

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. There are different modes of communication. Speaking, writing, use of gesture, touch, smell and sign are the means through which we can transfer our ideas and information. Gesture, tactile, gustatory, olfactory modes of communication are not unique to human beings. That is why they are not dealt with intensively in the field of linguistics. So, we give due attention to the spoken and written forms of language while studying it.

Spoken form of language involves the use of sounds which are produced by our vocal apparatuses. Though vocal apparatuses are not primarily built for language, we make use of them to produce sounds of language. Generally, almost all human beings use spoken form of language to transfer or convey information whereas written form of language involves orthographic symbols called spellings to convey information. Some scholars opine that spoken form is primary and superior to written language. Nowadays, this opinion is losing its supporters because writing system is also becoming strong and standard. Each and everything that is spoken can be represented in written form. By the help of different kinds of machines, all features of speaking can be transformed into written language. Though writing is imperfect representation of speaking into orthographic symbol, it is permanent, explicit, detachable, organized and easy to repeat, easy to produce and receive.

Many researches are carried out on speech. Even they tell us how individual sounds and individual supra-segmentals are produced but the area of written

system is yet neglected. Though researches have been carried out as to how to teach writing, they failed to tell us how to write individual orthographic symbols and individual punctuation marks. Writing needs not only grammar and spelling but also the proper use of punctuation system. Without punctuation marks, writing becomes unintelligible. If we fail to use, misuse or overuse the punctuation marks, we can say that our writing is not good. Not only that the thing we want to convey cannot be conveyed properly.

In our Nepalese context, use of punctuation marks is the least studied area. In government aided schools teaching English starts from class one but teaching of punctuation is not adopted by classroom activities. Teaching of supra-segmental features of speech is very much necessary as teaching of punctuation is important for writing.

1.1.1 Punctuation

Punctuation is everything in written language other than the actual letters or numbers, including punctuation mark inter- word spaces and indentation. According to Gordon (1986), “Punctuation is in many ways of art”. Punctuation is essential for writing to be easily and rapidly understood. (p.2)

Punctuation is a system of not having rules but having guidelines. If we fail to use punctuation properly, our writing becomes unintelligible. We need punctuation system to convey feelings, forces, urgency, tension, rhythm and passion and make meaning clear.

“Punctuation system is the use of any of marks in a written or printed text to separate sentences etc. and to make the meaning clear” (OALD, p.1223).

Spoken form of language makes use of rhythm, intonation, pitch, stress, juncture to show force, passion, surprise, anger and seriousness. Similarly, written form of language makes use of punctuation system along with spelling system to express all the meaning expressed in spoken form of language.

Punctuation marks are the symbols that correspond to neither phonemes of the languages nor to lexemes, but which serve to indicate the structure and organization of writing as well as intonation and pulses to be observed when reading it aloud.

In English, punctuation is vital to disambiguate the meaning of the sentences. e.g. ‘woman, without her man, is nothing’ and ‘woman: without her, man is nothing’ have greatly different meaning. Likewise, ‘eats shoots and leaves’ and ‘eats, shoots and leaves’. (Truss, 2003, p.2)

Rules of punctuation vary with language, geographical location, register and time and are constantly evolving. Certain aspects of punctuations are stylistic and are thus the author’s choice e.g. telegraphic language forms, such as those used in online chat, text message and sms may have widely different rules.

1.1.1.1 History of Punctuation Marks

In ancient time there was no use of punctuation mark. Expanding the use of writing to more abstract concepts required some way to disambiguate meanings. Until the 18th century, punctuation was principally an aid to reading aloud; after that time its development was as a mechanism for insuring that the text made sense when read silently. According to Parker (1993, p.3), ‘the oldest known document that uses punctuation is the Mesha tele (9th century). This implies points between the words and horizontal strikes between the sense sections as punctuation’.

The Greeks were using punctuation marks consisting of vertically arranged dots (:). Usually two (c.f. modern colon) or three dots were used around the 5th century B.C. ‘Greek playwrights Euripides and Aristophanes used symbols to distinguish the ends of phrases in written drama. This essentially helped the plays, cast to know when to pause’ (Parker 1993, p.3). Likewise, they used different symbols to divide speeches, known as commas (indicated by a contoured dot [.]).

In around the 1st century B.C, humans also adopted symbols to indicate pauses. Use of punctuation dramatically increased after the production of Bible. Near about the 400 AD this system was considerably improved. Aldus Manutius and his grandson were the main inventors of the standardized system of punctuation (ibid).

Other European languages use some punctuation as English. Punctuation marks are particularly variable across European languages. Likewise, Greek question mark is written as a sign of resembling the English semi-colon, Arabic uses question mark [?].

Originally, Sanskrit had no punctuation. In the 1600 AD Sanskrit and Marathi, both written in the Devanagari script started using vertical bar () to end the line of a prose and double bar () to end the verse. Chinese, Japanese and Korean did not use punctuation before the modern era (20th Century). The modern use of punctuation started after the invention of printing all around the world.

1.1.1.2 Types of Punctuation Marks

Punctuation marks are the marks used to clarify meaning by indicating separation of words into sentences and clauses and phrases. Orthography or written system, a method of representing sounds of language by written or

printed symbol. This needs simple use of different punctuation marks. The types of punctuation marks may vary from language to language. Generally, types of punctuation marks are given below:

Apostrophe (')

Square bracket ([])

Colon (:)

Comma (,)

Exclamation mark (!)

Hyphen or dash (-)

Parenthesis ((or))

Full point/ full stop/ period/ stop/ point (.)

Interrogation point, question mark (?)

Inverted comma, quotation mark or quote (“ ”)

Semicolon (;)

Slash (/)

1.1.1.3 Use and Function of Punctuation Marks

Every language is written with orthographic symbols but only orthographic symbols do not convey the complete message that the writer wants to convey. For that one needs to use the correct use of punctuation marks. The English language is also written with punctuation marks. The correct use and function of punctuation marks is as follows:

1. Full Stop [.]

Full stop is a punctuation mark of the English language which is used at the end of the sentence, unless the sentence is question and exclamation. Full stop is also used with abbreviation.

- e.g. a. Man arrived. He sat down. (Full stop at the end of the sentence)
- b. co., etc., M.P. (with abbreviation)

2. Comma [,]

A comma in writing is like a pause inside a sentence when speaking sentences. Comma separates a sentence into logical elements. Comma has meaning, but it helps us to see the structure and therefore the meaning of the sentence. The uses of comma are as follows:

a. Put a space after a comma. Do not put space before comma.

e.g. Ram, Hari and Sita are friends.

b. Use comma between in terms in a series or list in a sentence; the last two lines usually do not need a comma between them as they are separated by 'and'

e.g. Coffee, tea, sugar, milk and butter etc are used in our daily life.

c. Use comma between three or more adjectives or adverbs.

e.g. I like the old, brown, wooden table. He ran quickly, quietly and effortlessly.

d. Comma is used for two adjectives when 'and' could be used.

e.g. It was short, simple film.

e. Comma is used for numbers over 999, 1,000, 2,000,000 etc.

f. Comma is used for addresses, some data, and titles following a name

e.g. Dr. Jai Raj Awasthi, Professor of English Education, is my guru.

g. Comma is used before or after direct speech.

e.g. He said, "I love you".

h. Comma is used before a co-ordinating conjunction (for, and, nor, but, are, yet, so) to join two independent clauses. If the independent clauses are short and well balanced, a comma is optional

e.g. He didn't want to go, but he went anyway.

He is kind, so he helps people.

i. Comma is used before and after parenthetical elements.

e.g. Ram, who is chairman of a company, is quite old.

j. Comma is used after an introductory element.

e.g. Rushing to catch the flight, he forgets to take his phone.

k. Comma is used to separate sentence adverb from core sentence.

e.g. However, Ram did arrive.

Ram, however, did arrive.

l. Adverbial clauses take comma if they appear at the beginning.

e.g. If I win the lottery, I will buy the bike.

3. Semicolon [;]

a. Semicolon is used instead of a full stop or period. This separates sentences that are grammatically independent but that have closely connected meaning.

e.g. Tara is a good speaker; she speaks very clearly.

b. Semicolon is sometimes used instead of comma because it separates lists of items but if the list is complicated then semicolon is used. So, it is a kind of super comma.

e.g. Rental cars must be returned on time; with a full tank of petrol; in undamaged condition; and at the same locations they were collected from.

4. Dash [-]

A dash is a horizontal line that shows a pause or break in meaning or that represents missing words or letters. Dashes are often used informally instead of commas, colons and brackets. A dash may or may not have space on either side of it.

a. Dash is used to show a pause or break in meaning in the middle of a sentence.

e.g. My brothers- Richard and John – are visiting.

b. Dash is used to show that letters and words are missing.

e.g. They are really f-d up.

