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## Errors in Writing: Identification of Problems

And

## Need for Effective Remedy

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## TABLE OF CONTENTS

	<b>Page</b>
ACKNOWLEDGEMENTS	5
ABSTRACT	6
DECLARATION FORM	9
APPROVAL SHEETS	10
<b>CHAPTER 1</b>	
1 INTRODUCTION	11
1.1 Background	11
1.2 Problem statement	12
1.3 Purpose statement	14
1.4 Justification of Error Analysis	15
1.5 Research Questions	17
1.6 Delimitations	17
<b>CHAPTER 2</b>	
2. LITERATURE REVIEW	18
2.1 INTRODUCTION	18
2.2 Bangladeshi Scenario	18
2.3 EFL context in Bangladesh	19

	<b>Page</b>
2.4 ELT in Bangladesh	21
2.5 State of English in Bangladesh	22
2.6 Teaching of English in Bangladesh	25
2.7 View of other researchers	26

### **CHAPTER 3**

3. Methodology	33
3.1 Design of the study	33
3.2 The Setting	34
3.3 Sampling	34
3.4 Research Instrument	35
3.4.1 Questionnaire	35
3.5 Data Collection Procedures	36
3.6 Data Analysis Procedures	37

### **CHAPTER 4**

4. Results and Discussion	39
4.1 Findings	39
Table 1	40
Table 2(Transcription of the Data)	42
4.2 Discussion	69
4.3 Findings in term of research questions	72

	<b>Page</b>
<b>CHAPTER 5</b>	
5. CONCLUSION	76
5.1 Summary of the Findings	76
5.2 Contribution to Research	77
5.3 Practical Implication(s)	78
5.4 Suggestion	80
5.5 Further/ Future studies	81
5.6 Conclusion	81
<b>REFERENCES</b>	<b>82</b>
<b>APPENDIX</b>	<b>85</b>
A-Questionnaire of the research study	85

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## ABSTRACT

With regard to written composition students often want to focus on grammar when they first seek help with writing, most have problems with structure and organization. But the study of foreign language teaching reveals that making errors is universal and natural. When teachers complain about errors of structure or syntax, they are usually responding to the symptom, not the cause- which is often unclear thinking. Although teachers are familiar with the types of sources of errors usually made by students, still the non-availability of proper instruction and lack of fluency in communicative practice, lack of proper explanation and understanding of grammatical rules, written work abounds in errors. Nevertheless, it is much interesting to observe that there exists a considerable degree of uniformity in the characteristics of interlanguage and in the types of errors of various L2 learners. For example, Bengali speaking EFL learners have a common problem of missing the 's' to be added to the verb used in a sentence in the present tense and having a third person singular subject, for example, 'She usually wake up early in the morning'. The analysis of learners' errors had long been a part of language pedagogy dealing with finding out practical reasons of errors and discovering ways of refinement. Error identification and refinement are especially useful to second language learners' because it helps them learn the exact environment in which to apply rules and discover the precise semantic range of lexical items. The research topic explains that while writing, a writer has to take care of his/her structure of the sentences so that his sentences express intended meaning clearly, correctly, and effectively. For this reason, knowledge of probable errors in writing is essential. In our country, students of different levels follow certain writing instructions to develop their writing skills, but the question is- how effective are these instructions and how can consciousness of errors help students to overcome these common sentence errors in writing? Errors provide feedback, they



tell the teacher something about the effectiveness of his/her teaching materials and his/her teaching techniques, and show him/her what parts of the syllabus he/she has been following and has inadequately learned or taught and need further attention. This research is a descriptive and quantitative in nature. Its purpose is to find out learners' (learning English language as a second/foreign language) problem areas and reasons behind them. Accurate English language knowledge is necessary for the students. Study focuses on the common mistakes and errors that learners usually make in their paragraph writing in an English course at secondary level. The number of grammatical items in the questionnaire restricts discussion only to the sentence level problems that fall mainly into grammar, and mechanics areas. It was an open ended and descriptive questionnaire on why these problems occurred in writing and finally some suggestions have been provided on the basis of this researcher's findings. Researcher distributes questionnaires among students of two public Bengali medium schools in Dhaka. The respondents are 55. For this research, data was collected in formal settings. After collecting the data, they were transcribed and tabulated. From the questionnaire, the identity was omitted and information was separated to analyze them. Information was separated according to the subjects. Students' data was tabulated in one table. The researcher analyses the data quantitatively and in qualitative manner to find out the problem area. The study discusses about some of the errors, which are usually made by the students and are categorized under the sources of interlingual and interlingual errors. Therefore this paper aims to look not at each and every cause of error in writing rather it attempts to analyze some recurrent and systematic errors and its causes which help students to write socially acceptable and academically correct English. The current study tries to investigate problems of students' writing in a secondary EFL writing class. The fact that errors cited in this research are from the competence data (refers to the systematic errors of the

learner) and analysis of these data presents that in certain areas of language use, the learner possesses construction rules which guided the researcher to categorize the errors into morphology, syntax and basic grammar forms. Finally, in an effort to bring this research to bear on the presentation of the descriptive aspect of error analysis, the literature has been comprehensively surveyed and research findings demonstrated that the reason behind formation of errors lie in the unsystematic approach towards both teacher training and the classroom teaching.



## DECLARATION

I certified that this thesis is based on my original work except the quotations and citations. I also declare that it has not been submitted before from anywhere.



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## Chapter 1

### INTRODUCTION



#### 1.1 Background

The role and function of English in the present global perspective is beyond all doubt. As the language of wider communication, especially due to its inevitable attachment to international trade and commerce, English has turned out to be of prime importance in the domain of our business education. Apart from being the working language of international organizations and conference, English is the key language of all sorts of business, trades and financial activities. The role and function of English in the contemporary global avenue has been steadily implanting its value in the Bangladeshi socio-economic and educational scenario. But the question is, 'how far are we ready to activate the specific need of English and eventually create a suitable workforce that would contribute to our national progress?'

In the research on Bengali speaking EFL learners' errors, Maniruzzaman, Islam and Rashid (2006) talks about a second/foreign language learner's language that naturally has errors which is often criticized and interpreted in a negative way. However, it is basically the personal language or the interlanguage of the learner when he/she takes a linguistic journey from his/her first language to the target language.

According to Selinker (1990), in the interim time before reaching a standard of the target language, the L2 learners actually struggle to express their ideas in the language they are

learning. Because of their lack of ability, they create their own way to express ideas in the target language and naturally commit linguistic errors. At the elementary stages in the period, it is very interesting that the learners develop their own variety of L2 though it does not match the variety used by the native speakers. Many language teachers and researchers traditionally consider these stages as a state of full of errors. Notwithstanding, it is essential that the stages having errors should be taken into account as they constitute the learner's interlanguage.

Nevertheless, it is much interesting to observe that there exists a considerable degree of uniformity in the characteristics of interlanguage and in the types of errors of various L2 learners. For example, Bengali speaking EFL learners have a common problem of missing the 's' to be added to the verb used in a sentence in the present tense and having a third person singular subject, for example, 'She usually wake up early in the morning'.

But, it is more exciting that such similarity in the nature of interlanguage of various L2 learners are not only restricted to the learners of a particular language but it also happens with Japanese learners. In fact it is universal as Adjemian (1994) points out. Defying the contribution of contrastive analysis theory, in their research on learner's errors, Dulay and Burt's (1982) cross-sectional analysis reveal that the majority of errors that children make reflect the influence of the target second language more than that of those children's first language.

## **1.2 Problem Statement**

As a practicing teacher, the researcher knows too well that learners make errors, the flawed side of learner speech or writing and error analysis constituted the first serious attempt to investigate learner language. The analysis of learners' errors had long been a part of language pedagogy dealing with finding out practical reasons of errors and discovering ways of refinement.



According to Krashen and Selinker (1975 in Kenneth Croft, 1980:157) 'correcting learners' errors helps them, discover the functions and limitations of the syntactical and lexical forms of the target language.' Error identification and refinement are especially useful to second language learners' because it helps them learn the exact environment in which to apply rules and discover the precise semantic range of lexical items, (Kenneth Croft, 1980).

The ELT practitioners ( Corder 1981, Dulay and Burt 1982, Brown 1994 ) have been trying to identify a particular way to treat the second language learners' errors for the last three decades. As a matter of fact, the present state of English in Bangladesh is not satisfactory. As a student of English department, the researcher has done some courses on ELT which helped her to have some knowledge about present state of English in our country. The researcher has done some courses on ELT and has observed the undergraduate students of East West university, who passed through secondary and higher secondary levels, their condition of basic English from where she has the idea that the present state of English in Bangladesh is deplorable. Students even at the degree level can't frame sentences in English correctly. They find themselves in a mess when it comes to expressing their ideas in English. Their vocabulary is very poor. The researcher has come across English essays written by students who are qualifying for B.C.S (Bangladesh Cadre Service) examination where there is the good number of Bengali words written in examination scripts. In our teaching learning context mostly writing skill is usually considered as a clear proof of whether learners learnt English well or not. Learners sit for different examinations and get the grades/scores on the basis of writing ability. Although other three skills are more or less practiced in the class, only writing ability is assessed for the grades or scores in the examination. This is apparently a vast area of language production that our



students and teachers are concerned with. However, only a few studies on students' writing have been done so far. Consequently, there is hardly any data on common errors Bangladeshi students make in writing. So the researcher addresses the issue of assessment in writing English based on empirical data that are collected from the questionnaire survey among the learners at the secondary level. Practicing writing in the classroom and its problems can be a practical area for assessment and writing development. In this regard, we do not have many investigative reports revealing the detailed problems of student writing that could have provided professional insights for teacher development.

