

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a social phenomenon that establishes rapport among the people. The world has been stepping up in the rank of post modern development in which language is one major catalyst to do so. Language makes the man intellectual in comparison to other animals in which it is the medium of instruction to communicate one another. The exchange of ideas, feelings, information is mainly done by language within the members of society. Thus, language is regarded as a perfect means of human communication since past, when the human civilization had been emancipated. That is why, languages are extremely exploited by human beings to do the best in their life in this world. The one reason for the advanced countries in their development in education, science and technology, human civilization and other sectors is language.

More than six thousand languages are being used in the world. Out of them some languages have wide coverage and have got significant number of users whereas others have very limited area and users. The governing body of United Nations has recognized five languages as international languages which are English, Chinese, German, Russian and Japanese. English language is the prominent and has a wide spread use in the world. Because of its importance, it is a pre requisite for any learners to cope with the rapidly changing educational scenario.

It is needless to say that English language teaching is must for the learners. While learning English, there are four language skills that are taught one after another or sometimes at the same time. The language skills i.e. listening, speaking, reading and writing are taught to get mastery over the language. Among them, listening and reading are receptive and speaking and writing is productive skills. The teacher has to teach these language skills in

reference to other so that the learners will be able to connect one skill with the others. For e.g. while we are teaching conversation we teach speaking and listening together.

Different teaching techniques can be applied to teach the language skills. Their effectiveness no matter, will be more or less but they are equally important. Out of the many techniques of teaching these skills, dictation is used to teach listening and writing. In the Nepalese context of teaching English language lecture method is widely used in which the teacher presents the teaching matter orally and the students have to listen, understand and write. Dictation helps the students to listen and to write the text almost at the same time. So, it is an important technique for the teaching of at least two main language skills, listening and writing.

No research works have been carried out on the comparison of the ability to take dictation by public and private schools of class ten students. So, he put forward his interest on this area and tried to find out what he intends to do.

1.1.1 Dictation: An Introduction

Dictation is a technique used in teaching of listening and writing. Richards et al (1999:108) defines the term dictation as "a technique used in both language teaching and language testing in which a passage is read aloud to students with pauses during which they must try to write down what they hear as accurately as possible". By this definition we can conclude that dictation requires a complete collaborative effort of listening and writing faculties of mind. The students have to be active because they should write accurately what they hear just before. This kinds of efforts increase oral comprehension and spelling. According to Oxford Advanced learners' Dictionary (1989) dictation means "to say or read aloud (words to be typed, written down, and recorded of tape)".

A particular aspect of writing i.e. spelling can be improved in a good way through dictation. And the students can be familiar to the foreign pronunciation pattern.

Cross (1992) regards dictation as one of the passage length listening activities. According to him, dictation follows certain activities and he writes them as follows. "A good old fashioned way to get students listening carefully, this exercise needs no description. He should not worry unduly about precise written accuracy; the aim is to get the class listening and demonstrating comprehension. The normal procedure is a first rapid reading, followed by a steady dictation. It is important that you dictate in sense group of words." The class must know the rules. Each dictated clause is repeated once only (i.e. spoken twice). If not there can be chaos as students request third or fourth hearings. There is a final rapid reading before the public check at the board (students can exchange papers and mark each other's). This gives a total of four listening and a chance for them to see what they might have failed to understand orally.

According to Heaton (1975), dictation can be used in class progress test. The teacher can use it to test the vocabulary, spelling, grammatical pattern and listening ability of the students. The most useful aspect of dictation is it ensures the sound- symbol correlation by which the clear meaning of the text can be generated.

Davis et. al. (1998) suggested some processes on carrying out dictation in the classroom. The sounds, spellings, pronunciation, stress and punctuation are the main areas that should be maintained properly while having dictation.

According to him the following points should be clearly be known before organizing any dictation class.

Who dictates?

- the teacher

- three voices on a tape; the students chooses the one she wants to take dictation from.
- two students dictate each other.
- In the language lab the student takes dictation from her own voice on her own tape.

Who chooses the texts?

- the course book writer.
- the students.
- the teacher offers several texts and the students choose.
- the students offer texts and the teacher chooses.

How long should the text be?

- a single word.
- a sense group.
- a whole passage.
- a passage read in a continuous loop.

How should the voice dictating sound?

- a whisper.
- a shout.
- the voice dictating is speaking, not reading.
- the voice sings.
- the voice reads to a background of music.
- the person dictating has just done a relaxation exercise (and so have those listening).

Must the listener write down everything?

- yes, the whole text.
- yes, the whole text plus the listener's own reaction.
- no, selected bits of the text.
- no, only the parts of the text the listener agrees with.
- no, change the text to what the listen wants it to say.

Who corrects the dictation?

- the students corrects himself.
- the student corrects another listener's script.
- the computer corrects.
- the teacher corrects.
- no body does.

To take dictation at least one item from each heading should be followed.

How the dictation should be carried out? To this question, Davis (1998) writes, " ... tell the students that they can control your reading. You will continue until someone calls out 'stop'. Then you will be silent until someone calls out 'Go back to' ... you become the groups complaints cassette recorder! Start reading and carry on until you are stopped. Don't start again until you are told so. The students must tell you where they want you to read from. Read a natural, slow speed- this is different from 'dictating' in which you break up the text into listening chunks. Here you make breaks where the listening asks you ..."

Regarding the students condition before starting the dictation session, Davis (1998) writes," Relax the students. A simple way of doing this is by getting them to breathe deeply and slowly. Or do the relaxation exercise outlined in 'visualization'. Or simply ask them to stand up and have a good stretch and yawn. Now guide the students through an image of the history of English. Speak in a calm, relaxed way. Pause frequently. Fill out the history in any way you feel appropriate.... Ask them to try and visualize as much as possible. They may like to close their eyes. They don't have to write anything- simply listen."