I will look – the children.

5. Apostrophe [']

It is a mark which is used over the words for the following purposes:

- a. It is used in possessive form.
e.g. Ram's brother (brother of Ram)
- b. It is used in contracted forms.
e.g. Can't (can not)
Don't (do not)
Who's (who is)
- c. It is used to show the plural of letters and numbers.
e.g. Do you like music from the 1960's?

6. Question mark [?]

It is the mark which is used to indicate a question or query. Question mark has the following types of uses:

- a. It is used at the end of all direct questions:
e.g. What is your name?
- b. It is used after a tag question.
e.g. You are a teacher, aren't you?
- c. It is used after Yes/No question.
e.g. Are you a teacher?

7. Exclamation Mark [!]

An exclamation mark usually shows strong feeling, such as surprise, anger or joy. Exclamation marks are most commonly used in writing quoted speech.

The common uses of exclamation are as follows:

- a. It is used to indicate strong feelings or raised voice in speech.
e.g. She shouted at him "Go away! I hate you!"
- b. It is used in interjections.
e.g. Hi! What's new?

8. Quotation Mark [“ ”]

It is a punctuation mark which is used to show the beginning and end of a word or phrase or sentence that is someone special or comes from outside the text that we are writing. Quotation mark can be double (“ ”) or single (‘ ’) which is a matter of style. Quotation marks are also called “quotes” or “inverted commas”. The uses of quotation mark are as follows:

a. It is used around title or name of a book, film, ship, etc.

e.g. a. Shakespeare’s drama “Hamlet” was famous.

b. It is used around a piece of text that we are quoting or citing, usually from another source.

e.g. Crystal (2000) argues that, “punctuation plays a critical role in the modern writing system”.

c. It is used around dialogue or direct speech.

e.g. Ram said, “Do you love me, Sita”?

d. It is used around a word or phrase that we want to make “special” in some way.

e.g. Listen! You have to go to “Kathmandu” instead of “Pokhara”.

9. Colon [:]

a. It is the punctuation mark used to introduce a list of items.

e.g. There are our options: we go by train and leave before the end of the show. We take the car and see it all.

b. The colon is also used (in front writing) before a clause or phrase that gives more information about the main clause.

e.g. The garden has been neglected for a long time: It has overgrown and full of weeds.

c. It is used to introduce a quotation, which may be intended.

e.g. Mr. Ram writes: The truth was, perhaps, that Britain in the year from 1974 to 1983 had not changed all that fundamentally.

(Source: Wordnet3.0, Farlex clipart collection, 2003-2008 Princeton University, Farlex Inc.)

1.1.2 Error Analysis And Punctuation Error

Error analysis is the first approach to the study of SLA which includes an internal focus on learner's creative ability to construct language. Error analysis came into existence as a reaction to the Contrastive Analysis. It replaced the CA by telling that predictions of CA did not always materialize in actual learner errors, linguistic theory changed; the focus on surface level shifted to the concern for understanding rules, and the concept of habit formation in language acquisition is changed. Language thus came to be understood on rule governed behaviour.

To quote Corder (1975) is very fruitful here:

A learner of a language is progressively changing his language performance to bring more into line with that of the native speaker. Instability in the characteristics of his language is thus both to be expected and desired..... A learner's sentence may be deviant, ill formed, incorrect or erroneous only in the sense that they are not fully desirable in the terms of the grammar of his mother tongue or the target language (p.122).

Brown (1987) says, "Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgment, miscalculations and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information (p. 204)."

Thus, error analysis is a type of linguistic analysis that focuses on the errors learners make. In other words, it is a technique for identifying, classifying and systematically interpreting the erroneous form of language produced by second language learner.

As Corder (1975) says,

From the study of learner's error 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 term we build up a picture of the features of language which are causing him learning problems (as cited in Rai, 1999, p.155).

Error analysis is a technique or process through which we come to know the weakness is of a learner, the areas where learners commit mistakes, the area of language that the learner needs to learn etc.

1.1.2.1 Steps of Error Analysis

Errors analysis is not done in a haphazard way. It is a systematic process. The procedure for error analysis according to Ellis (1994, p.51) are as follows:

-) Collection of a sample of learner language
-) Identification of errors
-) Description errors
-) Explanation of errors
-) Evaluation of errors (as cited in Saville- Troike, 2006,p.39)

The above steps of Error Analysis are analysed in the following way:

i. Collection of a Sample of Learner Language

For error analysis, samples of learner language are basis, which include data collected from many learners who respond to the same kind of task or test. Samples are collected in order to determine patterns of change in error occurrence with increasing L2 exposure and proficiency.

ii. Identification of Error

This is the first step in the analysis, which requires determination of elements in the sample of learner language which deviate from the target L2 in the same way. Corder (1967) uses the term “recognition of error”. He further distinguishes between systematic errors (which result from learner’s lack of L2 knowledge) and mistakes (the results from some kind of processing failure such as a lapse in memory, which he excludes from the analysis).

Identification or recognition of error is very complex task because whether the utterance used by the learner is right or wrong depends on the context that needs correct interpretation of learner’s intended meaning.

According to Rai (2001), “Language as a code, a set of rules for generating syntactically, phonologically and syntactically well formed sentences, then a branch of the code i.e. use of wrong rules or a misuse of right rules may result superficially ill formed sentences”(p.161)

Corder (1998) says that non native speakers sometimes commit mistake in the use of code: contextually or situationally.

Thus, in second stage, it is to identify which one is not to analyze the errors of the learners.

iii. Description of Errors

After we get sufficient data related erroneous use of language, then the job of the linguists is to describe the data as the basis of their nature.

As Seville- Troika (2006 p.39) says, ‘For purpose of analysis, errors are usually classified according to the level, general linguistic category or more specific linguistic elements.’

Thus, description or classification of error can be done in different dimensions or parameters. According to Rai (2001, p. 162) they are as follows:

-) Classification of errors according to the level of language: Phonological, graph logical or lexical.
-) Classification according to skills: expressive or receptive.
-) Classification on the basis of numbers of learner who make mistakes: individual or group error.
-) Classification according to the gravity of error: local error or global error.
-) Classification of error according to predictability: systematic and non systematic.

iv. Explanation of Errors

In this stage, different sources of errors committed by the learners are found out. Errors are committed either by interlanguage interference or intralinguistic interference. Inter-linguistic interference means the interference of mother tongue. Intra linguistic interference or cause of errors not by another language but the language itself is the cause of error such as, analogical creation, overgeneralization and hyper-correction. For Rai (2000 P. 162) “errors may also be may be due to the sociological factor. It includes age, sex, social background, etc. They may be created due to some physical discomfort and sickness”.

v. Evaluation of Error

According to Saville- Troike (2006 p. 40), evaluation of error refers to the analysis of what effect the errors have on whoever being addressed: e.g. how ‘serious’ it is or to what extent it affects intelligibility or social acceptability.

The evaluation of error deals with the judgment of the error in terms of seriousness. They are judged on the basis of error gravity: 'global error': errors which all second language learners commit all around the world and local error: errors committed by the second language learners in particular area, intralingual error: errors which are committed due to the lack of appropriate knowledge of the target language and interlingual error: errors due to the interference of mother tongue of learner, 'lexical error': errors at the word level and 'grammatical error': errors at the grammatical level due to the lack of sufficient knowledge of grammatical rules of target language. Grammatical error and interlingual error are considered more serious than other errors.

Rai (2000, p, 104) says that communicative criterion, attitudinal criterion and pedagogical criterion are the basis of error evaluation. Those errors that break the communication are considered more serious. Seriousness of errors depends on the attitude of the listener. Those errors which are related to teaching items are supposed to be more serious.

1.1.2.2 Punctuation Error

During the process of acquiring/ learning second or foreign language, learner produces erroneous forms of language. While learning writing system of language, learners have to learn the correct use of punctuation marks of that language. Use of punctuation marks is not the universal phenomenon. So, punctuation marks are language specific. For example, we use (.) at the end of the declarative sentence in English but we use (।) at the end of the sentence in Nepali. So, while learning the writing system of language, a learner has to learn the punctuation marks of the particular language. Erroneous use of punctuation marks leads misunderstanding in the reader. To make our writing clear, forceful and standardized, we have to make the use of punctuation mark

properly. So, punctuation errors are called the errors in the use of punctuation mark in writing. Generally, learners make three types of punctuation errors: According to Gordon (1986),

1. They make error not using the punctuation mark,(no use).
2. They make error using punctuation mark unnecessarily,(over use).
3. They make error using punctuation mark erroneously,(wrong use).