### **1.3 Purpose Statement**

In our teaching learning context mostly writing skills is usually considered as a clear proof of whether learners learnt English well or not. Learners sit for different examinations and get the grades/scores on the basis of writing ability. Although other three skills are more or less practiced in the class, only writing ability is assessed for the grades or scores in the examination. Writing is a vast area of language production that our students and teachers are concerned with. However, only a few studies (Rahman, and Islam) on students' writing have been done so far. Consequently, there is hardly any data on common errors Bangladeshi students make in writing. The research topic explains that while writing, a writer has to take care of his/her structure of the sentences so that his sentences express intended meaning clearly, correctly, and effectively. For this reason, knowledge of probable errors in writing is essential. In our country, students of different levels follow certain writing instructions to develop their writing skills, but the question is- how effective are these instructions and how can consciousness of errors help students to overcome these common sentence errors in writing? Errors provide feedback, they tell the

teacher something about the effectiveness of his/her teaching materials and his/her teaching techniques, and show him/her what parts of the syllabus he/she has been following and has inadequately learned or taught and need further attention.

Again, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. Brown (1994:205) says:

A mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of learner.

Even after having twelve years of instruction especially in English writing, learners in Bangladesh still find formal writing troublesome- the same common errors they made during their early school and college life reoccur. The investigation focuses on why these mistakes occur and how they can be removed. From personal experience, the researcher realized that 'Errors in writing' would be an interesting area for her study. Some materials will be studied on this topic to elaborate the present scenario. This research will try to explore whether the things are still the same in spite of taking all the initiatives by the government or there is any improvements. The research would also make some suggestions towards improving the teaching of English as a foreign language in Bangladesh. Again this research paper aims to look not at each and every error in writing rather it will attempt to analyze some recurrent and systematic errors which will help students to write socially acceptable and academically correct English.

#### **1.4 Justification of Error Analysis**

According to Richard (1974), it has long been accepted that the application of a scientific

discipline to the solution of practical problem provides feedback to the learning theory. The applications provide confirmation and disproof of theory. The study of learners' errors is such an application.

The theoretical climates of the late fifties and the early sixties provided the ultimate rationale for the error analysis approach. Chomsky's (1959) "Review of B.F. Skinner's Verbal Behavior" questioned the very core of behaviorist habit theory as an account of language learning. The study provided the catalyst for efforts that virtually turned the field of the developmental psycholinguistics around overnight. Chomskyan generative linguistics, along with Piagetian psychology theory (Psychology and Linguistics: 1977), has succeeded in highlighting the previously neglected mental makeup of learners as a central force in the learning process. Consequently, error analysis came away with a rich source of explanation for the many yet unexplained but frequently observed student errors. According to Richard (1974), the error analysis movement can be characterized as an attempt to account for learners' errors that could not be explained or predicted by contrastive analysis or behaviorist theory, and to bring the field of applied linguistics into step with the current climate of theoretical opinion. In these respects error analysis has been most successful. It has made a significant contribution to a theoretical consciousness rising of applied linguistics and language practitioners. It has brought the multiple origins of learners' errors to our attention. Finally, it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of research object, curriculum, guide, and indicator of learning stage. Defying the contribution of contrastive analysis theory, in their research on learner's errors, Dulay and Burt point out their cross-sectional analysis reveals the majority of errors that children make reflect the influence of the target second language more



ten that of those children's first language. (ibid)

### **1.5 Research Questions in this research:**

The research addresses the following questions:

1. What basic sentence errors do the students make in writing, even after being instructed during the last eight years of their education?
2. Why do these errors still occur?

### **1.6 Delimitations**

It is to be mentioned that while identifying problems in writing in this research the researcher will deal only with errors. The research examines learners' common errors, i.e. subject-verb agreement, use of plural form, use of active and passive voice, misuse/omission of verb, omission of articles, double auxiliary, use of participle and gerund, punctuation (using capital letter) use of contractions etc. in writing and discusses the need for refinement.

The study is limited to the urban population of the city of Dhaka. More specifically, it is limited to the schools and the informants who participated in the study. The topic of the study is a broad one. The study includes secondary level students of Bengali medium schools (standard x). Therefore, the researcher has selected two specific schools to find out the present level of the students' errors and from that, she would try to point out the problems that they have been facing in their English language.



## Chapter 2

### LITERATURE REVIEW

#### 2.1 Introduction

The study of literatures' errors by ELT researchers have been a primary focus of L2 research during the last decade. As Corder (in Brown, 1994: 205) noted a learner's errors are significant in that they provide the researcher evidence of how long is the target language learned or acquired, what strategies or procedures the learner is employing in the discovery of the language. Sridhar (in Croft, 1980:85) describes the goals and methodology of traditional error analysis and points to a newer interpretation of error stemming from interlanguage studies: the learners' deviations from target language norms should not be regarded as undesirable errors or mistake; they are inevitable and a necessary part of the learning process.

#### 2.2 Bangladeshi Scenario

Khan (1999) in his 'Analysis of Mistakes and Errors in student writing' explains that errors and mistakes are viewed as creative source of language learning. He (1999) says that from the pedagogic point of view, analyzing factors and reasons as to why learners make mistakes appear to be a crucial factor for syllabus and material designers and English language teachers. He (1999) goes on to say that writing often appears to be a rigorous task for many foreign learners in an EFL classroom mostly because they do not feel confident in what they are writing. That is why the common mistakes or errors occur in student writing in an EFL classroom of secondary level. He (1999) also mentions that to some extent, it is found that teachers give feedback merely



underlining the mistakes and errors but hardly provide any constructive comments for correct writing. Khan (1999) also mentions that in real life situation many of them can hardly write correct sentences of their own when they are given an open-ended topic. Despite getting expected grades/scores, they can not write confidently. In the secondary and higher secondary level writing, word or sentence level accuracy is usually given more consideration in allotting marks for paragraphs, essays, letters, broad and semi broad answers,(ibid).

### **2.3 EFL context in Bangladesh**

Sultana (2006) gives her view on the EFL context in Bangladesh. She focuses on the ELT textbooks which are used in the local context of the country and these have been empirically proved unsettling for ESL and EFL students. Therefore, she (2006) suggests that instead of these 'Anglo-centric' textbooks and contents, we should use such contents and teaching materials for teaching English that are culturally, socially, and experientially appropriate for our students. We should also try to separate the English language from its culture and assimilate it into our Bangladeshi culture. She (2006) further says that English has already obtained the status of the most prestigious language of international commerce, trade, and business; moreover, the use of English in different domains in Bangladesh has increased. Therefore, her first suggestion is that, the acceptance of English as an international language has already been in progress in Bangladesh since the 1980s. Teachers, without any formal teacher training, can also develop teaching materials for their English classes. She (2006) again renders that teachers, most of the time, have to follow syllabuses strictly and many of them do not have enough time and access to high tech gadgets for writing their own materials. On the other hand, a 'can of soft drink' or a 'bag of chips', or an article of a newspaper can be a source of teaching materials. Teachers will

have to work on these materials considering students' needs, difficulties, learning objectives, age, interests, and style of learning. If they are constrained by the syllabus and a prescribed textbook, teachers can use their own materials occasionally for bringing variation in class. Teachers will only have to consider the basic principles of second language acquisition relevant to the development or materials for the teaching of English language.

In preliminary observations, Gaus, Khanum and Jahan (2005) say that students are aware of their own difficulty in writing but their efforts to improve their writing skills are often thwarted by the gap between their own understandings and the teachers' expectations. They (2005) go on to say that the situation is further aggravated by the unsatisfactory quality of teaching and the paucity of teaching materials; in addition, large classes which are a common phenomenon at all levels of education in Bangladesh, causes special problem, in teaching English.

However, most English teachers tend to view teaching written English in large classes negatively. They often associated large English classes with disorderliness, lack of control, lack of students' attentiveness, lack of teacher-student interaction and therefore, ineffective. Regarding large classes, Kennedy and Kennedy (1996 24) says that, 'as soon as the number of group's passes a certain number, it is difficult to control what happens'. Their study shows that the students are comfortable in guided writing rather than free writing. Students want to learn grammar, more specifically sentence construction, in terms of learning English writing. Both teachers and students think that mistakes should be corrected as a single case and also collectively. The students think in term of rules and dictionaries when it comes to learning new words, and not reading as a process leading to writing better English. The study of Kennedy and

Kennedy (1996) again shows that after long years of English learning, through grammar translation method, it is hardly possible for the students to write in freehand. Moreover, it shows that there are various problems in teaching writing to a large class. The problems are aggravated by the really "large" nature of writing classes at secondary level. The situation at the schools and colleges show that most students are not satisfied with the way they are taught English writing.

In a preliminary investigation, Moniruzzaman and Haque (1999-2000) find that more than two-thirds of the subjects were learning EFL so as to use it as a means of understanding and appreciating the art and literature of the English speaking communities, and to know more about the target language speakers and culture. That is, the subjects seem to have been attracted to the speakers and culture of the English language to a great extent and considered the language unavoidable as English is an international language. They (1999-2000) further say that though both integrative and instrumental orientations are found to have been negatively and insignificantly correlated with the subjects' proficiency in EFL, integrative orientation is conspicuously a better predictor of their proficiency. They (1999-2000) conclude that EFL learners may profit if they can be helped to develop an integrative approach to the learning task. This is consistent with the suggestion that the inclusion of salient traits and activities of the English speaking culture in EFL teaching materials might enhance the learners' proficiency in EFL.