1.1.2 Importance of Dictation

Form the above explanation, it is doubtless that dictation is an important device for both languages teaching and testing. The point wise importance of dictation can be listed as follow.

- a. Dictation can be used in class progress test at any level.
- b. It is helpful to develop integrated skills of language teaching in students.
- c. The language skills and the aspects of language can be best taught & tested by it.
- d. Peer dictation among the students helps the students to understand their friend's voice which promotes the active involvement of students in class activities.
- e. It develops the sound- symbol co relationship.
- f. The students can easily be familiar with the grammatical as well as the lexical pattern of language.
- g. Dictation can be used in a class progress test as well as final test.

By this, we can conclude that dictation can be used to teach integrated skill and it can also be used to test anyone particular skill or the combination of two skills.

1.2 Review of Literature

Mainly the concept of dictation is the combination of listening and writing skills but it also integrates all four languages skills in one or the other way. A significant number of theses have been carried out on listening and writing skills (separately or in combination) under the Faculty of Education, Tribhuvan University, Department of English Language Education. But only two theses have been carried out on the topic dictation.

Kandel (2004) carried out a research on "Dictation as a Tool in Improving Writing Skill: A Practical Study." He has done his study on the 9th graders of one school in Bhaktpur district. He has selected thirty selected words for dictation one selected paragraph and four writing works (two essay writing and two letter writing). He has found that dictation helped the students in improving their spelling, punctuation and selection of appropriate vocabulary item. And in all types of items the experimental group scored higher than the control group.

Poudel (2005) carried out the research entitled, " A Comparative Study on the Ability to Take Dictation by PCL and HSL Students." The findings of his research are as follows.

- a. PCL Students are weaker than the HSL students.
- b. Boys are slightly weaker than girl students irrespective of their PCL or HSL background.
- c. In overall comparison, Humanities students are stronger than Management students and weaker than Education students irrespective of their other group difference.
- d. But, dictation varies not only among the groups and within the groups and many things are related to the student's ability to take dictation.
- e. The ability of the students of the students of PCL and HSL students in taking dictation in English in average is 79.23%.

Besides these, a significant number of theses have been carried out on listening and writing. Some of them are Sharma (1999), Singh (2000), Timsina (2000) and many more. But none of them dealt the term dictation to test the students' listening and writing skills through the recorded voice of researcher him self of the 10th grade students of public and private schools of two districts i.e. Kaski and Parbat. So, the researcher put interest on it and does the study on dictation of school students.

1.3 Objectives of the Study

This study does have the following objectives.

a. To find out the ability in dictation by public and private school students of class ten of Kaski and Parbat district.

b. To compare their ability in dictation in terms of

I. Boys and girls

II. Kaski and Parbat districts.

III. Public and Private school students.

- c. To point the nature of errors in dictation
- d. To point out some pedagogical implications based on the findings of the study.

1.4 Significance of the study

This study provides the information about the ability to take dictation by the students of class ten so ELT teachers, syllabus designers, text book writers, teacher's guide writers, ELT researchers and concerned students will be benefited from the study. Any person interested in ELT field can also take advantage from the study.

1.5 Definition of the Specific Terms

Dictation: Dictation is a technique used in language teaching and learning field that integrates at least two language skills viz, listening and writing. It is regarded as a powerful technique in the context of Nepalese education system.

Public School Students: The students, who are studying in those schools which are totally funded, managed and run by the government.

Private School Students: The students, who are studying in those schools which are funded, managed and run by a person or a group of people in which the government's role is totally nil.

Respondents/ Informants: The class ten students who sat at the time of data collection, both boys and girls, studied in either public or private schools that are either in Parbat or in Kaski districts.

Class Ten: In the present Nepalese education system, the final level of school education or secondary education.

CHAPTER TWO

METHODOLOGY

This section covers the process of research i.e. methodology. For this, the following methodology has been adopted during the study.

2.1 Sources of Data Collection

Both primary and secondary sources of data were collected and used in the research.

2.1.1 Primary Source of Data

The primary source of data was the students of class ten of Parbat and Kaski districts.

2.1.2 Secondary Sources of Data

Different research works that are available in the Department of English Language Education such as Timsina (2000), Kindel (2004), Poudel (2005) etc, Journals of NELTA, books like Kumar (1996), Heaton (1975), Teachers' Guide of Class Ten Course Book etc were the secondary sources of data.

2.2 Sample Population and Sampling Procedures

The population of the study consisted of class ten students studying in public and private schools. Four schools (two private and two public) from Kaski district and four schools (two private and two public) from Parbat district were sampled through nonrandom judgmental sampling procedure. The students of class ten of these schools were used as the population of the study.

Then twenty students (ten boys and ten girls) were selected from each of these eight schools by applying fishbowl drawing system having equal number of sex. Thus, the total number of students for the study was one hundred and sixty.

2.3 Tools of Data Collection

A text of class ten course book which was recoded in the researcher's voice itself and was played to the selected respondents inside the classroom was the tool of data collection (App. I).

2.4 Process of Data Collection

First the researcher selected a text from the course book of class ten. He put forward the recommendation letter provided by the English Language Department to the station manager of Annapurna F.M. (93.4 MHz) Gairapatan, Pokhara, for the recording of the text in his own voice. After getting the permission, he recorded the text there.

After that, he visited the selected schools one by one and met the headmasters and principals, and explained his purpose of visiting there. The head teachers provided permission for his job and he entered the classroom. Then, he explained his purposes in front of them. After that he selected 160 students by using the simple random sampling procedure. He explained the terms, conditions and processes of data collection to them clearly. After being ready, the researcher played the cassette which contained the text in normal speed (App. I). Then, in second time, he played the cassette that contained the text in dictation pace (App. II). And he asked the students to write whatever they listened as accurately as possible. Then he played the cassette for the correction.

