%), and 330 (34.95%) errors in agreement, articles, and cohesion, respectively. They committed the highest number of errors in agreement and the lowest number of errors in article. So, agreement was found to be the most problematic for the students.
3. The students committed 260 (63.41%) and 150 (36.58%) errors in subject-verb agreement and object-verb agreement, respectively. Thus, subject-verb agreement was found to be more problematic for them.
4. Regarding the use of articles, the students committed 55 (26.96%), 69 (33.82%) and 80 (39.21%) errors due to addition, omission and substitution, respectively. This data showed that they committed the highest number of errors due to substitution and the lowest number of errors due to addition.
5. While maintaining cohesion, the students committed 28 (8.48%), 33 (10%), 70 (21.21%), 105 (31.81%) and 94 (28.48%) errors under

reference, ellipsis, substitution, conjunction and lexical cohesion, respectively. It showed that they committed the highest number of errors under conjunction and the lowest number of errors under reference.

6. While comparing between the students of public school and private school, the students of public school committed 538 (56.99%) and the students of private school committed 406 (43%) errors in total. It showed that as a whole, the students of public school committed more errors than the students of private school

4.2 Recommendations

On the basis of the findings of the study, the following recommendations have been made for pedagogical implications:

1. The students should be given the format, structures, model and mental exercises while teaching writing letters, i.e. personal letter, letter of sympathy and letter of application and other kinds of writing letters. Ample practice should be done on producing relevant ideas in a consequent ways for writing letters.
2. To avoid the errors of agreement, the concept of singular, plural and non-count nouns and the forms of verbs that agree with those nouns/noun phrases should be clearly taught to the students. Subject-verb agreement should be taught by relating the form of verb to the number of subject and object-verb agreement by relating the form of verb to the number of object. Special attention should be paid while teaching subject-verb agreement and regular practice should be provided in the classroom.
3. The teacher should provide the students with sufficient exposure regarding the use of articles that contain the rules of it.
4. The students should be provided with ample exercises on reference (pronoun), elliptical sentences, conjunctions and lexical cohesion to maintain cohesion in a piece of writing. It is better to teach pronoun in

combination with masculine, feminine and neuter gender rather than teaching in isolation.

5. The students should be encouraged to write the complete sentences.
6. More practice exercises on each of the problematic areas should be provided.
7. The students should be encouraged to write different kinds of letters and to self-correct and peer correct, and finally the teacher should check the samples. The teachers of those school should focus on the areas of agreement, articles and cohesion.
8. The students of public school should be focused on agreement more than private school whereas the students of private school should be focused on cohesion more than public school.

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APPENDICES

APPENDIX-I

TEST ITEM

These test items have been prepared to collect the data for a research study on error analysis entitled Errors committed by tenth graders in writing letters for an M.Ed. Thesis in English Education. The researcher hopes that you all cooperate in making this study complete. The information that you provide will have significant contribution not only to this research work but also to the whole programme of English language teaching-learning activities.

Thank you,

Researcher

Dochandra Kunwar Magar

T.U., Kirtipur

Please, supply necessary information and answer all the items that follows:

Name:

Address:..... Sex:

School:

- Q. No. 1. Write a letter to your pen friend describing the curricular activities which had happened during your school's anniversary day. (use at least 140 words)
- Q. No. 2. Write a letter of sympathy to your friend who had an accident and is in hospital. (use at least 80 words)
- Q. No.3. Write a letter to your school's principal asking for a scholarship. (use at least 80 words)

APPENDIX-II

LIST OF SCHOOLS AND STUDNETS

A. Public Schools

I. Shree Siddhababa Higher Secondary School, Tamghas, Gulmi

<u>Students' Name</u>	<u>Roll No.</u>
1. Deepesh Pandey	20
2. Surya Bahadur Shrees	78
3. Nimesh Kunwar	25
4. Sunil G.C.	21
5. Pawan Panthi	12
6. Upendra Aryal	57
7. Basundhara Sharma	80
8. Milan Panthi	10
9. Amrita Nagarkoti	1
10. Bishnu Tangnami	43
11. Sangita Pokhrel	4
12. Saraswati Shrestha	72
13. Soniya Bhusal	88
14. Sita Bhandari	39
15. Baburam G.C.	2
16. Pooja Gharti	6
17. Rekha Sharma	84
18. Raj Khanal	8
19. Durga Bahadur Basnet	9
20. Babita Thapa	49

II. Shree Mahendra Higher Secondary School, Tamghas, Gulmi

Students' Name	Roll No.
1. Amrit Pandey	5
2. Madhu Panthi	3
3. Dhunda Bista	6
4. Surya Pariyar	10
5. Sabita Bhalami	12
6. Laxmi Belbase	16
7. Ramesh Pandey	18
8. Shiva Thapa	19
9. Bhuwan Thapa	21
10. Shanta Gautam	44
11. Pabitra Kunwar	89
12. Raju B.K.	70
13. Laxmi Kunwar	71
14. Sabin Rana	74
15. Asbin Paudel	27
16. Usha Pariyar	1
17. Bikram Gharti	7
18. Prakash Chudara	44
19. Jitendra Tamrakar	33
20. Bharat Bhusal	32