1.2 Review of the Related Literature

Lots of researches have been carried out in the field of error analysis all around the world. But the nature of error analysis has been changing from the beginning to present. In the beginning, error analysis was done to detect the errors committed by learners which was considered as the bad habits and should be removed. But the concept was changed after the publication of S.Pit Corder's (1967) article on " The Significance of Learner's Errors" which calls on applied linguistics to focus on learners' errors not as ' bad habit' to be eradicated, but as source of insight into the learning processes" (as cited in Saville- Troike,2006, p.88).

Sherestha (1980) carried out a study to find out the errors in the use of English whether there is any influence of mother tongue in the use of preposition or not. He found that there is no mother tongue interference in the use of English preposition.

Similarly, Shrestha (1989) conducted a research to find out errors committed by the tenth grade in the use of subject verb agreement. For that, he prepared fundamental rules on subject verb agreement by raising a set of questionnaire to the native speakers of English. He came to the conclusion that most of the learners produce erroneous form of language in relation to subject verb agreement. Similarly, Singh (1997) conducted a research entitled 'An analysis

of Error Committed by Students of first year proficiency level in the use of article and preposition'. He also attempted to evaluate the seriousness of errors on the basis of judgment of the native speaker. He came up with the conclusion that different students having different mother tongue are found to have committed different errors.

Adhikari (1999) carried out a research of similar nature. He conducted research with the aim to find out the errors committed by the ninth graders in the use of causative verbs. He conducted his research in Gorkha district. He found that students committed errors due to ignorance of rule restrictions and most of the errors were due to the negative effect of grammar translation method.

Likewise, Khatri (2001) carried out a research to identify and analyse the errors in the use of punctuation marks committed by students studying in grade 10. He found that most of the errors committed were due to not using full stop, capital letter, comma, wrong use of punctuation mark and students were found committing errors in all types of writing. Though this study tried to study the errors by the students but that is done in a descriptive way. It dealt with what students have committed not with why they committed those errors? Not only that it also does not deal with question that whether there was any role of input behind the erroneous production of students. Thus, my research is different from Khatri's research. I conducted this study to find out the roles of language input in the correct use of punctuation marks in writing. Input means the amount of language exposure given to them. Students from English background are considered as having more exposure than non-English background.

Bhattarai (2001) conducted a research entitled 'A Study on the use of Punctuation in Free Writing'. It aimed to analyse the occurrence, correct use and erroneous use of punctuation. It is directly related to the use of punctuation

in free writing. It also aimed to establish the hierarchies of different items of punctuation found in free writing on the basis of what types of punctuations students have used. He found that students had used thirteen items of punctuation. Seventy seven to seventy nine percent of punctuations were used correctly. Very less numbers of punctuation were found to have been used erroneously. Bhattraï's research is descriptive in nature; it did not deal with the error analysis part. But the present thesis studied the errors committed by the students analytically as well as comparatively. No researches have been found conducted on this topic so my research is unique and new in the field of research related to punctuation in writing. Similarly, Barakoti (2002) conducted a study to find out the errors committed by PCL second year students in free writing. While analyzing errors, he tried to limit his study within the area of tense, agreement, preposition and article in different campuses. He found that 47% of students committed errors in the use of tenses, 17% in agreement, 11-7% in preposition and 23-5% in article. This evidence shows that most of the learners commit error in the use of tense.

Pokherel (2006) carried out a research entitled 'A study on Lexical Errors Committed by Eleventh Graders'. He limited his research on the contextual use of language and public schools. He concluded that students committed less error when they are provided context and committed more errors when they were not provided with context. Likewise, Ghimire (2007) conducted another similar study to analyze errors in the use of conditional sentences by class X students. He aimed to find out the errors made by the students in the use of conditional sentences. He collected the data from private and public schools. He came to the conclusion that students from public schools committed more mistakes in the use of conditional sentences than students from private schools. Similarly, girls committed more errors than boys.

Pun (2007) carried out a study to identify and analyse the errors in the use of relative clauses by 10th graders of government aided school. He found that most of the errors were found in making independent sentences. Students committed errors by using relative pronouns inappropriately. Most of the students committed errors in use of relativised possessive determiners and interrogative sentences with embedded relative clause. Learners also committed error due to the lack of recognition of deleted relative pronouns and adverbs.

All the researcher reviewed up to now were not directly related to my topic of research. By nature, they were related to error analysis but they dealt with the different areas of language. They did not touch the area of writing. Though Barakoti tried to relate his study with writing system but he conducted his research with different perspective.

The present study, by nature, is an error analysis done on punctuation errors committed by PCL first year students of campuses and eleventh graders of higher secondary school respectively. In addition to that the researcher compared the girls and boys to find out the differences among them. The researcher also compared the frequency of errors or rate of errors between students of English background and non-English background.

1.3 Objectives of the Study

The objectives of this study were as follows:

-) to find out the frequency of punctuation errors committed by students in guided and free writing.
-) to compare the frequency of punctuation errors between:

- Male students vs. female students.
 - Students from English background vs. from non-English background.
-) to suggest some pedagogical implications.

1.4 Significance of the Study

English is taught as a compulsory subject from primary level in our country. Writing skill along with other skills is taught. Up to PCL, 1st year level students learnt English for eleven years but they fail to use punctuation mark properly while writing a text. As we all know, without punctuation writing becomes unintelligible but this is the most neglected part of writing skill in our context. So, this study aims to find out the errors and analyze them to know whether they are due to the lack of proper input or due to negligence of teacher and students. It throws the light on the mechanistic aspect of writing which is its soul. I hope this will provide insight to the teachers and planners to plan language curriculum and activities related to teaching and learning e.g. syllabus designing, textbook writing, etc. Similarly, language students and persons who give due interest in writing will be benefited from this study.

1.5 Definitions of the Specific Terms

There are some of the special terms used in this research like English students and non-English students. These terms are defined as follows:

i. English Students

English students refer to those students who have English background of the education. The schooling of these students is done in boarding schools, where the English language is practiced to the students from the very beginning of learning process.

ii. Non-English Students

Non-English students refer to those students who do not have the English Background of the education. These students are taught in the public schools where the English language is given least priority. These students learn the English words after many years of schooling, may be in the fourth or fifth grade. The non-English students learn all subjects in Nepali language and only “English” in the English language.

CHAPTER-TWO

METHODOLOGY

This chapter deals with the plans and procedures of the study which were followed by the researcher to achieve the desired objectives of the study. The methodology adopted to conduct this study was as follow:

2.1. Sources of Data

While conducting this research, the researcher used both primary and secondary sources of data.

2.1.1. Primary Sources of Data

Primary sources of this study were fifty students of the eleventh grade and fifty students of PCL 1st year from different colleges and campuses in Kathmandu district. Such as: Mahendra Ratna Campus, Tri Chandra Campus, Shankar Dev Campus, Ratna Rajya Campus, Bhaktapur Campus and colleges were; Santwona College, Global College, Bern Hardt College, Madan Bhandari Memorial College and White House College.

2.1.2. Secondary Sources of Data

Different books, journals, articles, theses, newspaper articles were consulted while carrying out this research which were the secondary sources of this study such as Gordon (1987), Allen & Corder(1978), Corder (1975), Rai (2001), Saville-Troike (2006), Singh (1997), Adhikari (1999), Khatri (2001), Bhattra(2001), Barakoti (2002), Ghimire(2007), Pun (2007), etc.

2.2 Population of the Study

Students of Eleventh Grade and PCL First Year were the population of this study. Out of them, 100 students were the sample population of this study.

Among them, 50 students were eleventh grade from different +2 college and 50 students were PCL first year from different campuses.

2.2.1 Sampling Procedure

The researcher applied random and non random sampling procedure to select required sample population. The researcher used purposive sampling procedure to select different five campuses and five +2 colleges, and then quota sampling was used to select 50% boys and 50% girls from each college and campus. At last the researcher used random sampling procedure to select each sample unit out of sampling frame.

2.3 Tools for Data Collection

The researcher used the test item for guided writing and free writing as given in appendix 1. So, the set of test items was used as the tool to collect required information.

2.4 Process of Data Collection

The process of data collection was as follows:

- i. First, the researcher collected the names of colleges and campuses by using purposive sampling on the basis of her convenience.
- ii. Then, the researcher selected 10 campuses and colleges.
- iii. After the selection of colleges and campuses, the researcher visited the respective colleges and campuses one by one, and then researcher consulted the concerned authority.
- iv. She took the list of the students and established a rapport with the students.