#### **2.4 ELT in Bangladesh**

In 'ELT issues in Bangladesh: An overview' Hoque (1984) gives an overview of the present ELT issues in Bangladesh and suggests some steps so as to resolve them. He explains the



present state in English' from the view point of, 1) status in the national curriculum, 2) state in the madrasah curriculum, 3) institutions where compulsory English courses are taught, 4) textbooks, 5) training. His (1984) description shows that the present state of English reveals a frustrating ELT scenario in Bangladesh. The standard of teaching and learning have so miserably declined that government as well as the conscientious section of people have recently realized that something somewhere is seriously wrong in the whole business of teaching and learning of English in the country.

Write (2005) points out some crucial factors responsible for the deploring state of ELT: 1) defective teaching methodology, 2) examination system, 3) inadequate teacher training, 4) absence of an accreditation/specialized body. He (2005) again says the lack of proper coordination and the resulting wastage in ELT in the country have created a state of confusing accelerating the existing downward trend in poor teaching and learning. The weak students from the primary level become weaker at the secondary level and they become still weaker at the tertiary level. And these weaker students graduating from universities and colleges become teachers at the primary and secondary levels, producing still weaker students. Write calls it 'vicious circle of learning'. In conclusion Write,(2005) says that country like Bangladesh must have a national ELT policy for the implement English language programs for effective teaching and learning English in Bangladesh.

### **2.5 State of English in Bangladesh**

in 'The state of English in Bangladesh today' Anwar (1984) explores that the teaching of English is the doldrums in Bangladesh today. The percentage of pass in compulsory English language

paper at all levels from the secondary to B.A is very low and the situation has become rather distressing over the last few years. He (1984) again states that we have good reasons to believe the English in our country is sliding into a state of degeneration so much so that before long it may become a classical language dull and lifeless, as moribund as say Sanskrit. Anwar (1984) goes on to say that the reasons for this state of affairs are many and some of them are quite well-known. He (1984) goes on to say that still it is not uncommon to lay the blame at the door of the student's perversity or intellectual incompetence. But a minute examination would show this accusation to be neither logical nor true. Total language situation obtaining in a country at a given point of time is always a social phenomenon and the causes for the decline of English in Bangladesh must be probed in this social sphere rather than in individual limitation or aberration, (ibid).

In 'The state of English in Bangladesh' Ahmed (1984) discusses the traditional tussle between Bengali and English in our country. He says that to assess the state of English in Bangladesh we must look at it from the academic and professional point of view and also from the moral stand point. While describing the present situation he (1984) states that there have always been a sense of scare about English. In many schools, particularly in the rural area, the teachers do not have adequately specialized training and owing to their duty properly. This also adds to the loss of interest in the learning of English. Ahmed (1984) again says that to make teaching of English socially and academically substantial it is vitally important that we ascertain first the existing state of English and then fix up the target of proficiency we need to attain. The language learners must identify the nature of their attitude towards English. (Ahmed, 1984. 56)





Gupta (1990) in 'English in India: Problem and Issues' shows some of the ways that would be useful for our context. She suggests that what we need to do is to re-plan our language priorities and teach and learn English in a way that does not lead to a denigration of our own language or a negation of their validity and power and potential. She suggests planning pedagogy and language-use in such a way as to promote a healthy indigenous based bilingualism in English.

Gupta (1990) says:

knowing your native language well using it in local, regional public domains as well as in the private domains of health and home and respecting your own language can and should go hand in hand with the teaching, learning and use of English in large public contexts such as inter-regional or international communication. Learning and using English in a way prevents states, nations and politics from becoming insular and save large sections of our populations from being denied an opportunity to emerge from their narrow shells.

(Gupta, 1990: p-103)

Afiah (1984) in her article 'the state of English in Bangladesh at the Academic Level' has given some of the suggestions to improve our conditions. She (1984) states that the standard of English at the primary level should be raised and the English text books at least at the primary level should be made more attractive. Teachers should be especially trained to teach English as a foreign language. Tutorial classes should be re-introduced in the colleges at the HSC and BA classes. Pronunciation drill is also important. Student should even be encouraged to read English journals and newspapers and listen to English news and other programs. (Afiah, 1984: 126-129)

Chowdhury (2005) in 'Elementary reflections on the Teaching of English in Bangladesh' concludes that we should set before us the objectives of not only communication but also of reading and writing. In fact, reading and writing should come before and not after

communication. He (Chowdhury, 2005) again says that the ideal method should be to achieve an organic relationship among the three. Instruction in grammar and exercise in translation are essential as is the use of the dictionary. Chowdhury (2005) goes on to say that learning English should be more than an obligation; it has to be made an act of pleasure and a process of stimulation. He (2005) goes on to say that language-learning is, in itself, a necessary exercise, but it becomes much more fruitful when it works as a gateway to knowledge in other disciplines as well. Ideally, English should be more than an acquisition of skills; it should be a part of education, widening the horizon of knowledge and deepening the learners' power to feel and think, (ibid). Not that every learner is expected to be educated, but at least the scope for education should exist within the method itself, for those who want to have it. (Chowdhury, 2005: 81-85)

## **2.6 Teaching of English in Bangladesh**

Shafi (2004) in his 'The Teaching of English in Bangladesh' discusses that in the secondary and higher secondary levels the method used to teach English as second language and foreign language is Communicative Method. This method was introduced about 10 years back, first in primary and secondary levels and then in higher secondary level. For a number of years functional English has been taught previous to communicative method. Textbooks were written by some teachers who had been given some training in England on how to write English textbooks and to teach English to students whose mother tongue is not English. Some attempts were made to train some teachers of English locally through some master trainers. Textbooks were written and my personal feeling was that the textbooks were fairly good but acute shortage of qualified and dedicated teachers made it impossible to implement the project successfully.



With little or no training, existing teachers who are used to teaching the old way and in most of the cases, not able to speak English spontaneously and fluently, they could not do a good job of teaching the subject. The situation in the rural areas is worse than in the cities. Even now many teachers find it very difficult to teach English in secondary and higher secondary schools. We have to remember that during the last 25 years or so our teaching and learning standard of English has slipped. The present practice of writing guidebooks, help books, is to use Bangla along with English. Also teachers use Bangla in the classroom.

In higher secondary level, students, coming with very poor knowledge of English, as formal structure of English sentences is not taught, only practiced as they occur in stories/lessons, are very frustrated. Mechanical practice of writing different types of sentences does not build up enough confidence to speak and write English fluently and spontaneously.

### **2.7 View of other researchers**

As Corder's (1973) view suits with our context, he (Corder, 1973) comments that errors may arise, on the one hand, as a result of the nature of the L2 learners, their classification and representation or, on the other, from the actual activity of processing the data. Teaching is concerned with the data and its mode of presentation; we can control and manipulate it in various ways. What neither the learner nor the teacher can do is entirely manipulate or control the learning process. This is part of human psychology. Corder (1973:283) says:

Errors are a result of partial knowledge because the teaching-learning process extends over time. Language as we have seen is a self-contained system, all parts being interconnected a system of systems in a sense nothing is fully learned. Changing the grouping or sequencing of the data merely makes the nature and timing of the errors different in certain respects. It cannot eliminate them or reduce the total amount error below

some, at present unknown lower limit.

Corder (1973) observes that the opposition between systematic and non-systematic errors is important. We are all aware that in normal speech in our native language we are continually committing errors of one sort or another. These as we have been so often reminded recently are due to more lapses physical states such as tiredness and psychological conditions such as strong emotion. These are adventitious artifacts of linguistic performances and do not reflect a defect in our knowledge of our own language. We are normally immediately aware of them when they occur and correct them with more or less complete assurance. It would quite unreasonable to expect the learner of a second language not to exhibit such slips of the tongue (or pen), since he is subject to similar external and internal condition when performing in his first or second language. We must therefore make a distinction between those errors which are the product of such chance circumstances and those which reveal his underlying knowledge of the language to date, or as we may call transitional competence the errors of performance will characteristically be unsystematic and the errors of competence systematic. As Miller (1966) in Richards, (1974:25) puts it, 'It would be meaningless to state rules for making mistakes.'

It will be useful therefore hereafter to refer to errors of performance as mistakes reserving the term errors to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date his transitional competence.

According to Dulay (1982) studying learner's errors serves two major purposes:

1. It provides data from which inferences about the nature of language learning process can be made.



2. it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

According to Andrew D. Cohen and Margaret Robbins<sup>21</sup> (1994):

This study dealt empirically with certain aspects of second language learning among three university students, who all had a relative degree of proficiency in Mandarin and who were in an advanced English-as-a-second-language class at UCLA. An error analysis of written verb forms was undertaken with two purposes in mind: first, to determine the short-term effects of teacher correction procedures on the eradication of errors and second, to relate interlanguage background (past language experiences, current language environment, and language learning strategies) and learners' explanation of errors to the errors themselves. A close look at the effects of correction in written work revealed that correction was neither systematic nor enlightened enough to actually influence the production of errors. Although broad in scope and in some ways rudimentary, the gathering of interlanguage background information and error explanations from the learners provided useful insights concerning the production of errors and what these errors tell us about interlanguage.

Since Corder's (1980) initial arguments for the significance of learners' errors appeared in the Winter 1967 issue of the 'International Review of Applied Linguistics', researchers and teachers in numerous countries have spent countless hours extracting errors from student compositions and conversations, submitting them to close scrutiny, and using them as a base for theory construction and classroom practice. The instant and widespread appeal of error analysis (EA)

stemmed perhaps from the refreshing alternative it provided to the then prevailing but more restrictive 'contrastive analysis' approach to errors.