B. Private Schools

I. Readers' Public English Boarding School, Tamghas, Gulmi

Students' Name	Roll No.
1. Sushila Bhdhathoki Magar	28
2. Tom Budha	31
3. Deepak Khatri	10
4. Pooja Shres	20
5. Chadani Malla	8
6. Krishna Panthi	17
7. Arun Khatri	5
8. Upanshu Thapa	33
9. Aabiskar Khatri	1
10. Karishma Sartunge	15
11. Laxmi Tandan	9
12. Radha Basnet	22
13. Deepa Karki	9
14. Sapana Dhurel	26
15. Aashna Aryal	3
16. Gyanendra Bhandari	13
17. Aashish Shrees	20
18. Sardha Shrestha	27
19. Sudeep Marasini	30
20. Durga Thapa	12

II. Mahendra English Boarding School, Tamghas, Gulmi

Students' Name	Roll No.
1. Sarmila Basnet	10
2. Krishna Kunwar	9
3. Manisha Sinjali	5
4. Manoj Marasini	23
5. Bishwo Shrestha	8
6. Santosh Panthi	3
7. Basanta Chanda	55
8. Meena Basnet	50
9. Punam Tandan	4
10. Gita Rana	40
11. Nilam Shrestha	26
12. Anita Shrees	20
13. Sunita Gyawali	49
14. Ganga Neupane	5
15. Kersingh Shrees	2
16. Kamala Parajuli	2
17. Sangita Pandey	24
18. Manisha Shrestha	11
19. Yam Bahadur Thapa	27
20. Bimal Pariyar	36

APPENDIX-III
ERRORS COMMITTED BY ALL THE STUDENTS

1. Shree Siddhababa H.S.S., Gulmi, Tamghas

S.N.	Name	Test item	Agreement	Article	Cohesion	Total
1	Deepesh	I	4	1	2	7
		II	2	0	0	2
		III	3	0	1	4
2	Surya	I	2	1	3	6
		II	3	1	1	5
		III	1	1	0	2
3	Nimesh	I	2	1	3	6
		II	3	0	1	4
		III	1	1	0	2
4	Sunil	I	1	2	1	4
		II	2	0	1	3
		III	1	0	2	3
5	Pawan	I	4	1	3	8
		II	2	0	0	2
		III	3	2	0	5
6	Upendra	I	4	0	4	8
		II	2	0	1	3
		III	1	2	1	4
7	Basundhara	I	2	0	5	7
		II	1	0	1	2
		III	1	1	2	4
8	Milan	I	2	0	0	2
		II	0	1	0	1
		III	3	2	2	7
9	Amrita	I	2	0	3	5
		II	2	1	0	3
		III	1	1	1	3

10	Bishnu	I	3	0	0	3
		II	2	2	2	6
		III	2	0	1	3
11	Sangita	I	2	1	2	5
		II	0	0	0	0
		III	1	1	2	4
12	Saraswati	I	5	1	1	7
		II	0	0	0	0
		III	1	0	4	5
13	Soniya	I	1	0	2	3
		II	3	0	0	3
		III	3	1	1	5
14	Sita	I	5	2	1	8
		II	2	0	1	3
		III	3	2	0	5
15	Baburam	I	4	1	2	7
		II	1	1	3	5
		III	0	1	1	2
16	Pooja	I	2	0	3	5
		II	1	0	0	1
		III	2	1	0	3
17	Raj	I	1	2	2	5
		II	2	0	0	2
		III	2	1	2	5
18	Rekha	I	2	0	2	4
		II	3	0	2	5
		III	1	0	0	1
19	Durga	I	2	2	3	7
		II	1	3	0	4
		III	1	2	1	4
20	Babita	I	2	1	2	5
		II	2	0	3	5
		III	1	1	1	3
			118	45	82	245

2. Shree Mahendra Higher Secondary School, Gulmi, Tamghas

S.N.	Name	Test item	Agreement	Article	Cohesion	Total
		II	0	3	1	4
		III	3	1	0	4
2	Madhu	I	2	0	2	4
		II	2	1	1	4
		III	0	1	2	3
3	Dhunba	I	2	1	3	6
		II	3	2	1	6
		III	2	1	1	4
4	Surya	I	0	1	2	3
		II	2	3	0	5
		III	1	1	1	3
5	Sabita	I	2	0	2	4
		II	3	1	2	6
		III	2	0	1	3
6	Laxmi	I	2	1	0	3
		II	3	0	1	4
		III	3	1	1	5
7	Ramesh	I	0	1	1	2
		II	1	1	2	4
		III	2	0	0	2
8	Shiva	I	2	1	1	4
		II	2	0	1	3
		III	2	1	1	4
9	Bhuwan	I	2	2	0	4
		II	2	1	2	5
		III	3	0	1	4