- v. Then, she made them clear about her purpose of the study. The researcher selected required population using quota sampling as well as random sampling procedures.
- vi. After the selection of sample population, the researcher distributed the test items. Students completed and returned them.

2.5 Limitations of the Study

The limitations of this study were as follows:

-) Kathmandu valley was field of study.
-) Only 100 students were the sample population.
-) Out of 100, 50% were girls and 50% were boys.
-) Five campuses and five +2 colleges were selected.
-) PCL first year students and the eleventh grade were the population of the study.
-) The study was limited to the error analysis in the use of English punctuation marks in guided and free writing.
-) Eleventh grade and PCL 1st year students' achievement levels in the use of punctuation were compared.
-) In this study, comma, full stop, question mark, exclamation mark, colon, semi colon, dash, slash, backlash, inverted comma and apostrophe were observed in students writing.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data obtained from the respondents. For making the research study more convenient, this chapter is divided into three sections. The first section deals with the analysis of the errors in the use of punctuation in guided test items, second section deals with the analysis of errors in the use of punctuation in free writing and third section deals with the comparison between the errors in the use of guided writing and free writing. All sections are accompanied by different sub sections along with charts, tables and quantitative data.

3.1 Analysis of the Errors in the Use of Punctuation Marks

This section deals with the analysis and interpretation of errors committed by the students in the use of punctuation marks in guided writing and free writing.

Table No. 1

Holistic analysis between guided and free writing

Item	Total %	Male %	Female %	English %	Non-English %
Guided writing	73.58	72.56	74.60	66.02	81.20
Free writing	85.31	83.32	87.31	81.10	80.16

The above table shows the errors committed by the students in free writing and guided writing. This table is the summary of all the previous analysis.

According to this table, students have committed more errors in free writing i.e. 85.81% than in guided writing i.e. 73.58%. Male students committed more

errors, 83.32% in free writing than guided writing i.e. 72.56%. Similarly, female students committed 74.60% errors in guided writing and 87.31% errors in free writing. Likewise, English background students committed 66.02% errors in guided writing and 81.10% in free writing. Non-English background students committed 81.20% errors in guided writing and 80.16% in free writing.

3.1.1 Analysis of Errors in the Use of Punctuation Marks in Guided Writing

This section deals with the interpretation and analysis of errors committed by the students in the use of punctuation marks in guided writing.

3.1.1.1 Full Stop

Table No. 2
Errors in the use of full stop in guided writing

S.N	Category	%
1.	Male	55.84
2.	Female	52.5
3.	English	47.5
4.	Non-English	60.84

The above table shows that in the use of full stop, 55.84% errors were committed by male students and 52.5% errors were committed by female students. Similarly, English background students committed 47.5% errors and non-English background students committed 60.84% errors in the use of full stop.

3.1.1.2 Comma

Table No. 3
Errors in the use of comma in guided writing

S.N	Category	%
1.	Male	52.72
2.	Female	46.88
3.	English	42.94
4.	Non-English	56.66

The above table shows that in the use of comma, 52.72% errors were committed by male students and 46.88% errors were committed by female students. Similarly, English background students committed 42.94% errors and non-English background students committed 56.66% errors.

3.1.1.3 Semicolon

Table No. 4
Errors in the use of semi-colon in guided writing

S.N	Category	%
1.	Male	74.36
2.	Female	88.44
3.	English	73.18
4.	Non-English	89.62

The above table shows that in the use of semi-colon, 74.36% errors were committed by male students and 88.44% errors were committed by female students. Similarly, English background students committed 73.14% errors and non-English background students committed 89.62% errors.

3.1.1.4 Colon

Table No. 5
Errors in the use of colon in guided writing

S.N	Category	%
1.	Male	80.44
2.	Female	80.77
3.	English	74.15
4.	Non-English	90.62

The above table shows that in the use of colon, 80.44% errors were committed by male students and 80.77% errors were committed by female students. Similarly, English background students committed 74.15% errors and non-English background students committed 90.62% errors.

3.1.1.5 Dash

Table No. 6
Errors in the use of dash in guided writing

S.N	Category	%
1.	Male	75.84
2.	Female	85.32
3.	English	71.2
4.	Non-English	89.96

The above table shows that in the use of dash, 75.84% errors were committed by male students and 85.32% errors were committed by female students.

Similarly, English background students committed 71.2% errors and non-English background students committed 89.96% errors.

3.1.1.6 Question and Exclamation Mark

Table No. 7

Errors in the use of question/ exclamation marks in guided writing

S.N	Category	%
1.	Male	59.4
2.	Female	55.4
3.	English	42.74
4.	Non-English	82.06

The above table shows that in the use of question/exclamation marks, 59.4% errors were committed by male students and 55.4% errors were committed by female students. Similarly, English background students committed 42.74% errors and non-English background students committed 82.06% errors.

3.1.1.7 Quotation Mark

Table No. 8

Errors in the use of quotation marks in guided writing

S.N	Category	%
1.	Male	94.78
2.	Female	92.52
3.	English	90
4.	Non-English	97.3

The above table shows that in the use of quotation mark, 94.78% errors were committed by male students and 92.52% errors were committed by female students. Similarly, English background students committed 90% errors and non-English background students committed 97.3% errors.

3.1.1.8 Apostrophe

Table No. 9
Errors in the use of apostrophe in guided writing

S.N	Category	%
1.	Male	87.14
2.	Female	95
3.	English	87
4.	Non-English	96.14

The above table shows that in the use of apostrophe, 87.14% errors were committed by male students and 95% errors were committed by female students. Similarly, English background students committed 87% errors and non-English background students committed 96.14% errors.

3.1.2 Analysis of the Errors in the Use of Punctuation Marks in Free Writing

This section deals with the interpretation and analysis of errors committed by the students in the use of punctuation marks in free writing.

3.1.2.1 Full Stop

Table No. 10
Errors in the use of full stop in free writing

S.N	Category	%
1.	Male	25.75
2.	Female	28.12
3.	English	25.05
4.	Non-English	28.26

The above table shows that in the use of full stop, 25.75% errors were committed by male students and 28.12% errors were committed by female students. Similarly, English background students committed 25.05% errors and non-English background students committed 28.26% errors.

3.1.2.2 Comma

Table No. 11
Errors in the use of comma in free writing

S.N	Category	%
1.	Male	90.87
2.	Female	83.08
3.	English	61.57
4.	Non-English	72.58

The above table shows that in the use of comma, 90.87% errors were committed by male students and 83.08% errors were committed by female

students. Similarly, English background students committed 61.57% errors and non-English background students committed 72.58% errors.

3.1.2.3 Semi-colon

Table No. 12
Errors in the use of semi-colon in free writing

S.N	Category	%
1.	Male	100
2.	Female	100
3.	English	100
4.	Non-English	-

The above table shows that in the use of semi-colon, 100% errors were committed by male students and 100% errors were committed by female students. Similarly, English background students committed 100% errors and non-English background students did not use semi-colon.

3.1.2.4 Colon

Table No. 13
Errors in the use of colon in free writing

S.N	Category	%
1.	Male	-
2.	Female	100
3.	English	100
4.	Non-English	-

The above table shows that in the use of colon, 100% errors were committed by female students and English background students have committed 74.15% errors. Bu, male students and Non-English background students did not use colon mark.

3.1.2.5 Dash

Table No. 14

Errors in the use of dash in free writing

S.N	Category	%
1.	Male	100
2.	Female	100
3.	English	100
4.	Non-English	100

The above table shows that in the use of dash, 100% errors were committed by male students and 100% errors were committed by female students. Similarly, English background students committed 100% errors and non-English background students committed 100% errors.

3.1.2.6 Question/ Exclamation Mark

Table No. 15

Errors in the use of question/ exclamation marks in free writing

S.N	Category	%
1.	Male	-
2.	Female	-
3.	English	-
4.	Non-English	-

The above table shows that students did not use question/exclamation marks.

3.1.2.7 Quotation Mark

Table No. 16

Errors in the use of quotation marks in free writing

S.N	Category	%
1.	Male	-
2.	Female	100
3.	English	100
4.	Non-English	100

The above table shows that in the use of quotation mark, 100% errors were committed by female students but male did not use quotation mark. Similarly, English background students committed 100% errors and non-English background students committed 100% errors.

3.1.2.8 Apostrophe

Table No. 17

Errors in the use of apostrophe in free writing

S.N	Category	%
1.	Male	100
2.	Female	100
3.	English	100
4.	Non-English	100

The above table shows that in the use of apostrophe, 100% errors were committed by male students and 100% errors were committed by female students. Similarly, English background students committed 100% errors and non-English background students committed 100% errors.