After all, he collected the students' work and thanked them as well as the school authority.

2.5 Limitations of the Study

The limitations of this study are as follows.

- a. The study was conducted only in eight schools (four private and four public) of Kaski and Parbat districts (two private and two public each) (App. IV).

- b. Only one text of class ten course book was used as the source of data.
(App. I)
- c. The study was limited only to 160 students of Parbat and Kaski districts' schools.
- d. The area of the study was limited to the ability to take dictation of the students in general.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The obtained data from all the respondents were analyzed, interpreted and presented in the form of average basis. The students' errors were transcribed as marks (one mark for one error) and the calculations were done. For this, all 160 answer sheets were coded with serial number from one to one hundred and sixty (1-160) and the total number of each group of students were calculated (App. IV) so that the further analysis can be done easily and in a systematic way.

For each of the students the full mark was 298. Out of it, the total number of words was 250 and 48 were the punctuation marks that were contained in the passage dictated to them. Each word and each punctuation mark was counted as one mark; the researcher converted the obtained numbers into percentage. The score and percentage obtained by each of the students was tabulated (See App. V- XX)

Out of the total informants, the student having serial number 08 i.e. a boy of public school (A) from Parbat district secured the minimum score 76 (i.e. 24.83 %) . Similarly the student having the serial number 144, i.e. a boy from private (H) school from Kaski district, secured the maximum score 288 (i.e. 96.64%).

The average marks obtained by each group of students were calculated and tabulated with their corresponding average marks and percentages (See App. XXI). The average mark obtained by all the informants was 225.32 (75.61 %). In other words, the result reveals that the ability to take dictation by class ten students of public and private schools of Parbat and Kaski districts in recorded form in English is 75.61%.

The obtained data was analyzed in the following headlines.

- ❖ Parbat versus Kaski students
- ❖ Male versus Female students

❖ Public versus Private students

❖ Nature of Errors in Dictation

3.1 Parbat Versus Kaski students

According to this basis, the overall comparison between Parbat and Kaski students on their ability to take dictation in recorded form in English can be shown in the following table. (Appendix XXI)

Table No. 1

3.1.1 Distribution of Average Marks Obtained by Parbat & Kaski Students and their Percentages.

S.N.	Group of Students	Average Marks obtained out of (298)	Percentage (%)
1.	Parbat students	227.26	76.26
2.	Kaski students	226.40	75.97

Students from Parbat secured 227.26 i.e. (76.26%) and the students from Kaski secured 226.40 i.e.(75.97%).Their difference is 0.86, so the former were slightly stronger than the latter ones.

Table No. 2

3.1.2 Holistic Comparison of Average Marks Obtained by Parbat and Kaski Students and their Percentages

S.N.	Group of Students	Average Marks obtained out of (298)	Percentage (%)
1	Parbat public students	195.47	65.59
2	Parbat private students	259.05	86.92
3	Kaski public students	195.60	65.63
4	Kaski private students	257.20	86.30
5	Parbat male	233.25	78.27
6	Parbat female	221.52	74.25
7	Kaski male	221.52	74.33
8	Kaski female	231.27	77.60
9	Public male	198.95	66.76
10	Public female	129.12	43.32
11	Private male	255.82	85.84
12	Private female	260.42	87.38

13	Parbat public male	208.85	70.08
14	Parbat public female	182.10	61.10
15	Parbat private male	257.65	86.45
16	Parbat private female	260.45	87.39
17	Kaski public male	189.05	63.43
18	Kaski public female	202.15	67.83
19	Kaski private male	254.00	85.23
20	Kaski private female	260.40	87.38
21	Parbat public (A) male	206.30	69.22
22	Parbat public (A) female	178.10	59.76
23	Parbat public (B) male	211.40	70.93
24	Parbat public (B) female	186.10	62.44
25	Parbat private (C) male	249.80	83.45
26	Parbat private (C) female	259.80	87.18
27	Parbat private (D) male	265.50	89.09
28	Parbat private (D) female	261.10	87.18
29	Kaski private (E) male	138.00	46.30
30	Kaski public (E) female	177.20	59.46
31	Kaski public (F) male	240.10	80.57
32	Kaski public (F) female	227.10	76.20
33	Kaski public (G) male	247.80	83.15
34	Kaski private (G) female	259.40	87.04
35	Kaski private (H) male	260.20	87.31
36	Kaski private (H) female	261.40	87.71

On the basis of the table above 1, the following points can be drawn.

- a. Males from Parbat (78.27%) are stronger than the males from Kaski (74.33%).
- b. Female students from Parbat (74.25%) are weaker than the female students from Kaski (77.60%).
- c. Public students from Kaski (65.63%) are slightly stronger than the public students from Parbat (65.59%).
- d. Private students from Parbat (86.92%) are slightly stronger than the private students from Kaski (86.30%).
- e. Public male students from Parbat (70.08%) are stronger than public male students from Kaski (63.43%).

- f. Public female students from Parbat (61.10%) are weaker than the public female students from Kaski (67.83%).
- g. Private male students from Parbat (86.45%) are stronger than the private male students from Kaski (85.23%).
- h. Private female students from Parbat (87.39%) are very slightly stronger than the private female students from Kaski (87.38%).
- i. Public students from Parbat (65.59%) are weaker than the private students from Parbat (86.92%).
- j. Public students from Kaski (65.63%) are weaker than the private students of Kaski (86.30%).
- k. Male students from Parbat (78.27%) are stronger than the female students from Parbat (74.25%).
- l. Male students from Kaski (74.33%) are weaker than the female students from Kaski (77.60%).
- m. Public male students from Parbat (70.08%) are stronger than the public female students from Parbat (61.10%).
- n. Private male students from Parbat (86.45%) are weaker than the private female students from Parbat (87.39%).
- o. Public male students from Kaski (63.43%) are weaker than the public female students from Kaski (67.83%).
- p. Private male students from Kaski (85.23%) are weaker than the private female students from Kaski (87.38%).