In the 1970s, EA supplanted 'Contrastive Analysis' (CA), which sought to predict the errors that learners make by identifying the linguistic differences between their L1 and the target language. Whereas CA looked at only the learners' native language and the target language (i.e. fully formed languages), EA provided a methodology for investigating learner language. For this reason EA constitutes an appropriate starting point for the study of learner language and L2 acquisition. French (1949), for example, provides a comprehensive account of common learner errors.

Lee (1957) reports on an analysis of some 2000 errors, in the written work of Czechoslovakian learners, which were 'hurriedly grouped into categories' (wrong punctuation, misuse, or omission of articles, misspellings, non- English constructions, and wrong use of tenses). Lee (1957) argued that such an analysis put the teacher in 'a better position to decide how teaching time should be spent'. But such traditional analysis lacked both a rigorous methodology and a theoretical framework for explaining the role played by errors in the process of L2 acquisition. It was not until the 1970s that EA became a recognized part of applied linguistics, a development that owed much to the work of Corder (1973). This situation as mentioned above matches with our context.

In an early, seminar article, Corder (1974) noted that errors could be significant in three ways:

- a. They provided the teacher with information about how much the learner had learnt,

- b. They provided the researcher with evidence of how language was learnt,
- c. They served as devices by which the learner discovered the rules of the target language.

Corder (1974 in Rod Ellis, 1994:48) suggests the following steps in EA research:

- a. Collection of a sample language
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. Evaluation of errors

Richards (1971b) characterizes the field of error analysis as follows:

'The field of error analysis may be defined as dealing with the differences between the way people learning a language speak, and the way adult native speakers of the language use the language.' (Oller and Richards'1973: 114)

Richards (1971 a) proposes a three-way classification of errors:

- a. Interference Errors
- b. Intralingual Errors
- c. Developmental Errors

The interference errors are those caused by the influence of the learners' mother tongue on his production of the target language in presumably those areas where the language clearly differs.

The intralingual errors are those originating within the structure of English itself. The developmental errors reflect the strategies by which the learner acquires the language.



Johanna Klassen (1991 in English Teaching Forum, 10) opines that teachers still face with the problem of "which" errors to correct and how to correct errors. She believes that the gravity of the error should determine whether correction is necessary. She suggests that for a first draft global errors be corrected and local errors on the second.

Corder (1973) observed that learners of language are certainly liable to lapses and mistakes and for this reason the great majority of their errors are of a different kind. They result in unacceptable utterances and appear as breaches of code. Corder has termed these breaches of codes as errors in the case of a native speaker. They are not physical failures but the sign of an imperfect knowledge of the code, i.e. the learners have not yet internalized the formation rules of the second language.

Corder (1973) suggests that it is individual learner who makes errors and mistakes. The notion of knowledge of the formation and speaking rules is applicable to individuals not groups. Although it is individuals who learn, we usually direct our teaching towards groups. Although each member of a class is initially different in some respect from every other member, programmes are designed on the basis of what is common to all the members of the group: their average intelligence, their common objectives, their common mother tongue and common experience of the second language. It is logical that when we have this practical objective in mind we make use of information drawn from the group as a whole. We take account, therefore, principally of those errors, which are common to all, or a majority of, members of the group, and discount, for planning purposes, those which are peculiar to an individual or a minority.



Powell (in Kenneth Croft, 1980 158) says: "the fact that reductions seemed to be influenced by the need to communicate, suggests that correcting student errors in terms of their comprehensibility to a native speaker might result in a more advanced grammar". Elsewhere she notes that "if error correction by the teacher results in a more adult grammar, it is possible that correction in terms of communication requirements might be more fruitful than any other kind, since this seems to be important to students".

Corder (1973) introduces an important distinction between "errors" and "mistakes". Mistakes are deviations due to performance factors such as memory limitations (e.g., mistakes in the sequence of tenses and agreement in long sentences), spelling pronunciations, fatigue, emotional strain, etc. They are typically random and readily corrected by the learner when his attention is drawn to them. Errors, on the other hand, are systematic, consistent deviances characteristic of the learner's linguistic system at a given stage of learning.

## Chapter 3

### METHODOLOGY

This chapter provides an account of the methodology of the study and discusses issues pertaining to the nature of the study design, sampling and setting, data gathering instruments, method of data collection and data analysis procedure.

#### 3.1 Design of the study

This research is a descriptive and quantitative in nature. Its purpose is to find out learners' (learning English language as a second/foreign language) problem areas and reasons behind them. Accurate English language knowledge is necessary for the students. Study focuses on the common mistakes and errors of grammar forms that learners usually make in their paragraph writing in an English course at secondary level. The number of grammatical items in the questionnaire restricts discussion only to the sentence level problems that fall mainly into grammar, and mechanics areas. It was an open ended and descriptive questionnaire on why these problems occurred in writing and finally some suggestions have been provided on the basis of this researcher's findings.

The methodology of error analysis, in so far as traditional error analysis is concerned, consists of the following steps:

- a. collection of data (from an open ended questionnaire, that has been designed with 7 different questions)
- b. identification of errors (e.g. mixture of active and passive forms, anomalous sequence of

tenses, etc)

c. Identification of the area of difficulty in the target language (TL)

(Croft. 1980:103)

The research tool is questionnaire. Researcher distributes questionnaires among students of two public Bengali medium schools in Dhaka. The respondents are 55. For this research, data has been collected in formal settings. After collecting the data, they are transcribed and tabulated. From the questionnaire, the identity is omitted and information is separated to analyze them. Information is separated according to the subjects. Students' data is tabulated in one table.

### **3.2 The Setting**

The study has been conducted in formal setting. Student's data has been collected from two public Bengali medium schools of Dhaka, through a questionnaire. It provides data of secondary level students (Standard x).

### **3.3 Sampling**

For the study 55 students from different groups have been selected from those schools. The respondents are from different divisions, such as science, arts and commerce. The principals of these two public Bengali medium schools (Dhaka) have arranged these respondents from different groups for the researcher to conduct this questionnaire survey. These students are undertaking two hundred marks English language course. Their syllabus includes:

- a. Basic language skills
- b. Remedial Grammar

## c. Practical writing:

- Composition
- Personal and Business Correspondence
- Application and letter
- Reading Comprehension.

The learners are going to complete S.S.C. program in Bengali medium with English as one of their compulsory subjects containing 200 marks. Their level of proficiency in English was assumed to be most syllabus based. The respondents are the native speakers of Bangla and learning English as a foreign language. Some degree of similarity in their personal characteristics was also expected: intelligence, motivation, social background and experience of the world, maturity and so on. We cannot, of course expect from the learners full equivalence in all these dimensions.

## 3.4 Research Instrument

### 3.4.1 Questionnaire

The research has been conducted through the questionnaire, it is provided among the students in order to investigate the reasons behind their errors in writing. For instance, question no. 1 to 7 is asked to get their opinion about teachers' instruction over the last couple of years of their learning, about the present communicative approach. The researcher has tried to find out the reasons behind the common errors. The format of the questionnaire is shown in Appendix A. The questionnaire comprised open ended questions. The subjects are requested to fill up the questionnaire. The researcher has to fix the questions on her own with the help of her supervisor.



All the questions (Appendix A) are set just to get a general point of view and these also are focused on the research area. These questions are about the Basic English grammar. So the researcher asked these questions to know what factors hamper Language proficiency of the EFL learners. The first question (Appendix -A) set by the researcher is related to the research area. The researcher set this question to know that whether the learners have the clear conception about the proper use of articles or not. And the researcher tried to find out the reason behind this problem. In the second question (Appendix -A) the researcher absolutely focused on the research area. Auxiliary and principal verbs are often mixed up by the learners. So this question is asked to know the reason behind this error. In the third question (Appendix- A) the researcher asked about using 's' as plural and as third person singular present tense. In this case they still face the problem. In the fourth question (Appendix- A) the researcher asked about gerund and participle to know whether they can distinguish these forms as an individual feature or not. In the fifth question (Appendix-A) the researcher asked about punctuation. They still have problem in it. Sixth question (Appendix- A) is set to know about their problem in contractions. Question seven is asked to know about their problem in active and passive voice forms. They tend to mix up these forms while writing any composition. They do not have any clear conception about these forms. The questions asked are the general questions on communication process to know their opinion.

### **3.5 Data Collection Procedures**

The data was collected through questionnaire. It was taken on two different days in a formal setting in two different public Bengali medium schools of Dhaka. First day there were 30

students of class x from different groups (science, arts and commerce) had been arranged for the survey. And second day, in another school there were 25 students of class x again had been arranged from different groups (science, arts and commerce) for this questionnaire survey. In the questionnaire, they expressed their view on the research area. Their personal experience was important for this research. Learners tried to express their problems in understanding English language, and what sorts of difficulties they feel while writing any composition and so on. It was quite tough to collect data from the secondary level students, because their quality was not very up to the mark. At first they felt problem in understanding the questions, the researcher had to explain each question to them in Bengali language. And most of them wrote their opinion, experience, and problems in English language. They wrote the answers in Bengali. It took students near about 40 minutes each day.