3.2 Comparison of Errors Committed by Students in Guided and Free Writing

This section deals with the comparison of errors committed by the students in guided and free writing.

3.2.1 Comparison between male and female students in Guided Writing

The comparison between male and female on the basis of errors committed by them in the use of above mentioned punctuation marks is presented below:

3.2.1.1 Full Stop

Table No.18

Errors committed by males and females in the use of full stop

Punctuation Marks	Female (%)	Male (%)	Difference
Full Stop	52.5	55.84	F<M(3.34)

The above table shows the comparison of errors committed by male and female students in the use of full stop. Female students committed 3.34% less error than male students.

3.2.1.2 Comma

Table No. 19

Errors committed by male and female in the use of comma

Punctuation Marks	Female (%)	Male (%)	Difference
comma	46.88	52.72	F<M(5.84)

The above table shows the comparison of errors committed by male and female students in the use of comma. Female students committed 5.84% less errors than male students.

3.2.1.3 Semi- colon

Table No.20

Errors committed by male and female in the use of semi-colon

Punctuation Marks	Female (%)	Male (%)	Difference
Semi-colon	88.44	74.36	F(14.08)>M

The above table shows the comparison of errors committed by male and female students in the use of semi-colon. Female students committed 14.08% more errors than male students.

3.2.1.4 Colon

Table No.21

Errors committed by male and female in the use of Colon

Punctuation Marks	Female (%)	Male (%)	Difference
Colon	80.77	80.44	F(0.33)>M

The above table shows the comparison of errors committed by male and female students in the use of colon. Female students have committed 0.33% more errors than male students.

3.2.1.5 Dash

Table No.22

Errors committed by male and female in the use of dash

Punctuation Marks	Female (%)	Male (%)	Difference
Dash	85.32	75.84	F(9.48)>M

The above table shows the comparison of errors committed by male and female students in the use of dash. Female students have committed 9.48% more errors than male students.

3.2.1.6 Question/ Exclamation Marks

Table No.23

Errors committed by males and females in the use of question/exclamation marks

Punctuation Marks	Female (%)	Male (%)	Difference
Question/ Exclamation marks	59.4	55.4	F<M(4)

The above table shows the comparison of errors committed by male and female students in the use of question/exclamation marks. Female students have committed 4% less errors than male students.

3.2.1.7 Quotation marks

Table No.24

Errors Committed by males and females in the use of quotation marks

Punctuation Marks	Female (%)	Male (%)	Difference
Quotation marks	92.52	94.78	F<M(6.26)

The above table shows the comparison of errors committed by male and female students in the use of quotation mark. Female students have committed 6.26% less errors than male students.

3.2.1.8 Apostrophe

Table No.25

Errors committed by males and females in the use of apostrophe

Punctuation Marks	Female (%)	Male (%)	Difference
Apostrophe	95	87.14	F(7.86)>M

The above table shows the comparison of errors committed by male and female students in the use of apostrophe. Female students have committed 7.86% more errors than male students.

3.2.2 Comparison between English and Non-English Students in Guided Writing

The comparison between English and non English students on the basis of errors in the use of above mentioned respective punctuation marks by them can be presented below:

3.2.2.1 Full Stop

Table No.26

Errors committed by English and non-English students in the use of full stop

Punctuation Marks	English (%)	Non-English (%)	Difference
Full Stop	47.5	60.84	E<NE(13.34)

The above table shows the comparison of errors committed by English and non English students in the use of full stop. English background students have committed 13.34% less errors than non-English background students.

3.2.2.2 Comma

Table No. 27

Errors committed by English and non-English students in the use of comma

Punctuation Marks	English (%)	Non-English (%)	Difference
comma	42.94	56.66	E<NE(13.72)

The above table shows the comparison of errors committed by English and non-English students in the use of comma. English background students have committed 13.72% less errors than non-English background students.

3.2.2.3 Semi-colon

Table No.28

Errors committed by English and non-English students in the use of semi-colon

Punctuation Marks	English (%)	Non-English (%)	Difference
Semi-colon	72.68	89.62	E<NE(16.94)

The above table shows the comparison of errors committed by English and non-English students in the use of semi-colon. English background students have committed 16.94% less errors than non-English background students.

3.2.2.4 Colon

Table No.29

Errors committed by English and non-English student in the use of colon

Punctuation Marks	English (%)	Non-English (%)	Difference
Colon	74.15	87.06	E<NE(12.91)

The above table shows the comparison of errors committed by English and non-English background students in the use of colon. English background students have committed 12.91% less errors than non-English background students.

3.2.2.5 Dash

Table No.30

Errors committed by English and non-English students in the use of dash

Punctuation Marks	English (%)	Non-English (%)	Difference
Dash	71.2	89.96	E<NE(18.76)

The above table shows the comparison of errors committed by English and non-English background students in the use of dash. English background students have committed 18.76% less errors than non-English background students.

3.2.2.6 Question/ Exclamation Marks

Table No.31

Errors committed by English and non-English students in the use of question/ exclamation marks

Punctuation Marks	English (%)	Non-English (%)	Difference
Question/ Exclamation marks	42.74	72.06	E<NE(29.32)

The above table shows the comparison of errors committed by English and non-English background students in the use of question/exclamation marks. English background students have committed 29.32% less errors than non-English background students.

3.2.2.7 Quotation Marks

Table No.32

Errors committed by English and non-English students in the use of quotation marks

Punctuation Marks	English (%)	Non-English (%)	Difference
Quotation marks	90	97.3	E<NE(7.3)

The above table shows the comparison of errors committed by English and non-English background students in the use of quotation mark. English background students have committed 7.3% less errors than non-English background students.

3.2.2.8 Apostrophe

Table No.33

Errors committed by English and non-English students in the use of apostrophe

Punctuation Marks	English (%)	Non-English (%)	Difference
Apostrophe	87	96.14	E<NE(9.14)

The above table shows the comparison of errors committed by English and non-English background students in the use of apostrophe. English background students have committed 9.14% less errors than non-English background students.

3.2.3 Comparison between Male and Female Students in Free Writing

The comparison between male and female on the basis of errors committed by them in the use of above mentioned punctuation marks in free writing is presented below:

3.2.3.1 Full Stop

Table No.34

Errors committed by male and female students in the use of full stop

Punctuation Marks	Female (%)	Male (%)	Difference
Full Stop	28.12	25.75	F(2.37)>M

The above table shows the comparison of errors committed by male and female students in the use of full stop. Female students have committed 2.37% more errors than male students.

3.2.3.2 Comma

Table No. 35

Errors committed by male and female students in the use of comma

Punctuation Marks	Female (%)	Male (%)	Difference
comma	83.08	90.87	F(7.79)>M

The above table shows the comparison of errors committed by male and female students in the use of comma. Female students have committed 7.79% more errors than male students.

3.2.3.3 Semi-colon

Table No.36

Errors committed by male and female students in the use of semi-colon

Punctuation	Female	Male	Difference
Marks	(%)	(%)	
Semi-colon	100	100	F=M

The above table shows the comparison of errors committed by male and female students in the use of semi-colon. Female students and male students committed equal error (100%).

3.2.3.4 Colon

Table No.37

Errors committed by male and female students in the use of colon

Punctuation	Female	Male	Difference
Marks	(%)	(%)	
Colon	100	-	-

The above table shows the comparison of errors committed by male and female students in the use of colon. Female students have committed 100% errors whereas males did not use the punctuation mark at all.

3.2.3.5 Dash

Table No.38

Errors committed by male and female students in the use of dash

Punctuation	Female	Male	Difference
Marks	(%)	(%)	
Dash	100	100	F=M

The above table shows the comparison of errors committed by male and female students in the use of dash. Female students and male students have committed equal error.

3.2.3.6 Question/Exclamation Mark

Table No.39

Errors committed by males and females students in the use of question/ exclamation marks

Punctuation Marks	Female (%)	Male (%)	Difference
Question/ Exclamation marks	-	-	-

The above table shows the comparison of errors committed by male and female students in the use of question/exclamation marks. Female and male students did not use the question and exclamation punctuation marks.

3.2.3.7 Quotation Mark

Table No.40

Errors committed by males and females students in the use of quotation marks

Punctuation Marks	Female (%)	Male (%)	Difference
Quotation marks	100	-	-

The above table shows the comparison of errors committed by male and female students in the use of quotation mark. Female students have committed 100% errors whereas male students did not use the quotation mark.

3.2.3.8 Apostrophe

Table No.41

Errors committed by male and female students in the use of apostrophe

Punctuation Marks	Female (%)	Male (%)	Difference
Apostrophe	100	100	F=M

The above table shows the comparison of errors committed by male and female students in the use of apostrophe. Female students and male students have committed equal error.