3.2 Male Versus Female

The ability of male and female students in taking dictation can be compared and presented on the following table. (App. XXI)

Table No. 3**3.2.1 Distribution of Average Marks Obtained by Male and Female Students and their Percentages**

S.N.	Group of students	Average Marks Obtained out of 298	Percentage (%)
1.	Male	227.38	76.30
2.	female	226.27	75.92

Male students secured 227.38 (76.30%) and female students secured 226.27 (75.92%). So the former was slightly performed better than the latter ones. Their difference was 1.11 in average.

Table No. 4**3.2.2 Holistic Comparison of Average Marks Obtained by Male and Female Students and their Percentages**

S.N.	Group of students	Average Marks Obtained out of 298	Percentage (%)
1	Parbat male	233.25	78.28
2	Parbat female	221.27	74.25
3	Kaski male	231.27	74.33
4	Kaski female	231.27	77.60
5	Public male	198.95	66.76
6	Public female	129.12	43.32
7	Private male	255.82	85.84
8	Private female	260.42	87.38
9	Parbat public male	208.85	70.08
10	Parbat public female	182.10	61.10
11	Parbat private male	257.65	86.45
12	Parbat private female	260.45	87.39
13	Kaski public male	189.05	63.43
14	Kaski public female	202.15	67.83
15	Kaski private male	254.00	85.23
16	Kaski private female	260.40	87.38
17	Parbat public (A) male	206.30	69.22
18	Parbat public (A) female	178.10	59.76
19	Parbat public (B) male	211.40	70.93
20	Parbat public (B) female	186.10	62.44
21	Parbat private (C) male	249.80	83.45
22	Parbat private(C) female	259.80	87.18

23	Parbat private (D) male	265.50	89.09
24	Parbat Private (D) Female	261.10	87.61
25	Kaski public (E) male	138.00	46.30
26	Kaski public (E) female	177.20	59.46
27	Kaski public (F) male	240.10	80.57
28	Kaski public (F) female	227.10	76.20
29	Kaski private (G) male	247.80	83.15
30	Kaski private (G) female	259.40	87.04
31	Kaski private (H) male	260.20	87.31
32	Kaski private (H) female	261.40	87.71

The above table 2 can be concluded with drawing the following points.

- a. Public male are much stronger than the public female students.
- b. Private male students are much weaker than the private female students.
- c. Public male are much weaker than the private male students.
- d. Public female are too much weaker than the private female students.
- e. Male students from Parbat are stronger than the male students from Kaski.
- f. Female students from Parbat are weaker than the female students from Kaski.
- g. Public male students from Parbat are stronger than the public male students from Kaski.
- h. Public female students from Parbat are weaker than public female students from Kaski.
- i. Private male students from Parbat are slightly stronger than the private male students from Kaski.
- j. Private female students from Parbat are very slightly stronger than the private female students from Kaski.
- k. Male students from parbat are stronger than the female students from Parbat.
- l. Male students from Kaski are weaker than the female students from Kaski.
- m. Public male students are stronger than the public female students.
- n. Private male students are weaker than the private female students.

- o. Public male students from Parbat are stronger than the public female students from Parbat.
- p. Private male students from Parbat are slightly weaker than the private female students from Parbat.
- q. Public male students from Kaski are weaker than the public female students from Kaski.
- r. Private male students from Kaski are weaker than the private female students from Kaski.

3.3 Public versus Private School Students

The ability in taking dictation by public and private school students can be compared and presented on the following table. (App. XXI)

Table No. 5

3.3.1 Distribution of Average Marks Obtained by Public and Private School Students and their Percentages

S.N	Group of students	Average Marks out of 298	Percentage
1.	Public students	195.60	65.61
2.	Private students	258.12	86.61

Public school students secured 195.60 (65.61%) and private school students secured 258.12 (86.61%) in average. Their difference was 62.52 in average. So the former was far weaker than the latter ones.

Table No. 6

3.3.2 Holistic Comparison of Average Marks Obtained by Public and Private School Students and their Percentages

S.N	Group of students	Average Marks out of 298	Percentage
1	Public students Parbat	259.05	65.59
2	Private students Parbat	259.05	86.92
3	Public students Kaski	195.60	65.63
4	Private students Kaski	257.20	86.30

5	Public male students Parbat	208.85	70.08
6	Public female students Parbat	182.10	61.10
7	Private male students Parbat	257.65	86.45
8	Private female students Parbat	260.45	87.39
9	Public male students Kaski	189.05	63.43
10	Public female students Kaski	202.15	67.83
11	Private male students Kaski	254.00	85.23
12	Private female students Kaski	260.40	87.38
13	Public female students	198.95	66.76
14	Public female students	129.12	43.32
15	Private male students	255.82	85.84
16	Private female students	260.42	87.38

The following points can be made by analyzing the above table.

- a. Public students from Kaski are slightly stronger than the public students from Parbat.
- b. Private students from Kaski are slightly weaker than the Private students from Parbat.
- c. Public male students from Parbat are stronger than public male students from Kaski.
- d. Public female students from Parbat are weaker than public female students from Kaski.
- e. Private male students Parbat are slightly stronger than Private Male students Kaski.
- f. Private female students from Parbat are very slightly stronger than private female students from Kaski..
- g. Public male students are weaker than the private male students.
- h. Public female students are too much weaker than private female students.
- i. Public male students are stronger than the public female students.
- j. Private male students are weaker than the private female students.