### **3.6 Data Analysis Procedures**

Frequency count and percentage of response for the options of each item are done in the form of table. The data is first tabulated and then results are presented in a descriptive manner. Firstly, the responses from the questionnaire is analysed separately. The data is compiled in two separate tables. Then the data was analysed descriptively according to the questions. To gather all the data and analyse it, the researcher has taken a period of almost one month. To do the analysis accurately the researcher has taken help from her supervisor. The researcher analyses the data quantitatively and in qualitative manner to find out the problem area. At first the researcher has tried to bring the results in percentage (table1) and then she inputs all these responses (data) in a descriptive form (table2).

Lastly, the whole information was judged according to the research question, regarding why the learners make the common errors in writing.

The methods described in this chapter helped collect relevant data for this study. The processed and analyzed data are presented and interpreted in the next chapter.



## Chapter 4

### RESULTS AND DISCUSSION

#### 4.1 Findings

The researcher conducted a questionnaire survey among the students of class x of two public Bengali medium schools, regarding their problem areas in written English and the reasons behind them. From this survey she also has tried to get their opinion about teachers' instruction over the couple of years of their learning, about the present communicative approach.

The frequency count and the percentage of the responses (based on the questionnaire survey) have been tabulated in Table1. The responses of the respondents are shown below in table1, and their opinions regarding their problem areas in written English and the reasons behind them are again described in table2 (Transcription of the data):

P.T.O



Table 1

Sample	Q1		Q2		Q3		Q4		Q5		Q6		Q7	
	Yes	No	Yes	NO	Yes	NO	Yes	NO	Yes	NO	Yes	NO	Yes	NO
S.1	✓			✓		✓		✓		✓		✓		✓
S.2	✓			✓	✓			✓		✓		✓		✓
S.3	✓		✓		✓			✓		✓		✓		✓
S.4		✓		✓	✓			✓		✓		✓		✓
S.5		✓		✓		✓		✓		✓		✓		✓
S.6		✓		✓		✓		✓		✓		✓		✓
S.7		✓		✓	✓			✓		✓		✓		✓
S.8	✓			✓	✓			✓	✓			✓		✓
S.9	✓			✓		✓		✓	✓			✓		✓
S.10		✓	✓		✓			✓		✓	✓		✓	✓
S.11		✓		✓		✓		✓		✓		✓		✓
S.12	✓			✓		✓		✓		✓		✓		✓
S.13	✓			✓	✓			✓		✓		✓		✓
S.14	✓			✓		✓		✓		✓		✓		✓
S.15	✓			✓	✓			✓		✓		✓		✓
S.16	✓		✓		✓			✓		✓		✓		✓
S.17	✓			✓	✓			✓		✓		✓		✓
S.18	✓		✓		✓			✓		✓		✓		✓
S.19	✓			✓		✓		✓		✓		✓		✓
S.20	✓			✓	✓			✓		✓		✓		✓
S.21	✓		✓		✓			✓		✓	✓		✓	✓
S.22	✓			✓	✓			✓		✓	✓		✓	✓
S.23	✓		✓		✓			✓	✓			✓		✓
S.24	✓		✓		✓			✓	✓		✓		✓	✓
S.25	✓			✓		✓		✓	✓			✓		✓
S.26	✓		✓			✓		✓	✓			✓		✓
S.27	✓		✓			✓		✓	✓			✓		✓
S.28		✓	✓		✓			✓	✓			✓		✓
S.29	✓		✓		✓			✓		✓		✓		✓
S.30	✓		✓		✓			✓	✓		✓		✓	✓
S.31		✓		✓	✓			✓	✓			✓		✓
S.32		✓		✓	✓			✓	✓		✓		✓	✓
S.33	✓			✓		✓		✓	✓			✓		✓
S.34	✓		✓			✓		✓	✓		✓		✓	✓
S.35	✓		✓			✓		✓	✓			✓		✓
S.36		✓	✓		✓			✓	✓		✓		✓	✓
S.37		✓	✓		✓			✓	✓			✓		✓
S.38	✓		✓		✓			✓	✓			✓		✓
S.39	✓		✓		✓			✓	✓			✓		✓
S.40		✓		✓	✓			✓	✓			✓		✓

	Yes	No	Yes	NO	Yes	NO	Yes	NO	Yes	NO	Yes	NO	Yes	NO
S.41	√		√		√			√	√			√	√	
S.42	√		√		√			√	√		√		√	
S.43	√		√		√			√	√		√		√	
S.44		√		√	√			√	√			√	√	
S.45	√		√		√			√	√			√	√	
S.46	√		√		√			√	√		√		√	
S.47		√		√	√			√	√			√	√	
S.48	√			√	√			√		√		√	√	
S.49		√		√	√			√		√		√	√	
S.50		√		√	√			√		√		√	√	
S.51	√		√		√			√	√		√		√	
S.52	√		√		√			√		√	√		√	
S.53	√		√		√			√		√	√		√	
S.54	√			√		√		√		√		√	√	
S.55	√			√		√		√		√		√	√	
<b>Total No:</b>	<b>39</b>	<b>16</b>	<b>26</b>	<b>29</b>	<b>39</b>	<b>16</b>	<b>00</b>	<b>55</b>	<b>27</b>	<b>28</b>	<b>14</b>	<b>41</b>	<b>54</b>	<b>1</b>
<b>%</b>	<b>70.9</b>	<b>29.1</b>	<b>47.3</b>	<b>52.7</b>	<b>70.9</b>	<b>29.1</b>	<b>0</b>	<b>100</b>	<b>49.1</b>	<b>50.9</b>	<b>25.4</b>	<b>74.6</b>	<b>98.2</b>	<b>1.8</b>

P.T.O

Table 2

Transcription of the data

Sample	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7
1.	Still feels confused in using of articles. Lack of drill.	Have clear knowledge about verbs.	Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form.	Doesn't have any clear conception about participle and gerund. Doesn't have any practice.	Doesn't feel confident in using punctuation(capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.	Have clear conception in using contractions.	Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active. Teachers do not give any proper feedback in writing.
2.	Still feels confused in using of articles. Lack of drill.	Have clear knowledge about verbs.	Feels difficulty in sub-verb agreement, and using 's' as a plural form. Lack of practice.	Doesn't have any clear conception about participle and gerund. Did not get any proper instruction about them. Teachers do not give any proper feedback in	Doesn't feel confident in using punctuation(capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have problem in parts of speech. Lack of proper instruction. Teachers do not give any proper	Have clear conception in using Contractions.	Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active.



3.	Still feels confused in using articles. Does not have clear conception about it. Lack of drill.	Forms of verbs are not clear.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student. Teachers do not give any proper feedback in writing.	writing. Doesn't have any clear conception about participle and gerund. Did not get any proper instruction about them. Teachers do not give any proper feedback in writing.	feedback in writing. Sometimes feel confident in using punctuation(capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have problem in parts of speech. Lack of proper instruction.	Sometimes does mistakes in it. Lack of practice. Teachers do not give any proper feedback in writing.	Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active. Teachers do not give any proper feedback in writing.
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4.	Doesn't feel any difficulty in using articles.	Have clear knowledge about verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student.	Doesn't have any clear conception about participle and gerund. Did not get any proper instruction about them.	Sometimes feel confident in using punctuation(capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Have clear conception in using Contractions.	Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active. Teachers do not give any proper feedback in writing.
5.	Doesn't feel any difficulty in using articles.	Have clear knowledge about verbs.	Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form.	Doesn't have any clear conception about participle and gerund. Did not get any proper instruction about them. Teachers do not give any proper feedback in writing.	Sometimes feel confident in using punctuation(capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Have clear conception in using Contractions.	Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active. Teachers do not give any proper feedback in writing.



<p>6.</p>	<p>Doesn't feel any difficulty in using articles.</p>	<p>Have clear knowledge about verbs.</p>	<p>Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form.</p>	<p>Doesn't have any clear conception about participle and gerund. Did not get any proper instruction about them.</p>	<p>Sometimes feel confident in using punctuation (capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.</p>	<p>Have clear conception in using Contractions. Have enough practice on it.</p>	<p>Always mixes up the passive and active voice forms, has problem with formation of passive form, didn't get any clear instruction about the use and usage of passive and active.</p>
<p>7.</p>	<p>Doesn't feel any difficulty in using articles.</p>	<p>Have clear knowledge about verbs.</p>	<p>Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student</p>	<p>Doesn't have any clear conception about participle and gerund. Had no practice on it since childhood.</p>	<p>Sometimes feel confident in using punctuation (capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction</p>	<p>Have clear conception in using Contractions. But sometimes mixes it up in writing.</p>	<p>Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active, has problem with formation of passive form,</p>



8.	<p>Still feels confused in using articles. Does not have clear conception about it. Lack of drill.</p>	<p>Have clear knowledge about verbs.</p>	<p>Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student.</p>	<p>Doesn't have any clear conception about participle and gerund. Did not get any proper instruction about them.</p>	<p>Sometimes feel confident in using punctuation(capital letter and small letter). Sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction</p>	<p>Have clear conception in contractions. But sometimes mixes it up in writing. Lack of practice.</p>	<p>Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active. has problem with formation of passive form,</p>
9.	<p>Doesn't feel any difficulty in using articles. But get confused in using 'the'.</p>	<p>Have clear knowledge about verbs.</p>	<p>Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form.</p>	<p>Doesn't have any clear conception about participle and gerund. Had no practice on it from the childhood.</p>	<p>Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.</p>	<p>Have clear conception in using Contractions. Have enough practice on it.</p>	<p>Doesn't mix up passive and active forms in writing, has got enough room for practice on these terms.</p>



10.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Forms of verbs are not clear. Feels difficulty in using verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student.	Doesn't have any clear conception about participle and gerund. Had no practice on it since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.	Sometimes makes mistakes in it. Lack of proper instruction and practice.	Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active. has problem with formation of passive form.
11.	Doesn't feel any difficulty in using articles.	Have clear knowledge about verbs.	Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form.	Doesn't have any clear conception about participle and gerund. And does not have enough practice.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, didn't get any clear instruction about the use and usage of passive and active.