3.2.4 Comparison between English and Non-English Students in Free Writing

The comparison between English and non English background students on the basis of errors in the use of above mentioned respective punctuation marks by them can be presented below:

3.2.4.1 Full Stop

Table No.42

Errors committed by English and non-English students in the use of full stop

Punctuation Marks	English (%)	Non-English (%)	Difference
Full Stop	25.05	28.26	E<NE(3.21)

The above table shows the comparison of errors committed by English and non English background students in the use of full stop. English background

students have committed 3.21% less errors than non-English background students.

3.2.4.2 Comma

Table No. 43

Errors committed by English and non-English students in the use of comma

Punctuation Marks	English (%)	Non-English (%)	Difference
comma	61.57	72.58	E<NE(11.01)

The above table shows the comparison of errors committed by English and non-English background students in the use of comma. English background students have committed 11.01% less errors than non-English background students.

3.2.4.3 Semi-Colon

Table No.44

Errors committed by English and non-English students in the use of semi-colon

Punctuation Marks	English (%)	Non-English (%)	Difference
Semi-colon	100	-	-

The above table shows the comparison of errors committed by male and female students in the use of semi-colon. English background students committed 100% errors whereas non-English background students did not use the punctuation mark.

3.2.4.4 Colon

Table No.45

Errors committed by English and non-English students in the use of colon

Punctuation Marks	English (%)	Non-English (%)	Difference
Colon	100	-	-

The above table shows the comparison of errors committed by English and non-English background students in the use of colon. English background students committed 100% errors whereas non-English background students did not use punctuation mark.

3.2.4.5 Dash

Table No.46

Errors committed by English and non-English students in the use of dash

Punctuation Marks	English (%)	Non-English (%)	Difference
Dash	100	100	E=NE

The above table shows the comparison of errors committed by English and non-English background students in the use of dash. English background students and non-English background students committed equal number of errors.

3.2.4.6 Question/ Exclamation Mark

Table No.47

Errors committed by English and non-English students in the use of question/ exclamation marks

Punctuation Marks	English (%)	Non-English (%)	Difference
Question/ Exclamation marks	-	-	-

The above table shows the comparison of errors committed by English and non-English background students in the use of question/exclamation marks. English background students and non-English background students did not use the punctuation mark.

3.2.4.7 Quotation Mark

Table No.48

Errors committed by English and non-English students in the use of quotation marks

Punctuation Marks	English (%)	Non-English (%)	Difference
Quotation marks	-	100	-

The above table shows the comparison of errors committed by English and non-English background students in the use of quotation mark. English background students did not use the punctuation mark but non-English background students committed 100% errors.

3.2.4.8 Apostrophe

Table No.49

Errors committed by English and non-English Students in the use of apostrophe

Punctuation Marks	English (%)	Non-English (%)	Difference
Apostrophe	100	100	E=NE

The above table shows the comparison of errors committed by English and non-English background students in the use of apostrophe. English background students and non-English background students committed equal errors.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

Analysis and comparison of errors committed by the students of eleventh graders and PCL first year in the use of punctuation marks was the central concern of this study. For that, data related to the nature of the topic were collected by distributing test items related to guided writing and free writing. The data collected from the students were analysed and compared in previous sections of this thesis. So, this section deals with the conclusion traced from the analysis and comparison of data. This section comprises two sub sections: findings and recommendations.

4.1 Findings

On the basis of the analysis and interpretation of the data, the following findings can be pointed out:

4.1.1 Findings on the basis of the Error Analysis in Guided Writing and Free Writing

The findings on the basis of error analysis in guided writing and free writing are as follows:

- i. Students committed more errors in free writing than in guided writing. They committed 73.58% in guided writing and 85.81% in free writing.
- ii. Non English background students committed more errors in guided writing than in free writing but English background students committed less errors in guided writing than in free writing.

- iii. Male students committed fewer errors than female students. Male students committed 72.56% errors and female students committed 74.60% errors in guided writing.
- iv. Female students committed more errors in free writing than male students. Female students committed 87.31% errors and male students committed 83.32% errors.

4.1.2 Findings on the basis of the Error Analysis in Guided Writing

The findings on the basis of the error analysis in guided writing are as follows:

- i. Male students committed more errors than female students. Male students attempted 74.60% of instances erroneously and female attempted 72.65% of instances erroneously.
- ii. English background students committed less error than non English background students. English background students committed 66.02% errors and non English background students committed 81.205 errors.
- iii. Male English students committed more errors than female English students. Male English students attempted 6.75% of instances erroneously out of all uses but female English students attempted 65.20% of instances erroneously out of all uses.
- iv. Female non-English students committed more errors than male non English students. Female non-English students attempted 84.03% of instances erroneously but male non-English students attempted 78.405 of instances erroneously out of all uses.
- v. Female English students committed less error than female non English students. Female English students committed 65.20% of instances erroneously and female non-English students committed 84.03% of instances erroneously out of all attempts.

4.1.3 Findings on the basis of Errors Analysis in Free Writing

The findings on the basis of errors analysis in free writing are as follows:

- i. Male English students committed fewer errors than male non-English students. Male English students committed 87.31% errors out of all uses and male non-English students committed 89.68% errors out of all uses.
- ii. Female English students committed more errors than female non-English students. Female English students attempted 83.32% of instances erroneously and female non-English students attempted 80.16% of instances erroneously.
- iii. Male English students committed more errors than female English students. Male English students attempted 87.30% of instances erroneously and female English students attempted 83.32% of instances erroneously.
- iv. Students from English background during their schooling period committed more errors than non-English students. English students attempted 81.10% of instances erroneously and non-English students attempted 80.16% of instances erroneously.
- v. Male non-English students committed more errors than female non-English students. Male non-English students attempted 89.68% of instances erroneously and female non-English students attempted 69.03% of instances erroneously.
- vi. Female students committed more errors than male students. Female students attempted 87.31% of instances erroneously and male students attempted 83.32 of instances erroneously.
- vii. English students committed more errors than non-English students. English students attempted 81.10% of instances erroneously and non-English students attempted 80.16% of instances erroneously.

4.2 Recommendations

The recommendations are as follows:

- i. English should be the medium of instruction in the class room because non English background students are poor in the appropriate use of punctuation marks than English background students.
- ii. Writing skills should be given more priority in language syllabus.
- iii. Punctuation marks should be adopted as the course content of the language syllabus. Unless learners do not know how to use punctuation marks appropriately, they can not learn writing skills appropriately.
- iv. Females are found to be less competent in the use of punctuation appropriately than males. So, they need more motivation in writing skills and punctuation marks.
- v. Writing skills should be accompanied by punctuation marks in syllabus and course book.
- vi. The amount of exposure is found to be effective in learning the knowledge of appropriate use of punctuation marks. So the students should be given more exposure in the English language related to writing skills.
- vii. Those who want to make their writing strong and effective they should get the knowledge about the appropriate use of punctuation marks.

References

- Adhikari, M. (1999). *An analysis of errors committed by students of grade nine in the use of causative verbs*. An Unpublished Thesis of M.Ed. Kathmandu. T.U.
- Allen, J.P.B. & S.P. Corder. (1975). *Papers in applied linguistics*, vol.2. Oxford: OUP.
- Allen, R. (2007). *Punctuation*. Oxford University press. Oxford: OUP.
- Barakoti, D.P. (2002). *Errors committed by PCL second year Students in writing free composition*. An Unpublished M.Ed Thesis, Kathmandu: T.U.
- Bhattraï, A. (2001). Writing a research proposal. *Journal of NELTA*, 6, 45-51.
- Bhattraï, Y. B. (2005). *A thematic analysis of research reports*. Kathmandu. Ratna Pustak Bhandar.
- Bhattraï, Y. B. (2001). *A study of errors on the use of punctuation in free writing*. An Unpublished M.Ed Thesis, Kathmandu. T.U.
- Brown, H.D. (1987). *Principles of language learning and teaching*. Englewood cliffs, NJ: Printice Hall, Inc.
- Crystal, D. (2000). *A dictionary of linguistics and phonetics*. England: Blackwell Publishers.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: OUP.
- Ghimire, D.R. (2007). *An analysis of errors in the use of conditional sentences by class X students*. An Unpublished M.Ed Thesis. Kathmandu: T.U.
- Gordon, I. (1986). *Practical punctuation*. London: HEB.
- Gowers, E. (1948). *Plain words: A guide to the use of English*. London: Her Majesty's Stationary Office.
- Gyawali, G. (2007). *A Study of errors on tag question*. An Unpublished M.Ed Thesis. Kathmandu: T.U.