3.4 The Nature of Errors in Dictation

The researcher collected all the students' works and they were checked. He observed the every error found in the answer sheets committed by the informants. Then the errors were classified on the basis of two parameters. The first was errors other than the punctuation marks and the second was errors in punctuation marks. The full mark in dictation was 47680. And 11390 errors were committed by 160 students of eight schools that are situated in two districts. The errors committed by 160 students of these aforementioned eight schools can be kept under two headings. The classification of errors on different categories can be presented as follows. The numbers in the brackets indicate the corresponding error numbers.

3.4.1 Type 1: Errors other than in punctuation marks

The number of errors occurred by the students can be presented in the following table.

Table 7

Distribution of Errors Committed by all the Respondents Other than in Punctuation Marks

S.No	Nature of Errors	No. of Errors occurred by the respondents
1	Grammatical Errors	1332
2	Lexical Errors	2222
3	Spelling Errors	3031
4	Contraction Errors	120
5	Capitalization Errors	1342
	Total	8047

Under this heading, the following errors were found in different categories.

a. Grammatical errors

The respondents committed many grammatical errors in taking dictation. The area of their errors was like subject-verb agreement, tense, aspects etc. Some respondents wrote "should had" instead of "should have", "went to worked" instead of "went to work", "the man in the middle ask" instead of "the man in the middle asked" and so on. All the respondents committed 1332 errors altogether under the grammatical heading.

b. Lexical errors

The respondents committed lexical errors in taking dictation. It was mostly because of their negligence to English sentence pattern and lack of vocabulary power, and partly because of their habit of not listening the texts i.e. lack of listening practice .They sometimes missed some blocks to write or sometimes chose wrong words. As for example, "Ms" instead of "Mrs.", "emidiately" instead of "immediately", "beging" instead of "beginning", "I" instead of "eyeing" and so on. All the respondents committed 2222 errors altogether under this heading.

c. Spelling errors

Mostly the respondents felt difficulty in writing the text with correct spelling. It was found that the public school students were more weak than the private ones in this area. They wrote "oneasy" instead of "uneasy", "no " instead of "know" , "I me" instead of "eyeing me" and many more. They were unable to relate the sound symbol pattern correctly. They committed 3031 errors altogether in spelling area.

d. Contraction errors

The respondents committed contraction errors. They had no difficulty to identify them but the public school students felt a bit difficulty in identifying them. There were 120 errors occurred in this area. As for the example, they wrote "not" instead of "n't".

e. Capitalization errors

The respondents mostly were unaware where to use capital letters. They wrote just after the ending of two or three blocks without care. And also they were unaware in writing proper name and the starting of quotation take capital letter. They occurred 1342 errors in capitalization area.

3.4.2 Type 2:Errors in punctuation marks

The number of errors occurred by the students can be presented in the following table.

Table 8

Distribution of Errors by all the Respondents in Punctuation Marks

S.No.	Nature of Errors	Number of Errors Occurred by the Respondents
1	Full Stops	1236
2	Commas	701
3	Hyphens	446
4	Apostrophe	158
5	Question Marks	181
6	Quotation Marks	621
	Total	3343

Under this heading, the following errors were found in different categories.

a. Full stops

The respondents used full stop just when the sense is finished. But it was seen that private school students were more conscious than the public ones. These were 1236 full stop errors were occurred.

b. Commas

They were unaware about the fact that comma can be used to separate the parts of sentences too. So some respondents were seemed weak in using

comma. Also they did not know the fact that comma is used before the starting of quotation in reported speech. There were 701 errors committed by the respondents altogether.

c. Hyphens

In comparison to other punctuation marks, the respondents were mostly weak in using hyphens. Both public and private students committed errors in using hyphen mark significantly. Altogether they committed 446 errors in it.

d. Apostrophe

A few respondents committed errors in apostrophe mark. There were 181 errors occurred in this area.

e. Question marks

The respondents placed the question marks in a wrong way and in wrong place. They felt no difficulty in using question mark but they neglected it. Altogether 181 errors were committed by them.

f. Quotation marks

There were two types of quotation marks; single and double. Many students were totally unaware about its use. They used often in wrong place. So the use of quotation mark was a difficult job for them as their work reflected this fact. The respondents committed 621 errors altogether.

The number of each type of error committed by each group of students are calculated and tabulated in (App. XXII)

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The analysis and interpretation of the data made by the researcher led the following findings. The findings of the study can be summarized in the following points.

1. The overall general ability of the class 10 students in taking dictation in recorded form in English of public and private school students of Parbat and Kaski students in average was 75.61%.
2. The differences in the ability in taking dictation in English varied not only across groups but also within the groups of students.
3. The difference seemed in the ability in taking dictation was resulted only because of their group differences but also because of their educational background, interest and individual differences. It was also found that the facilities available in the schools for e.g., size of classroom, no. of students in the classroom, and sitting plans in classrooms are the responsible factors to bring variations in dictation ability. The difference between Private and Public school students was 62.52 in average. It was because of the private schools had small number of students, the sitting plans were managed properly and the facilities they got which the public schools were lacking.
4. In general, private school students (86.61%) performed better than the public school students (65.61%) in taking dictation in recorded form in English.
5. Male (boys) students (76.30%) are slightly stronger than female (girls) students (75.92%) if their public or private school background is not considered.