10	Shanta	I	2	2	1	5
		II	4	2	0	6
		III	2	1	1	4
11	Pabitra	I	2	0	0	2
		II	3	1	2	6
		III	1	0	0	1
12	Raju	I	2	3	2	7
		II	3	2	0	5
		III	5	0	1	6
13	Laxmi	I	2	1	2	5
		II	1	0	2	3
		III	2	0	2	4
14	Sabin	I	4	2	1	7
		II	4	3	1	8
		III	3	3	2	8
15	Asbin	I	2	0	0	2
		II	3	2	0	5
		III	2	1	2	5
16	Usha	I	3	2	0	5
		II	3	1	2	6
		III	3	2	3	8
17	Bikram	I	3	2	1	6
		II	2	0	2	4
		III	3	3	0	6
18	Prakash	I	4	3	2	9
		II	4	2	1	7
		III	5	2	2	9
19	Jitendra	I	3	0	1	4
		II	4	3	0	7
		III	2	1	1	4
20	Bharat	I	5	1	2	8
		II	4	2	0	6
		III	3	1	1	5
			149	73	71	293

3. Readers' Public High School, Gulmi, Tamghas

S.N.	Name	Test item	Agreement	Article	Cohesion	Total
1	Sushila	I	4	1	2	7
		II	3	0	2	5
		III	0	1	0	1
2	Tom	I	0	1	2	3
		II	0	2	1	3
		III	1	0	1	2
3	Deepak	I	0	1	2	3
		II	0	0	0	0
		III	1	3	2	6
4	Pooja	I	1	0	1	2
		II	1	1	0	2
		III	2	1	2	5
5	Chadani	I	1	2	1	4
		II	1	1	1	3
		III	0	1	1	2
6	Krishna	I	2	2	2	4
		II	1	1	0	3
		III	0	0	1	2
7	Arun	I	1	1	1	3
		II	1	0	0	3
		III	0	1	1	2
8	Upanshu	I	1	1	0	2
		II	3	1	2	6
		III	1	1	0	2
9	Abiskar	I	0	0	0	0
		II	1	0	1	2
		III	1	0	0	1

10	Krishna	I	0	0	1	1
		II	0	0	1	1
		III	2	0	1	3
11	Laxmi	I	2	2	3	7
		II	1	1	2	4
		III	1	0	0	1
12	Radha	I	3	1	1	5
		II	0	2	0	2
		III	1	1	1	3
13	Deepa	I	1	0	2	3
		II	1	0	1	2
		III	1	1	0	2
14	Sapana	I	1	1	2	4
		II	1	0	0	1
		III	2	0	3	5
15	Aashna	I	2	0	1	3
		II	3	0	0	3
		III	1	1	0	2
16	Gyanendra	I	2	0	3	5
		II	1	3	1	5
		III	2	1	0	3
17	Aashish	I	1	0	3	4
		II	1	1	2	4
		III	0	2	0	2
18	Saradha	I	2	1	1	4
		II	1	2	1	4
		III	0	2	1	3
19	Sudeep	I	0	1	6	7
		II	1	1	2	4
		III	0	1	1	2
20	Durga	I	0	0	1	1
		II	0	0	1	1
		III	0	1	1	2
Total			61	49	69	179

4. Mahendra English Boarding School, Gulmi, Tamghas

S.N.	Name	Test item	Agreement	Article	Cohesion	Total
1	Sarmila	I	3	0	3	6
		II	0	2	1	3
		III	2	0	0	2
2	Krishna	I	2	0	2	4
		II	2	1	1	4
		III	0	1	2	3
3	Manish	I	2	0	3	5
		II	2	1	1	4
		III	1	2	2	5
4	Manoj	I	1	0	3	4
		II	2	1	0	3
		III	0	0	2	2
5	Bishwo	I	1	0	3	4
		II	1	0	1	2
		III	0	1	2	3
6	Santosh	I	3	1	2	6
		II	2	0	1	3
		III	0	1	1	2
7	Basanta	I	1	1	3	5
		II	1	1	0	2
		III	1	0	0	1
8	Meena	I	0	0	4	4
		II	1	2	2	5
		III	2	1	4	7
9	Punam	I	2	2	1	5
		II	2	0	2	4
		III	1	1	2	4

10	Gita	I	2	0	4	6
		II	2	0	1	3
		III	1	2	1	4
11	Nilam	I	1	0	5	6
		II	1	2	1	4
		III	2	0	1	3
12	Anita	I	2	0	2	4
		II	1	1	2	4
		III	1	1	1	3
13	Sunita	I	3	0	3	6
		II	1	1	0	2
		III	2	0	0	2
14	Ganga	I	2	0	4	6
		II	1	1	1	3
		III	1	0	2	3
15	Kersingh	I	2	0	1	3
		II	0	0	1	1
		III	1	0	3	4
16	Kamala	I	2	0	1	3
		II	2	0	1	3
		III	0	0	4	4
17	Sangita	I	1	1	3	5
		II	2	0	2	4
		III	1	1	1	3
18	Manisha	I	1	0	2	3
		II	1	0	2	3
		III	1	1	1	3
19	Yam	I	2	1	2	5
		II	2	0	1	3
		III	1	2	0	3
20	Bimal	I	2	1	4	7
		II	2	1	2	5
		III	1	2	1	4
Total			82	37	108	227

APPENDIX-IV
SAMPLES OF THE WRITING LETTERS BY THE STUDENTS