- Khatri, L.B. (2001). *A study of errors in the use of punctuation committed by Xth grade*. An Unpublished M.Ed Thesis. Kathmandu: T.U.
- Kumar, R.(2007). *Research methods in language*. Australia: Sage publication.
- Luitel, B. (1995). *A study of errors committed by students of first year proficiency certificate level in the use of article and preposition*. An unpublished M. Ed thesis. Kathmandu: T.U.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Parker, M.B. (1993). *Pause and effects: An introduction to history of punctuation in the west*. California: University of California Press.
- Pokhrel, D.R. (2006). *Errors committed by eleventh graders at the contextual use of synonyms words*. An Unpublished M.Ed Thesis. Kathmandu: T.U.
- Pun, N.R. (2007). *A study on errors in using relative clause committed by 10th grade*. An Unpublished M.Ed Thesis. Kathmandu: T.U.
- Rai, V.S. (1999). *Fundamentals of applied linguistics*. Kathmandu: HBE.
- Saville- Troike, M. (2006). *Introducing second language acquisition*. New York: CUP.
- Singh, R. (1997). *An analysis of errors committed by students of first year proficiency certificate level in the use of article and preposition*. An Unpublished M.Ed Thesis. Kathmandu: T.U.
- Shrestha, J.K (1989). *Errors on subject verb-agreement in English*. An Unpublished M.Ed Thesis. Kathmandu: T.U.
- Sherestha, P.B. (1980). *A study of errors in the use of preposition made by grade X students of English having Nepali and Newari as a first language*. An Unpublished M.Ed Thesis. Kathmandu: T.U.
- Todd, L. (2000). *The cassell guide to punctuation*. Cassell website.

Truss, L.(2003). *Eats, shoots and leaves: the zero tolerance approach to punctuation*. Retrived in 8Th June 2008 from <http://en.wikipedia.org/wiki/punctuation>.

Appendix1

Dear informants,

This questionnaire has been prepared to draw information/data for the research work entitled “**Errors in the Use of Punctuation**” under the supervision of **Mrs. Hima Rawal**, Teaching Assistant, Department of English Language Education T.U Kirtipur. The researcher hopes that you give authentic and reliable information that will be invaluable contribution to accomplish this study.

Researcher

Manju Bist

T.U., Kirtipur, Kathmandu

Name:

Sex:

Campus/ College:

Your previous school: English Medium/Non English Medium

Guided Test Items

Please go through the instruction and give your answers.

Q.No.1. Correct the following sentences using appropriate punctuation.

a. Use ‘Full Stop’

i. She did not dislike him far from it

ii. You could have been there of course not

b. Use ‘Comma’

- i. An odd strange curious and queer creature.
- ii. On September 319995000000 men were under arms.

c. Use ‘semicolon’

- i. 4000 infantryman 5000 cavalry 100 artilleryman quarter master’s department 200 men medical service 2000 men.
- ii. To define it even to describe it is difficult.

d. Use ‘Colon’

- i. George Washington died in 1999 his country’s first president and a truly great man.
- ii. All humanity is frail but all humanity theoretically at least potentially Devine.
- iii. You like him nobody else does.

e. Use ‘Dash’

- i. By king genius he had, by the time he was twelve, more impressed the world than Mary a king of sixty.
- ii. Mary marry, a Queen of Scots not Tudor was an attractive person.

f. Use ‘Question mark and Exclamation Mark’

When shall I see you again Never
Why I asked – to see you again hearer help me
Hurrah Hurrah Hurrah

g. Use ‘Quotation Mark ‘

- i. If you employ the designation real idealism instead of its synonym ideal realism that’s wrong.
- ii. I don’t describe the book as bad.
- iii. What do you mean by batty?

h. Use ‘Apostrophe’

- i. Boys
- ii. Girls
- iii. Mouses
- iv. Children

Free Writing

Q.No. 2 write an essay on any one of the following topics

i. My Country

ii. My aim of Life

iii. My Hobby

Appendix II

Guided writing

S.N	S/B	Full Stop			Comma			Semicolon			Colon			Dash			Question/Exclamation			Quotation			Apostrophe		
		R	V	N	R	W	N	R	W	N	R	W	N	R	W	N	R	W	N	R	W	N	R	W	N
1	M/N E	2	-	2	4	1	1	3	2	1	1	2	-	-	3	-	6	-	1	1	4	-	-	4	-
2	M/N E	2	-	2	3	1	1	-	2	5	-	1	3	-	2	2	6	-	1	1	2	2	-	-	4
3	M/N E	1	-	3	2	1	3	-	1	6	-	1	2	-	1	2	-	1	6	-	2	3	-	1	3
4	M/N E	-	2	2	3	1	2	3	-	3	1	1	1	-	-	2	3	1	3	-	-	4	-	1	3
5	M/N E	2	-	2	3	-	3	1	1	3	-	1	3	-	1	2	-	3	-	-	3	-	-	3	1
6	M/N E	1	-	3	1	-	5	-	-	5	-	-	3	1	1	1	-	2	4	-	1	4	-	-	4
7	M/N E	3	-	1	3	-	3	-	3	2	3	-	-	1	-	1	5	-	2	1	2	2	-	2	2
8	M/N E	4	-	-	3	-	3	3	-	3	2	1	1	2	-	-	4	1	3	-	2	3	-	-	4
9	M/N E	2	-	2	3	1	3	-	-	6	-	2	2	1	1	1	5	2	2	-	2	2	3	1	-
10	M/N E	1	-	3	5	-	1	-	-	6	-	1	2	2	-	-	3	-	4	-	2	2	-	2	2

11	M/N E	1	-	3	3	3	1	4	1	2	2	1	1	-	2	2	-	2	5	-	-	4	-	-	4
12	M/N E	2	-	2	3	-	3	-	3	4	-	1	2	-	-	2	-	-	7	-	2	3	-	-	4
13	M/N E	3	1	1	2	-	3	1	-	6	-	3	2	-	1	1	4	1	3	-	3	2	-	2	2
14	M/N E	-	2	2	1	2	3	1	1	4	2	1	-	-	2	2	-	1	7	-	3	3	-	-	4
15	M/N E	2	-	2	1	-	5	-	-	6	-	3	3	-	3	2	-	-	7	-	-	4	-	1	3
16	M/N E	1	-	3	-	-	6	-	-	6	-	-	3	-	-	2	-	-	7	-	-	4	-	-	4
17	M/N E	2	-	2	3	2	1	-	1	6	1	1	2	-	1	2	-	4	3	-	2	3	-	-	4
18	M/N E	2	-	2	1	1	5	-	2	6	-	-	3	-	-	2	-	2	5	-	2	3	1	-	3
19	M/N E	2	-	2	-	1	6	3	-	3	-	-	3	1	-	1	7	-	-	1	2	1	-	1	3
20	M/N E	2	-	2	4	1	2	-	1	6	1	2	2	-	1	2	2	6	-	-	2	3	-	-	4
21	M/N E	1	-	3	2	1	4	-	1	7	-	1	3	-	-	2	-	1	6	-	1	3	1	-	3
22	M/N E	2	-	2	3	2	2	-	4	6	1	2	2	-	4	2	-	2	5	-	3	2	-	1	3
23	M/N E	-	-	4	1	-	5	1	-	5	-	1	3	-	2	2	-	-	7	-	3	2	1	2	1
24	M/N E	3	-	1	-	-	6	1	-	6	1	2	2	1	-	1	1	2	5	-	2	2	-	4	-