6. Parbat school students (76.26%) are slightly stronger than the Kaski school students (75.97%) if their public or private or any other group difference is not considered.
8. In holistic comparison, private school students (86.61%) are stronger than the public school students (65.61%) in all parameters or aspects.
9. Parbat male students (78.28%) are stronger than their Kaski counterparts (74.33%). And, Kaski female students (77.60%) are stronger than their Parbat counterparts (74.25%).
10. Public students of Parbat (65.59%) are slightly weaker than their public counterparts of Kaski (65.63%). And private students of Kaski (86.30%) are slightly weaker than the private counterparts of Parbat (86.92%).
11. The researcher found the following kinds of errors in taking dictation in recorded form in English.

a. Type 1. Errors other than in punctuation marks

- i. Grammatical errors.
- ii. Lexical errors
- iii. Spelling errors
- iv. Contraction errors.
- v. Capitalization errors.

b. Type 2. errors in punctuation marks

- i. Full stop
- ii. Comma
- iii. Apostrophe
- iv. Hyphen
- v. Question Mark
- vi. Quotation mark

4.2 Recommendations

On the basis of the findings of this research work, the following points can be suggested as recommendation . These recommendations are solemnly based on his study, analysis and interpretation of the data obtained by the 160 respondents of public and private school students of Parbat and Kaski districts. Such recommendations can be listed in the following points that should be taken into consideration strongly.

1. This study concludes that the overall general ability of class 10 students to take dictation of public and private school students of Parbat and Kaski districts is 75.61%. This result is not so satisfactory as a huge amount of money is invested for the school education. So necessary steps should be taken into consideration to improve the ability to take dictation.
2. Sufficient and necessary materials should be prepared and used inside the classroom that ensure the improvement of students' ability in taking dictation. The teacher should plan the intended lessons carefully and wisely so that the students will feel easy and will learn the facts.
3. The teacher should be well known about the group as well as individual differences of students. He/she also be has to be aware about the mixed ability students and their talency. Their ability should be furnished in and outside the school.
4. The public school students should pay more attention and should do much effort in their study in relation to taking dictation. Similarly the concerned teachers should act and do accordingly.
5. The Kaski school students should be more attentive and careful as they are slightly weaker than the Parbat students.
6. The female students should pay more effort and do much labour than the male students in taking dictation.
7. The number of students inside the classroom in public schools is maximum than the prescribed number of students by Ministry of Education.

So the students are facing too much problem. Thus the concerned authorities should give their sights on this matter.

8. The teachers should be trained time and often about the four language skills of English language.
9. The concerned teachers should conduct sufficient listening programmes inside the classrooms so that the students would be benefited with it.
10. As the public school students are far more weaker than the private ones, the teachers, curriculum designers, language experts, researchers, donor agencies and all the concerned authorities should think deeply on this serious issue and should act accordingly to improve the ability to take dictation in particular and to improve their English performance in general.

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APPENDIX I

Recorded Passage for Dictation (From A)

The following passage was selected for dictation.

The man in the middle asked me to sit down and make myself comfortable. A serious-looking lady asked if I was trained for the job. I wasn't and I told her so. I was beginning to feel uneasy and nervous. "Aren't you very young for this job?" he asked "I don't know, sir. I have never done a job like this before," I said and immediately realized my mistake. I should have said that my age was perfectly suitable for the job. I was not going to get the job- I was pretty sure. "Do you like children Miss Pradhan?" The man in the middle asked. Yes, I do. I replied. I had four younger brothers and sisters at home. I took care of them because my parents went to work early in the morning and did not come back until 7.00 in the evening. I used to cook for them, help them with their homework and play with them." "I see", he said, eyeing me shrewdly, Then he asked If I had liked doing those things at home. I told him that I loved my brothers and sisters and enjoyed doing things for them, their smiling faces made me smile. So, I told him the truth. He thanked me for being so patient in answering the questions and told me that the interview was over. Later, the Head Teacher - the man in the middle - told me why I was selected. It was because of my love for children.

APPENDIX II

Recorded Passage for Dictation (Form B)

The man in the middle | asked me to sit down | and make myself comfortable.
|| A serious-looking lady asked | if I was trained for the job. || I wasn't and
I told her so. || I was beginning to feel | uneasy and nervous. || "Aren't you
very young | for this job?" | he asked. || "I don't know, sir. || I have
never done a job like this before," I said and immediately realized my mistake.
|| I should have said that | my age was perfectly | suitable for the job. || I
was not going to get the job | I was pretty sure. || " Do you like children |
Miss Pradhan? | The man in the middle asked. || Yes, I do. I replied. || I
had four younger | brothers and sisters at home. || I took care of them |
because my parents went to work | early in the morning | and did not come
back until 7.00 in the evening. || I used to cook for them, | help them with
their homework | and play with them." || "I see", he said, | eyeing me
shrewdly, || Then he asked | If I had liked doing | those things at home. ||
I told him that | I loved my brothers and sisters | and enjoyed doing things
for them | their smiling faces made me smile. || So, I told him the truth. ||
He thanked me | for being so patient | in answering the questions | and
told me that | the interview was over. || Later, the Head Teacher | - the
man in the middle - | told me why I was selected. || It was because of | my
love for children. ||

APPENDIX III

List of Districts and schools of private and public sectors incorporated for data collection.

1. District: Parbat

A. Public Schools

- i. Shree Narayan Higher Secondary School, Kushma, Parbat
- ii. Shree Shivalaya Higher Secondary School, Kushma, Parbat.

B. Private Schools

- i. Shree Adrsha English Boarding School, Kushma, Parbat
- ii. Shree Namuna English Boarding School, Kushma, Parbat

2. District : Kaski

A. Public School

- i. Shree Kalika Higher Secondary School, Rambazar, Pokhara
- ii. Shree Barahi Higher Secondary School, Malepatan, Pokhara

B. Private School

- i. Shree Global Collegiate Higher Secondary School, Ranipauwa, Pokhara
- ii. Shree Step by Step Higher Secondary School, Malepatan, Pokhara

APPENDIX IV

An overview of respondents used for the sources of data.