12.	<p>Still feels confused in using articles. Does not have clear conception about it. Lack of drill.</p>	<p>Have clear knowledge about verbs.</p>	<p>Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form.</p>	<p>Doesn't have any clear conception about participle and gerund. Doesn't have any practice since childhood. Teachers do not give any proper feedback in writing.</p>	<p>Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction</p>	<p>Have clear conception in using Contractions. Have enough practice on it.</p>	<p>Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage</p>
13.	<p>Still feels confused in using articles. Does not have clear conception about it. Lack of drill.</p>	<p>Have clear knowledge about verbs.</p>	<p>Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and</p>	<p>Doesn't have any clear conception about participle and gerund. Doesn't have any practice since childhood.</p>	<p>Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction</p>	<p>Have clear conception in using Contractions. Have enough practice on it.</p>	<p>Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. Teachers do not give any proper feedback in writing</p>

14.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill.	Have clear knowledge about verbs.	student Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form. Have enough practice on it.	Doesn't have any clear conception about participle and gerund. Doesn't have any practice since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction. Teachers do not give any proper feedback in writing.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. Teachers do not give any proper feedback in writing.
15.	Still feels confused in using articles. Does not have clear conception about it. Lack of drill.	Have clear knowledge about verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap	Doesn't have any clear conception about participle and gerund. Doesn't have any practice since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction. Teachers do not	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. Teachers do not give any proper feedback in writing.



16.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill	Forms of verbs are not clear. Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student since childhood.	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
17.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood	Have clear knowledge about verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. has problem with formation of passive form,





		practice. A huge gap between teacher and student since childhood.	instruction			
<b>18.</b>	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student since childhood.	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
<b>19.</b>	Still feels difficulty in using articles.	Doesn't feel any difficulty in	Doesn't have any clear conception	Sometimes feel confident in using punctuation(capital	Have clear conception in using	Always mixes up the passive and active voice forms,

	Does not have clear conception about it. Lack of drill since childhood	verbs.	sub-verb agreement and using 's' as a plural form. Have enough practice on it.	about participle and gerund. Did not get enough room for practice on it since childhood. Teachers do not give any proper feedback in writing..	letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Contractions. Have enough practice on it.	and does not have any clear conception of the use and usage. has problem with formation of passive form, Teachers do not give any proper feedback in writing.
20.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood	Have clear knowledge about verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student since childhood	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction. Teachers do not give any proper feedback in writing.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. Teachers do not give any proper feedback in writing
21.	Still feels	Have no	Feels	Doesn't have	Sometimes feel	Sometimes	Always mixes up

	<p>difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood</p>	<p>clear knowledge about verbs.</p>	<p>difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student since childhood</p>	<p>any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.</p>	<p>confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech Lack of proper instruction</p>	<p>makes mistakes in it. Lack of proper instruction and practice. Teachers do not give any proper feedback in writing.</p>	<p>the passive and active voice forms, and does not have any clear conception of the use and usage. has problem with formation of passive form,</p>
<p>22.</p>	<p>Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.</p>	<p>Have clear knowledge about verbs.</p>	<p>Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and</p>	<p>Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.</p>	<p>Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech Lack of proper instruction</p>	<p>Sometimes makes mistakes in it. Lack of proper instruction and practice.</p>	<p>Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage</p>



23.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Forms of verbs are not clear. Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	student since childhood. Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student since childhood.	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood. Teachers do not give any proper feedback in writing.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
24.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Forms of verbs are not clear. Feels difficulty in using verbs. Still mixes up the auxiliary	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since	Feels confident in using it.	Sometimes makes mistakes in it. Lack of proper instruction and practice.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage, has problem with formation of passive form,



	and principal verbs. Lack of practice.	and practice. A huge gap between teacher and student since childhood.	childhood.		
25.	Have clear knowledge about verbs	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student since childhood.	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.
26.	Forms of verbs are not clear. Feels difficulty in using	Doesn't have any problem in using 's' as plural, but feels	Doesn't have any clear conception about participle and gerund. Did	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.
	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.			Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. has problem with formation of passive form,
	Still feels difficulty in using articles. Does not have clear conception				Always mixes up the passive and active voice forms, and does not have any clear conception of the

	about it. Lack of drill since childhood.	verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	difficulty in sub-verb agreement. Lack of proper instruction and practice.	not get enough room for practice on it since childhood.	Feels confident in using it.		use and usage
27.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Forms of verbs are not clear. Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
28.	Doesn't feel any difficulty in using articles. But get confused in using 'the' and 'an'.	Feels difficulty in using verbs. Still mixes up the auxiliary and	Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb	Doesn't have any clear conception about participle and gerund. Did not get enough room for	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage

	<p>29.</p> <p>Doesn't feel any difficulty in using articles. But get confused in using 'the' and 'an'.</p>	<p>principal verbs. Lack of practice</p> <p>Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice</p>	<p>agreement. Lack of proper instruction and practice.</p> <p>Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.</p>	<p>practice on it since childhood.</p> <p>Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.</p>	<p>Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech Lack of proper instruction</p>	<p>Have clear conception in using Contractions. Have enough practice on it</p>	<p>Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage</p>
	<p>30.</p> <p>Doesn't feel any difficulty in using articles. But get confused in using 'the' and 'an'.</p>	<p>Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.</p>	<p>Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.</p>	<p>Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood. Teachers do</p>	<p>Feels confident in using it.</p>	<p>Sometimes makes mistakes in it. Lack of proper instruction and practice.</p>	<p>Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. has problem with formation of passive form, Teachers do not give any proper</p>



	31.	Have no problem in articles.	Have no problem in verbs.	and practice. Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.	not give any proper feedback in writing. Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it	feedback in writing. Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
	32.	Have no problem in articles.	Have no problem in verbs.	Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund. Did not get enough room for practice on it since childhood.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage



33.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Have no problem in verbs.	Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund. These were not explained clearly by the teachers.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.	Sometimes makes mistakes in it. Lack of proper instruction and practice.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
34.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice	Doesn't have any problem in using 's' as plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund. Teachers do not give any proper feedback in writing.	Feels confident in using it	Sometimes I use contractions in formal writing because I ignore it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. Teachers do not give any proper feedback in writing.
35.	Still feels difficulty in using articles. Does not have	Feels difficulty in using verbs. Still	Doesn't have any problem in using 's' as	Doesn't have any clear conception about	Feels confident in using it.	Have clear conception in using Contractions.	Always mixes up the passive and active voice forms, and does not have

36.	clear conception about it. Lack of drill since childhood.	mixes up the auxiliary and principal verbs. Lack of practice	plural, but feels difficulty in sub-verb agreement. Lack of proper instruction and practice.	participle and gerund.		Have enough practice on it	any clear conception of the use and usage, has problem with formation of passive form,
	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice	Feels difficulty in sub-verb agreement. And using 's' as a plural form. Lack of proper instruction and practice. A huge gap between teacher and student since childhood.	Doesn't have any clear conception about participle and gerund.	Feels confident in using it.	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage

37.	Doesn't feel any difficulty in using articles.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	Feels difficulty in sub-verb agreement. And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
38.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	Feels difficulty in sub-verb agreement. And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
39.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Feels difficulty in using verbs. Still mixes up the	Feels difficulty in sub-verb agreement, and using 's' as a plural	Doesn't have any clear conception about participle and gerund.	Sometimes feel confident in using punctuation (capital letter and small letter). And sometimes mixes	Have clear conception in using Contractions. Have enough practice on	Always mixes up the passive and active voice forms, and does not have any clear conception of the



			auxiliary and principal verbs. Lack of practice.	form. Lack of proper instruction and practice.		up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	it.	use and usage
40.	Doesn't feel any difficulty in using articles.	Have no problem in verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund. Teachers do not give any proper feedback in writing.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage, has problem with formation of passive form.	
41.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund.	Feels confident in using it.	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage	
42.	Still feels difficulty in	Feels difficulty	Feels difficulty in	Doesn't have any clear	Feels confident in using it.	Sometimes mixes up	Always mixes up the passive and	

	using articles, especially, an and the.	in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	conception about participle and gerund.		contractions in formal writings, because she ignores it.	active voice forms, and does not have any clear conception of the use and usage
43.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund.	Feels confident in using it	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
44.	Doesn't feel any difficulty in using articles.	Have no problem in verbs.	Feels difficulty in sub-verb agreement, And using 's' as a	Doesn't have any clear conception about participle and gerund.	Feels confident in using it	Sometimes mixes up contractions in formal writing, because she	Always mixes up the passive and active voice forms, and does not have any clear conception of the



			plural form. Lack of proper instruction and practice.			ignores it.	use and usage.
45.	Still feels difficulty in using articles, especially, 'an' and 'the'.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund.	Feels confident in using it.	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage
46.	Doesn't feel any difficulty in using articles. But get confused in using 'the'.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund. Teachers do not give any proper feedback in writing.	Feels confident in using it.	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage. Teachers do not give any proper feedback in writing.
47.	Doesn't feel any difficulty	Have no problem in	Feels difficulty in	Doesn't have any clear	Feels confident in using it.	Have clear conception	Always mixes up the passive and



	in using articles.	verbs.	sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	conception about participle and gerund.		in using Contractions. Have enough practice on it.	active voice forms, and does not have any clear conception of the use and usage
48.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Have no problem in verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund. Teachers do not give any proper feedback in writing.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage, Teachers do not give any proper feedback in writing.
49.	Doesn't feel any difficulty in using articles.	Have no problem in verbs.	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of	Doesn't have any clear conception about participle and gerund.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun.	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage

50.	Doesn't feel any difficulty in using articles.	Have no problem in verbs.	proper instruction and practice. Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund.	Have difficulty in parts of speech. Lack of proper instruction	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage, has problem with formation of passive form,
51.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage, Teachers do not give any proper feedback in writing.