25	M/N E	1	1	2	3	-	3	3	2	3	-	3	3	-	1	2	1	1	5	-	4	3	-	1	3
26	M/E	-	3	3	5	1	1	-	3	4	-	1	2	-	-	2	-	3	4	-	3	2	-	2	2
27	M/E	2	-	2	5	1	1	2	3	3	1	3	2	1	1	1	-	4	3	-	2	3	-	-	4
28	M/E	3	-	1	2	-	3	-	-	6	-	-	3	-	-	2	3	1	4	-	-	4	-	2	2
29	M/E	2	-	2	5	-	1	4	1	3	1	1	1	1	1	-	4	1	2	-	1	3	2	-	2
30	M/E	2	-	2	4	1	2	3	-	3	1	-	2	1	2	1	-	2	6	-	4	2	-	3	1
31	M/E	2	-	2	4	-	2	4	-	2	1	1	3	-	-	2	5	-	2	-	4	3	1	-	3
32	M/E	2	-	2	4	-	2	4	-	2	2	1	1	2	-	-	7	1	-	1	3	-	3	1	-
33	M/E	2	-	2	3	-	3	-	-	6	-	-	3	-	-	2	3	-	4	-	2	3	-	1	3
34	M/E	-	-	4	3	-	3	3	1	2	1	1	2	-	-	2	5	-	2	1	3	2	-	-	4
35	M/E	2	-	2	3	-	3	-	2	5	-	1	2	-	-	2	4	4	1	-	1	3	-	-	4
36	M/E	3	-	1	3	1	3	-	1	5	-	1	3	-	1	2	5	2	2	-	-	4	2	-	2
37	M/E	1	-	3	2	1	4	-	1	5	-	1	2	-	-	2	6	-	1	-	1	3	1	-	3
38	M/E	2	-	2	5	-	1	3	-	3	1	-	2	-	-	2	4	-	3	2	-	2	-	2	2
39	M/E	1	-	3	2	-	4	-	-	6	-	1	2	-	-	2	3	3	2	-	-	4	-	-	4
40	M/E	2	-	2	3	-	3	-	-	6	-	-	3	-	-	2	5	-	2	-	-	4	3	1	-
41	M/E	2	-	2	2	-	3	-	2	5	1	2	-	2	-	-	4	3	2	-	2	2	-	2	2
42	M/E	2	-	2	2	-	4	-	2	3	2	1	1	2	-	-	4	2	1	-	1	3	-	2	2
43	M/E	3	-	1	5	-	1	3	-	3	1	-	2	-	-	2	2	-	5	-	-	3	-	1	3
44	M/E	2	-	2	3	-	3	4	-	2	1	1	2	1	-	1	5	-	2	2	-	2	1	1	2
45	M/E	2	-	2	1	-	5	-	3	4	-	-	3	-	-	2	5	3	1	-	-	4	-	1	3
46	M/E	2	-	2	2	1	4	2	-	4	-	-	3	-	-	2	2	-	5	1	2	-	-	2	2
47	M/E	3	-	1	2	-	3	-	-	6	-	-	3	-	-	2	3	1	4	-	-	4	-	2	2
48	M/E	2	-	2	5	-	1	4	1	3	1	1	1	1	1	-	4	1	2	-	1	3	2	-	2
49	M/E	2	-	2	4	1	2	3	-	3	1	-	2	1	2	1	-	2	6	-	4	2	-	3	1
50	M/E	2	-	2	4	-	2	4	-	2	1	1	3	-	-	2	5	-	2	-	4	3	1	-	3
51	F/N	1	1	2	4	1	2	1	1	5	1	1	2	-	1	2	1	2	4	-	3	1	-	4	-

83	F/E	2	-	2	4	-	2	3	4	1	2	1	1	2	-	-	4	-	3	-	3	2	2	2	-
84	F/E	4	-	-	6	-	-	-	2	4	1	2	1	-	2	2	7	-	-	2	-	2	-	2	2
85	F/E	2	-	2	4	-	2	4	1	1	1	1	1	-	-	2	5	-	2	1	3	2	-	-	4
86	F/E	2	-	2	1	-	5	-	2	5	-	-	3	-	2	2	-	-	6	-	4	2	-	-	4
87	F/E	2	-	2	2	1	4	-	1	6	-	-	3	1	-	1	5	-	2	-	2	4	-	2	2
88	F/E	4	-	-	6	-	-	-	2	5	2	1	-	-	2	2	5	1	-	2	-	2	-	2	2
89	F/E	2	-	2	3	-	3	-	1	6	-	2	2	2	-	-	5	1	1	-	2	2	-	4	-
90	F/E	2	-	2	2	-	4	-	3	5	-	1	3	-	-	2	4	1	2	-	1	3	-	2	2
91	F/E	2	-	2	3	-	3	3	1	2	-	2	2	-	-	2	1	-	6	-	-	4	-	1	3
92	F/E	3	-	1	3	1	2	5	-	1	2	1	1	-	2	2	7	-	-	-	1	4	-	1	3
93	F/E	2	-	2	3	-	3	2	-	4	2	1	1	2	-	-	7	1	-	-	3	-	2	2	-
94	F/E	3	-	1	3	-	3	-	1	4	-	1	2	-	-	2	5	-	2	-	1	3	-	-	4
95	F/E	2	-	2	4	-	2	3	4	1	2	1	1	2	-	-	4	-	3	-	3	2	2	2	-
96	F/E	4	-	-	6	-	-	-	2	4	1	2	1	-	2	2	7	-	-	2	-	2	-	2	2
97	F/E	2	-	2	4	-	2	4	1	1	1	1	1	-	-	2	5	-	2	1	3	2	-	-	4
98	F/E	2	-	2	1	-	5	-	2	5	-	-	3	-	2	2	-	-	6	-	4	2	-	-	4
99	F/E	2	-	2	2	1	4	-	1	6	-	-	3	1	-	1	5	-	2	-	2	4	-	2	2
100	F/E	4	-	-	6	-	-	-	2	5	2	1	-	-	2	2	5	1	-	2	-	2	-	2	2

Appendix III

Free writing

S.N	S/B	Full Stop			Com ma			Semicolon			Colon			Dash			Question/Exclamation			Quotation			Apostrophe			
		R	W	N	R	W	N	R	W	N	R	W	N	R	W	N	R	W	N	R	W	N	R	W	N	
1	M/N E	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
2	M/N E	2	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
3	M/N E	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	M/N E	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	M/N E	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
6	M/N E	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	M/N E	9	1	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	M/N E	9	5	2	1	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	M/N E	8	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	M/N E	4	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

11	M/N E	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	M/N E	2	3	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	M/N E	1 1	-	-	3	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	M/N E	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	M/N E	7	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	M/N E	1 1	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
17	M/N E	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	M/N E	5	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
19	M/N E	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	M/N E	2	3	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	M/N E	1 9	-	1	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
22	M/N E	5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	M/N E	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	M/N E	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

25	M/N E	4	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
26	M/N E	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	M/N E	1 1	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
28	M/N E	1 4	2	3	4	1	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
29	M/E	1 5	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30	M/E	1 2	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31	M/E	4	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32	M/E	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	M/E	6	2	-	1 2	3	2	-	3	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
34	M/E	5	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35	M/E	1 3	-	1	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	M/E	8	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37	M/E	1 1	3	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	M/E	2	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
39	M/E	1 1	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
40	M/E	1 4	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
41	M/E	1 1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
42	M/E	9	-	-	1	2	2	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	-
43	M/E	9	1	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
44	M/E	4	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
45	M/E	9	-	-	4	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
46	M/E	1 1	1	1	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

47	M/E	1 2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
48	M/E	2	-	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
49	M/E	3	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
50	M/E	1 0	1	-	7	2	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-
51	F/N E	2	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
52	F/N E	1 3	1	1	1	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
53	F/N E	1 2	1	-	-	2	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
54	F/N E	4	1	1	4	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
55	F/N E	1 6	1	-	4	2	1	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-
56	F/N E	1 5	-	2	9	2	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
57	F/N E	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
58	F/N E	8	-	1	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
59	F/N E	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
60	F/N E	7	-	1	3	1	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
61	F/N E	9	1	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
62	F/N	5	2	5	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	E																						
63	F/N E	1 6	1	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
64	F/N E	3	-	4	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
65	F/N E	1 5	-	-	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
66	F/N E	1 1	-	-	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
67	F/N E	3	1	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
68	F/N E	1 1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
69	F/N E	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
70	F/N E	3	1	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
71	F/N E	4	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
72	F/N E	2	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
73	F/N E	8	-	-	2	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
74	F/N E	5	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
75	F/N E	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
76	F/E	1 7	1	1	1	1	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-

77	F/E	6	-	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
78	F/E	1 0	1	1	5	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
79	F/E	2 7	1	1	1	2	4	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-
80	F/E	7	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
81	F/E	1 1	1	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
82	F/E	1 1	-	-	2	1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
83	F/E	4	1	-	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
84	F/E	6	-	2	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
85	F/E	1 2	-	-	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
86	F/E	2	3	-	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
87	F/E	1 0	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
88	F/E	1 9	-	-	1	3	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-
89	F/E	2 8	2	4	5	5	4	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-
90	F/E	8	-	1	6	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1	-
91	F/E	1 4	-	-	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
92	F/E	2 2	1	-	1	1	1	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-
93	F/E	-	3	1	1	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
94	F/E	4	1	-	-	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
95	F/E	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
96	F/E	1	2	2	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	2	-	-
97	F/E	1	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
98	F/E	9	4	1	-	-	1	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-
99	F/E	1	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
100	F/E	4	2	2	3	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-