Prabat District (Total number 80)

Public (A)				Public (B)				Private(C)				Private (D)			
Male		Female		Male		Female		Male		Female		Male		Female	
S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N
1-10	10	11-20	10	21-30	10	31-40	10	41-50	10	51-60	10	61-70	10	70-80	10

Kaski District (Total number 80)

Public (E)				Public (F)				Private (G)				Private (H)			
Male		Female		Male		Female		Male		Female		Male		Female	
S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N	S.No	T.N
81-90	10	91-100	10	100	10	111	10	121-	10	131-	10	141-	10	151	10
				-		-		130		140		150		-	
				110		120								160	

APPENDIX V

Distribution of Marks Obtained by the Public Schools' Male (Parbat)

S.N	Marks Obtained out of			Percentage	in	Percentage	in
	250 (words)	48 (Punctuation)	298 (total)	Total		Average	
1	189	15	204	68.45		69.22	
2	139	09	148	49.66			
3	182	29	211	70.80			
4	155	23	178	59.73			
5	136	19	155	52.01			
6	242	41	283	94.96			
7	221	35	256	85.90			
8	70	06	76	24.83			
9	227	37	264	88.59			
10	244	44	288	96.63			
Total	1805	258	2063				

APPENDIX VI

Distribution of Marks Obtained by the Public Schools Female (Parbat)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
11	143	10	143	47.98	59.76
12	181	08	189	63.42	
13	186	11	197	66.10	
14	156	13	169	56.71	
15	185	16	201	67.44	
16	177	26	203	68.45	
17	211	25	236	79.19	
18	116	14	130	43.62	
19	153	12	167	56.07	
20	136	10	146	48.99	
Total	1646	145	1781		

APPENDIX VII

Distribution of marks Obtained by the Public School's Male (Parbat)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
21	202	21	223	74.83	70.93
22	191	13	204	68.45	
23	240	39	279	93.64	
24	236	34	270	90.60	
25	182	19	201	67.44	
26	207	27	234	78.52	
27	212	23	235	78.85	
28	133	18	151	50.67	
29	91	17	108	36.34	
30	184	25	209	70.13	
Total	1878	236	2114		

APPENDIX VIII

Distribution of Marks Obtained by the Public Schools Female (Parbat)

S.N.	Marks Obtained out of	Percentage in Total	Percentage in Average	
	250 (words)	48 (Punctuation)	298 (total)	
31	188	18	216	72.48
32	156	18	174	58.38
33	190	15	205	68.79
34	200	23	223	74.83
35	177	21	198	66.44
36	152	21	173	58.08
37	181	13	194	65.10
38	112	22	134	44.96
39	155	18	173	58.05
40	151	20	171	57.38
Total	1672	189	1861	

62.44

APPENDIX IX

Distribution of Marks Obtained by the Private Schools Male (Parbat)

S. N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
41	199	29	228	73.15	83.45
42	192	24	216	72.48	
43	220	28	248	83.22	
44	209	20	229	76.84	
45	235	34	269	90.26	
46	228	25	253	84.89	
47	232	25	257	86.24	
48	242	40	282	94.63	
49	231	28	259	86.91	
50	228	29	257	85.90	
To tal	2216	282	2498		

APPENDIX X

Distribution of Marks Obtained by the Private Schools Female (Parbat)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
51	196	26	222	74.49	87.18
52	235	31	266	89.26	
53	194	28	222	74.49	
54	234	28	262	87.91	
55	246	37	283	94.96	
56	227	30	257	86.24	
57	240	37	277	92.95	
58	237	40	277	92.95	
59	234	36	270	90.60	
60	228	34	262	87.91	
Total	2271	327	2598		

APPENDIX XI

Distribution of Marks Obtained by the Private School Students Male (Parbat)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
61	241	40	281	94.29	89.09
62	213	30	243	81.54	
63	242	35	277	92.95	
64	226	30	256	85.90	
65	233	31	264	88.89	
66	245	37	282	94.63	
67	230	34	264	88.59	
68	227	33	263	88.25	
69	224	22	246	82.55	
70	241	38	279	93.62	
Total	2322	330	2655		

APPENDIX XII

Distribution of marks Obtained by the Private School Students Female (Parbat)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
71	236	28	264	88.59	87.61
72	230	31	261	87.58	
73	227	29	256	85.90	
74	229	32	261	87.58	
75	233	33	266	89.26	
76	221	25	246	82.55	
77	234	24	258	86.57	
78	245	37	282	94.63	
79	241	32	273	92.61	
80	219	25	244	81.87	
Total	2315	296	2611		

APPENDIX XIII

Distribution of Marks Obtained by the Public School Students Male (Kaski)

1

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
81	129	20	149	50.00	46.30
82	122	14	136	45.63	
83	143	24	167	56.04	
84	75	4	79	26.51	
85	158	25	183	61.40	
86	95	10	105	35.23	
87	164	23	187	62.75	
88	69	8	77	25.83	
89	129	16	145	48.65	
90	133	19	152	51.00	
Total	1217	163	1380		

APPENDIX XIV

Distribution of Marks Obtained by the Public School Students Female (Kaski)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
91	135	16	151	50.67	59.46
92	126	20	146	48.99	
93	133	20	153	51.34	
94	171	20	191	64.09	
95	187	24	211	70.80	
96	189	27	216	72.48	
97	138	16	154	51.67	
98	169	22	191	64.09	
99	169	27	196	65.77	
100	143	20	163	54.69	
Total	1560	212	1772		

APPENDIX XV

Distribution of marks Obtained by the Public School Students Male (Kaski)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
101	199	21	220	73.82	80.57
102	219	28	247	82.88	
103	228	27	255	85.57	
104	224	29	253	84.89	
105	218	29	247	82.88	
106	229	34	263	88.25	
107	181	25	205	69.12	
108	213	23	236	79.19	
109	216	29	245	82.21	
110	202	27	229	76.84	
Total	2129	272	24.1		