52.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice.	Doesn't have any clear conception about participle and gerund since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage.
53.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Feels difficulty in using verbs. Still mixes up the auxiliary and principal verbs. Lack of practice	Feels difficulty in sub-verb agreement, And using 's' as a plural form. Lack of proper instruction and practice since childhood.	Doesn't have any clear conception about participle and gerund since childhood.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction.	Sometimes mixes up contractions in formal writing, because she ignores it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage.
54.	Still feels difficulty in using articles. Does not have clear conception about it. Lack	Have no problem in verbs.	Doesn't feel any difficulty in sub-verb agreement and using 's' as a	Doesn't have any clear conception about participle and gerund.	Sometimes feel confident in using punctuation(capital letter and small letter). And sometimes mixes up the proper noun	Have clear conception in using Contractions. Have enough practice on it.	Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage.



	of drill since childhood.	plural form. Have enough practice on it.		and common noun. Have difficulty in parts of speech. Lack of proper instruction		Teachers do not give any proper feedback in writing.
55.	Still feels difficulty in using articles. Does not have clear conception about it. Lack of drill since childhood.	Have no problem in verbs.	Doesn't feel any difficulty in sub-verb agreement and using 's' as a plural form. Have enough practice on it.	Sometimes feel confident in using punctuation (capital letter and small letter). And sometimes mixes up the proper noun and common noun. Have difficulty in parts of speech. Lack of proper instruction	Doesn't have any clear conception about participle and gerund. Teachers do not give any proper feedback in writing.	Have clear conception in using Contractions. Have enough practice on it. Always mixes up the passive and active voice forms, and does not have any clear conception of the use and usage, has problem with formation of passive form. Teachers do not give any proper feedback in writing.



## 4.2 Discussion

In the questionnaire survey the responses of question 1 and 3 are the same, 39 (70.91%) out of 55 respondents face problem in articles, using 's' as plural and as with third person singular number. It means that they are not clear about these grammatical rules. They make gross mistakes while using these forms in their writing. Among them some are facing problem in using 'the'. So, here the majority faces trouble with articles and with sub-verb agreement. In this case, they mention that they do not have enough practice on this item of grammar. The conceptions of these items (articles and sub-verb agreement) are vague to them. These errors of articles and subject-verb agreement occur because of lack of proper drilling since childhood. Few respondents (S9, S10, S23, S27, S33, S36, S38, S39, S41, S43, and S46) get confused in using 'the' in writing English. And some other respondents (S28, S29, S30, S42 and S45) say that they feel problem in using both the articles 'an' and 'the' because of lack of practice and usually have a vague conception. In question 3, the respondents (S26, S27, S28, S29, S30, S31, S32, S33, S34, and S35) do not have any problem in using 's' as plural, but feels difficulty in sub-verb agreement because of lack of proper instruction and practice.

In question 2, 26 (47.27%) respondents do not face problem in verbs (auxiliary and principal). But 29 (52.73%) respondents face nearly the same problem in understanding the grammatical rules. Most of the learners do not practice the grammar and they were not taught the rules properly. That's why the 29 (52.73%) respondents say that they feel problem in the basic terms of grammar (principal and auxiliary verbs). Here, a very little difference can be found among the respondents.

In question 5, 27 (49.09%) respondents are confident about using the punctuation (capital and small letters). But 28 (50.91%) respondents are not confident about using the punctuation. They face little trouble with the case of proper noun and common noun. They get confused while using capital letter with proper noun. The respondents say that they do not feel confident in using punctuation (capital letter and small letter). Sometimes they mix up the proper noun and common noun in using capital letter. They also have difficulty in parts of speech. In this case, they comment that they sometimes feel confident in using punctuation (capital letter and small letter). And sometimes they mix up the proper noun and common noun. They have difficulty in use and usage of parts of speech. The main reason behind that problem is lack of proper instruction and practice.

In response to question 6, 41 (74.55%) respondents do not face any difficulty in using contractions (i.e. short forms of auxiliary verbs e.g. isn't, aren't etc). But 14 (25.45%) respondents still make this error in writing. They (S7, 8, 10, 21, 22, 24, 30, 33, 36, 41, 42, 44, 46, 49, 50, 51, 52, and 53) have clear conception in using contractions. But sometimes they mix it up in writing. They say that the reason is lack of understanding the rules and its use. These respondents also mentioned that they did not get proper instruction from the teachers since childhood and still they do not get enough room for practice on it. On the other hand, one respondent (S34) says, "sometimes I use contractions in formal writing because I ignore it." Nevertheless, it is found that very few are making this sort of error.

In response to question 4, it is found that the 55 (100%) respondents have huge problems in using participle and gerund in writing. In question 7, the researcher finds the sameness in the



responses as question 4. In this case, 54 (98.18%) respondents face great difficulty in using passive and active voice form in writing. The majority say that they always mix up the passive and active voice forms, and they do not have any clear conception of its use and usage. They even do not understand at all the form of 'gerund' and 'participle'. The main reason behind it is that they did not get any clear instruction about these forms of grammar in the past, and still they do not get enough room for practice on these terms. So in this case, the learners do not have a clear grasp of the rules and even they feel reluctant in doing practice. Again in response to question 4, the respondents say that they do not have any clear conception about participle and gerund. They did not get enough room for practice on it since childhood. And these rules were not explained clearly by the teachers. But one exception can be seen in response to question 7, one respondent (S9) says, "I do not mix up passive and active forms in writing, I have got enough room for practice on these terms." As a result, the researcher finds that almost all of the respondents are ignorant in terms of gerund, participle, passive and active forms. The teachers failed to teach these grammatical items properly since elementary level. Moreover teachers' instruction was not enough for the learners to have appropriacy and fluency in writing. They do not get room for enough practice.

The researcher distributed an open ended questionnaire among the learners and after 40 minutes she collected their responses as written documents. If we look at the above discussion, it is found that the majority learners commit errors in writing English because:



1. They do not have fluency on practice and they do not even experience proper explanation and understanding of grammatical rules. As a result learners are not able to have a clear grasp of the rules.
2. The learners could not internalize the rules because of lack of adequate discussion and practice.
3. Teachers could not teach them grammatical rules clearly and adequately.

The majority of errors made by the learners were not interlingual but intralingual.

#### **4.3 Findings in term of research questions**

The research question focuses on the basic and common errors in formal writing. Investigations of the incidence of errors summarize that the following common mistakes are usually found in formal writing:

- a. Error of subject-verb agreement in the sentences is common.
- b. Error of passive sentences (problems with formation of passive sentences) is also found common.
- c. Error of double auxiliary (the auxiliary system) is common.
- d. Misuse of verb (syntax) is common
- e. Omission of verb (syntax) is again common
- f. Misuse of articles is common
- g. Omission of articles is again common
- h. Pluralization (morphology) is also found common.
- i. Error of participle and gerund (problems with formation of participle and gerund sentences) are also found common in the sentences.

The analysis of data finds basically nine types of errors among which most commonly occurring errors are categorized under common errors.

The analysis of data shows that almost all the errors that the learners usually make are seemed to be a deviation from the learners' grammar. The analysis of data demonstrated that learners tried to use their knowledge of grammar whatever they acquired during the last eight or nine years of their education. The use of inappropriate grammatical rules then became the cause of error. It is also assumed that proper instruction and explanation of grammatical errors can refine these errors. Table 2 in data analysis section demonstrated that some learners acquired the grammatical rules after formal instruction had given to the learners, and some did not. The importance of this table was to emphasize the significance of formal instruction in every level of education system. So far we have discussed the causes of errors, which seem to fall into definable patterns; they show a consistent system, are internally principled and free from arbitrariness; they are therefore systematic. These systematic errors may be looked upon as rule governed for they follow the rules of whatever grammar the learner has.

The error of grammatical forms categorized in this research is presenting the data on questionnaire survey are the collection of learners' common grammatical problems that cause errors in writing. The research topic explains that while writing, a writer has to take care of his or her structure of the sentence so that his sentences express intended meaning clearly, correctly and effectively. For this reason, knowledge of probable errors in writing is essential.



This study dealt empirically with certain aspects of second language learning among the secondary level students. An error analysis of written verb forms was undertaken with two purposes in mind: first, to determine the short-term effects of teacher correction procedures on the eradication of errors and second, to relate interlanguage background (past language experiences, current language environment, and language learning strategies) and learners' explanation of errors to the errors themselves.

In Bangladesh, students are required to read English for about 12-14 years. But the level of proficiency they reach is very low. Obviously there is something seriously wrong with the teaching-learning of English in Bangladesh. They are interested not in acquiring knowledge or skill but in passing the examination either by copying or by memorizing answers written for them in books variously called suggestions, pure success guide, touch and pass etc. Their lack of motivation and their tendency to use shortcut to success can be put down to a variety of socio-economic reasons. There is an acute shortage of competent teachers. Most school teachers are passed graduation they are hardly qualified to teach English because they can get a pass degree without studying English or without securing qualifying marks in it. So the last job is only a teacher. Thus the situation at the school level of a teaching method is very worst. Untrained teachers can not teach language effectively. However this frustrating situation leads some following reasons behind their drawbacks. These are:

1. Lack of motivation
2. Shortage of competent teachers,
3. unsuitable or inappropriate textbook, because there is no authenticity (real life based) in their text book

4. Bad testing method
5. Lack of proper feedback in writing because of a large class-size.
6. Have no knowledge of perfect writing.

The present study is therefore designed to investigate the causes of errors in writings of a population of Bengali speaking EFL learners. That is the investigation uncovers the errors of the interlanguage of the subjects and puts forwards some suggestions for facilitating their learning of the target language to a substantial extent.

## Chapter 5

### CONCLUSION

#### 5.1 Summary of the Findings

The current study tries to investigate problems of students' writing in a secondary EFL writing class. The fact that errors cited in this research are from the competence data (refers to the systematic errors of the learner) and analysis of these data presents that in certain areas of language use, the learner possesses construction rules which guided the researcher to categorize the errors into morphology, syntax and basic grammar forms. Finally, in an effort to bring this research to bear on the presentation of the descriptive aspect of error analysis, the literature has been comprehensively surveyed and research findings demonstrated that the reason behind formation of errors lie in the unsystematic approach towards both teacher training and the classroom teaching. The highlights are recapitulated below:

1. Second language learners in our country manipulate (subconsciously) surface elements of the languages they are learning in systematic ways, including;
  4. They do not have fluency on practice and they do not even experience proper explanation and understanding of grammatical rules. As a result learners are not able to have a clear grasp of the rules.
  5. The learners could not internalize the rules because of lack of adequate discussion and practice.
  6. Teachers could not teach them grammatical rules clearly and adequately.
  7. Problems with subject-verb agreement in the sentences,



8. Problems with passive sentences (problems with formation of passive sentences),
  9. Problems with double auxiliary (the auxiliary system),
  10. Misuse of verb (syntax) in the sentences,
  11. Omission of verb (syntax) in the sentences,
  12. Misuse of articles in the sentences,
  13. Omission of articles in the sentences,
  14. Problems with Pluralization (morphology) are found.
  15. Problems with formation of participle and gerund sentences are also found common in the sentences.
  16. The regularization of rules,
  17. Problems with verb phrases.
2. The great majority of the grammatical errors found in the language output of second language learners are similar to those made by L1 learners of the target language rather than the structure of the L2 learners' mother tongue.
3. Some common types of errors frequently occur among the great many number of students.

## **5.2 Contribution to Research**

Error analysis was inspired by the generative linguistics movement of the sixties, which focused on the creative aspects of the language learning. This focus has helped to raise the status of errors from unwanted forms to the relatively important status of indicators of learning and guides to teaching in the context of Bangladesh. As the categories of mistakes and reasons of making mistakes have been prepared on the basis of small amount data collected from smaller amount of secondary level students, it would not be easy to draw any strong conclusion here. However with

this small amount data, there has been a scope to see the problems associated with English writing of Bangladeshi students that definitely deserve language practitioners' careful consideration. Furthermore, findings and analysis may provide some insight with a view to facilitating a little better class room teaching especially in the context of Bangladesh. In broader sense, one may hope that attention to areas of common difficulties, as well as a closer analysis of personal problem areas, helps students take more responsibility for their own writing (Porte 1993). In so doing, teacher-student mutual understanding, knowledge sharing and innovation in thinking and effective practice might improve the current state of student writing. This research will help our learners in the field of learning English as a second/foreign language in the context of Bangladesh.

### **5.3 Practical Implication(s)**

Practicing writing in the classroom and its problems can be a practical area for assessment and writing development. In this regard, we do not have many investigative reports revealing the detailed problems of student writing that could have provided professional insights for teacher development. Practicing writing always demands training in effective ways and teachers are primarily supposed to provide that training to the learners. Learners are not merely an empty box to be filled in rather their latent creativity should be nurtured to its highest possible level. In our situation especially in secondary and higher secondary stages, some English teachers have training in education in which ELT as a major stream does not get any especial weight. Consequently this kind of training, in terms of modern ELT concepts, does not yield effective professional output in teaching English. In recent times, some school teachers received short ELT training but the number of these trained teachers is far less than what is required. In this

regard, government policy in ELT needs to be more dynamic and target oriented. This kind of effort may enhance teachers' overall perception about teaching English including a sensitive issue like error analysis and corrective feedback. As practice writing is done in the schools, constant feedback is necessary for developing awareness in the learners about the errors they make. The strategy of correction may include peer checking, group checking and feedback along with teachers' effective discussion that help students reduce the number of mistakes and errors. Furthermore, teachers' repeated comments and remarks on the specific problem help learners overcome their mistakes. Sometimes, the teacher can only underline the errors with visible colour and ask the students to identify the kinds of mistakes/errors they have made. These techniques will help learners to develop not only their own ability of self identification but also self-correction in writing English. It is essential to promote their sense of autonomy as well. It is to highlight the reason behind the poor, ungrammatical production of sentences in formal writings. Proper training should be given to every elementary level teacher in every corner of Bangladesh so that they can nip the sources of errors in the bud. We need a proper environment for learning English language by the trained teachers. Teachers should be given proper training, and there should be enough training institutions for the teachers where they can experience ELT (English Language Teaching) thoroughly. However, the teachers of our country will be benefited by knowing the learners' problems in English language as well as the learners will be benefited by getting proper instruction and guidance on the target language through these trained teachers. This is how they both can establish a good teacher-student rapport for teaching and learning English language within an appropriate environment. Therefore, later we may able to see its proper implication in our teaching-learning environment.



#### 5.4 Suggestions

Giving attention to areas of common difficulties, as well as a closer analysis of personal problem areas, helps our students take more responsibility for their own writing.

The following inconclusive suggestions can be taken into consideration based on the findings:

- Learners should be asked to check their own writing for few minutes and correct any mistakes they can detect.
- Learners should write about any interesting topics and get it read, checked, and evaluate by a fellow student of better English language skill or somebody senior who has better command on English language.
- Learners should not write the whole paragraph/essay at a go. It should be more effective if they could write few sentences and read for few seconds in order to check writing is smoothly progressing. In the end there should be another checking of the whole text.
- Learners should develop a habit of reading in variety of interesting texts as these are usually considered good and active sources of learning useful vocabulary.
- Teacher should encourage students to identify their own mistakes and correct sentences in their writings as much as possible.
- Teacher should pick up some common faulty sentences and give those to the students to identify the problems as well as to correct of their own accord. Then teacher will discuss those problems in the whole class. It would be wise to conduct a separate class about giving feedback on mistakes and error from students writing where teacher will facilitate an interactive friendly discussion for correct writing.
- Teacher should provide some comments after checking a piece of writing specifically about the problems of writing.

- Teacher should reinforce learners to rewrite the text until it seems to be of acceptable standard.
- Teacher should insist learners on writing their own correct sentences rather than getting correct sentences written by the teachers.
- Teacher has to provide an appropriate environment for the language learners.
- Class-size should be standard (limited within 25-30 students).

### **5.5 Further/ Future studies**

This paper only focuses on mainly grammar, and mechanics areas in student writing, though there are other important areas for analyzing students' writing paragraph. The content area of writing is equally important to evaluate. Sometimes it may be unique and creative as well. However, if one finds interest to conduct any research on error analysis, he/she can explore the other crucial areas where the researcher found difficulty; such areas can be Interlanguage case study, showing the comparison between Bengali medium schools and English medium schools. If they want they can use the other interesting tools as an instrument, such as collecting written document (composition) from the subjects. They also can arrange an interview session for the students in order to collect valid data. Thus, one can explore other interesting areas as a researcher. Nevertheless, the researcher had some constraints regarding the data collection procedure.

### **5.6 Conclusion**

Errors comprise a significant portion of a learner's language performance. Together with the analysis of the linguistic category and sources of errors, and the findings in writing, errors provide an important insight into the process of second language instruction in formal writing.



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**Appendix**  
**A-QUESTIONNAIRE**



Name: .....

Class: .....

Institution: .....

Read the following questions carefully and write the answers (If you face difficulty in English you may write the answers in Bengali)

1. Which articles (a/an/the), do you have trouble with, while writing an essay/ paragraph? Why?

A: .....

.....

.....

.....

.....

.....

.....

.....

2. Do you think that sometimes you mix up auxiliary (am/ is / are) and principal verbs (e.g. work, eat, walk, run, etc.)?

A: .....

.....

.....

.....

.....

3. Do you have problems in using "s" as plural (e.g. There are some books on the table) and as third person singular present tense (e.g. The boy runs fast.)? Why?

A: .....

.....

.....

.....

.....



4. When using the "ing" form, can you distinguish whether it is used as a participle or as a gerund? If not, why? (E.g. stop writing, I saw a bird flying over the sky.)

A:.....  
.....  
.....  
.....  
.....  
.....

5. Are you confident in using capital and small letters appropriately? If not why?

A:.....  
.....  
.....  
.....  
.....  
.....

6. Are contractions ( i.e. short forms of auxiliary verbs eg. isn't , aren't etc.) and abbreviation (e.g. Exam= examination) used in formal writing? If yes, then why? If not, why?

A:.....  
.....  
.....  
.....  
.....

7. Do you mix up active and passive voice forms? Why?

A:.....  
.....  
.....  
.....