APPENDIX XVI

Distribution of marks Obtained by the Public School Students Female (Kaski)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
111	233	35	268	89.93	76.20
112	197	24	221	74.16	
113	172	17	189	63.42	
114	234	32	266	89.26	
115	237	39	276	89.26	
116	197	24	221	74.16	
117	193	23	216	72.15	
118	195	23	218	73.15	
119	185	23	208	69.08	
120	176	12	188	63.08	
Total	2019	252	22.71		

APPENDIX XVII

Distribution of Marks Obtained by the Private School Students Male (Kaski)

S.N	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
121	218	33	251	84.22	83.15
122	225	34	259	86.91	
123	206	29	235	78.85	
124	213	32	245	82.21	
125	221	32	253	84.89	
126	228	29	257	86.24	
127	208	35	243	81.54	
128	219	27	246	82.55	
129	203	39	242	81.20	
130	215	32	247	82.88	
Total	2156	322	2478		

APPENDIX XVIII

Distribution of Obtained by the Private School Students Female (Kaski)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
131	217	30	247	82.88	87.04
132	216	29	245	82.21	
133	194	28	222	74.49	
134	193	33	226	75.83	
135	236	41	277	92.95	
136	241	44	277	92.95	
137	240	38	278	93.28	
138	232	37	269	90.26	
139	235	39	272	91.27	
140	233	39	272	91.27	
Total	357	2594			

APPENDIX XIX

Distribution of marks Obtained by the Private School Students Male (Kaski)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
141	234	37	271	90.93	87.31
142	221	36	257	86.24	
143	243	45	288	96.64	
144	225	32	257	86.24	
145	202	29	231	77.51	
146	225	31	256	85.90	
147	213	38	251	84.22	
148	220	35	255	85.57	
149	245	37	282	94.63	
150	229	25	254	85.23	
Total	2257	345	2602		

APPENDIX XX

Distribution of Marks Obtained by the Private School Students Female (Kaski)

S.N.	Marks Obtained out of			Percentage in Total	Percentage in Average
	250 (words)	48 (Punctuation)	298 (total)		
151	214	33	247	82.88	87.71
152	241	41	282	94.63	
153	222	32	254	83.23	
154	208	33	241	80.87	
155	219	32	251	82.22	
156	232	36	268	89.93	
157	243	40	283	94.96	
158	236	37	273	91.61	
159	229	34	263	88.25	
160	219	33	252	84.56	
Total	2263	351	2614		

APPENDIX XXI
Distribution of Average Marks Obtained by Different Groups of
Information with their Percentages

S.N	Group of Students	Average marks obtained out of 298	Percentage (%)
1	Public school students	195.53	65.61
2	Private school students	258.12	86.61
3	Parbat School students	227.26	76.26
4	Kaski school students	226.40	75.97
5	Male	227.38	76.30
6	Female	226.27	75.92
7	Parbat public students	195.47	65.59
8	Parbat private students	259.05	86.92
9	Kaski public students	195.60	65.63
10	Kaski private students	257.20	86.30
11	Parbat male	233.25	78.27
12	Parbat female	221.27	74.25
13	Kaski male	221.52	74.33
14.	Kaski female	231.27	77.60
15	Public male	198.95	66.76
16	Public female	129.12	43.32
17	Private male	255.82	85.84
18	Private female	260.42	87.38
19	Parbat public male	208.85	70.08
20.	Parbat public female	182.10	61.10
21.	Parbat private male	257.65	86.45
22.	Parbat private female	260.45	87.39
23.	Kaski public male	189.05	63.43
24.	Kaski public female	202.15	67.83
25.	Kaski private male	254.00	85.23
26.	Kaski private female	260.40	87.38
27	Parbat public (A) male	206.30	69.22
28.	Parbat Public (A) female	178.10	59.76
29.	Parbat public (B) male	186.10	62.44
30.	Parbat public (B) female	186.10	62.44
31.	Parbat private (C) male	259.80	87.18
32.	Parbat private (D) female	259.80	87.18
33.	Parbat private (D) male	265.50	89.09
34.	Parbat private (D) female	261.10	87.61
35.	Kaski public (E) male	138.00	46.30
36.	Kaski public (E) female	177.20	59.46

37.	Kaski public (F) male	240.10	80.57
38.	Kaski public (F)female	227.10	76.20
39.	Kaski private (G) male	247.80	83.15
40	Kaski private (H) male	260.20	83.31
42	Kaski private (H) female	261.40	87.71
	Total	225.32	75.61

APPENDIX XXII

Distribution of Errors Committed by Each Group of Students

Types of Error	Sector / Stream			District			Sex		
	Public	Private	Total	Parbat	Kaski	Total	Male	Female	Total
Type 1	6084	1963	8047	3885	4162	8047	4020	4027	8047
Grammatical	946	386	1332	698	634	1332	627	705	1332
Lexical	1792	430	2222	1122	1100	2222	1107	1115	2222
Spelling	2328	703	3031	1326	1705	3031	1547	1484	3031
Contraction	77	43	120	66	54	120	61	59	120
Type 2	2113	1230	3343	1777	1566	3343	1632	1708	3340
Full stop	868	368	1236	644	592	1236	588	648	1236
Comma	394	307	701	377	324	701	340	361	701
Hyphen	250	196	446	236	210	446	224	222	446
Apostrophe	105	53	158	89	69	158	87	71	158
Question Mark	120	61	181	105	76	181	99	82	181
Quotation Mark	376	245	621	326	295	621	297	324	621
Total	8197	3193	11390	5662	5728	11390	5652	5735	11390

Type 1:- Errors other than punctuation marks

Type 2:- errors in punctuation marks