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ENG

**Investigating Errors in English
at Undergraduate Level
(in Selected Private Universities of Bangladesh)**



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Date of Submission: 11 August, 2007



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(All the Samples are given in this part)

PREFACE

I prepared this Research Work in connection with the completion of the requirement for the degree of Masters of Arts in English. I found it very necessary to address the errors in English which are very frequent among our learners, even at the tertiary level. I discussed the topic with my advisor and he encouraged me to pursue this study. I shall feel obliged if anyone connected me with English Language Teaching in Bangladesh is benefited from my observation.

This (Error Analysis) is a huge subject and it needs further investigation and Analysis. I have tried to address the issue making the best use of the theoretical knowledge I gathered from my related course works.



ACKNOWLEDGEMENTS

I cordially give thanks to the people who helped me a lot to prepare this thesis paper. First of all, I thank my dear father who always inspired me and also believed that I was good enough to study such a subject like English. Special thanks to my mother for her love and mental support and thanks to my dear brothers for their encouragement.

I am also thankful to my teacher Asad-uz-Zaman, who helped me a lot as her little sister in my study life from beginning till now.

My thanks are due to my dear advisor, Asit roy Choudoury, Chair and Associate Professor, Department of English, East West University who created ample interest in me about the topic and led me to this dissertation. Without his supervision and guidance it would not be possible by me to complete this paper.

I fondly remember my friends Shorna, Sumon, Sara and Sonia for their encouragement and helpful attitude in this hard time.

My heartfelt gratitude and special thanks to Zico for his continuous support and encouragement and inspiration while doing this paper.

Without all of you it would be an incomplete journey for me.

DECLARATION

I certify that this thesis is based on my original work except the quotations and citations. I also declare that it has not been submitted to any other place.



Lutfunnesa

Date 11.08.07

Chapter 1

INTRODUCTION

1.1 Error Analysis

Error Analysis in SLA (Second Language Acquisition) was established in the 1970s by S.P. Corder and his colleagues. It was an alternative to contrastive analysis (the systematic study of a pair of languages with a view to identifying their structural differences and similarities). It was used extensively in the field of Second Language Acquisition (SLA) in the 1960s and early 1970s, as a method of explaining why some features of a Target Language were more difficult to acquire than others. It shows that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer.

1.2 Contrastive Analysis

Contrastive Analysis (CA) is a product of linguistic science during the last forty five years or so, though some precursors of this discipline belong to the late nineteenth and the early twentieth century. Central in this hypothesis is the idea that if a person tries to learn a second language, some of his native habits always interfere with this process of this second language acquisition. Whether this transmission is helpful or not, depends on the similarities and dissimilarities between the systems of two languages in contrast. Similarities may be helpful in many ways. But in case of dissimilarities, partial similarities or pseudo-similarities between first language (L1) and second language (L2), difficulties occur. A few examples will make the point clear. In Bengali often /i:/ sound is used as feminine gender marker (sundar /sundʌr/

Chapter 1

INTRODUCTION

1.1 Error Analysis

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sundari /sundʒri:/). But if a Bengali learner of English applies this system as gender maker in English, he is likely to end up with 'monkey' as the feminine of 'monk'. Such interference from the L1 often affects the process of second language acquisition. The role of CA is to suggest ways and means to avoid these difficulties.

CA developed in the heyday of Structuralism. Structural linguists, who owed their alliance to behaviorist psychologists (B.F. Skinner and his followers), thought that a descriptive analysis of two languages would enable us to locate exact points of similarities and differences between these two languages (L1 and L2). This would help us to predict with much better than chance results the points at which a person's background of L1 interferes in the learning process of his L2.

A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language. Error analysts distinguish between errors, which are systematic, and mistakes, which are not. Errors can be classified according to basic type: omissive, additive, substitutive or related to word order. Errors can also be classified according to the level of language: phonological errors, vocabulary or lexical errors, syntactic errors and so on. It is also closely related to the study of error treatment in language teaching.

1.3 Sources of Errors

While dealing with error analysis the analysts have some careful investigations. There they have revealed that errors are mostly caused by several sources. They are –

1.3.a) L1 Interference: We are the native speakers of Bengali which is our first language (L1), so whenever we try to express our thought in English, we have the pull from L1. This L1 habits become as inevitable as breathing. Often it works in such a manner that one is not even consciously aware of this impact. These sorts of L1 interference may happen in the three fields. They are -

a.1) Pronunciation: Whenever we pronounce any word, some of us pronounce it as like our mother tongue. In Bengali a few phonemes have some allophonic variations which do not have their counterparts in English. As a result one is always exposed to the danger of substituting a wrong allophone which pronouncing an English phoneme. One such phoneme is 's' /s/ which has three allophonic variations in Bengali. For example- we pronounce 'Sir' as /sɪr/, the word 'taxi' is pronounced as taxi, sometimes the word 'member' is pronounced as membor, and 'government' is pronounced as govment.

a.2) Spelling Mistakes: While spelling words, we make lots of mistakes which also happen for the interference of our first language. In Bangla there is an one to one relation between orthography and sound system or pronunciation, which is not the case with English. Here problems crop up. For example – kemical (chemical), inrese (increase), lisen (listen), opinion (opinion) etc, raf (rough).

a.3) Sentence Structure: In English we know that the sentence structure is SVO (Subject + Verb + Object). But in Bengali the structure is different like SOV. So whenever we want to translate our thoughts into English and if that is done literary, we end up with wrong word self. For example – 'I eat rice'. Here 'I' is Subject, 'eat' is Verb and 'rice' is Object. But

according to Bangla it will be 'I rice eat' which is a wrong sentence. Another example is 'I some go'. So sometimes we do these sorts of errors.

1.3.b) Unscientific Grammar: Whenever we want to write something we have to follow certain grammatical rules, but all the times the grammars may not be scientifically correct. For example- in the sentence 'A book has been published by an author'. Here the line is correct according to structure but the sentence is wrong, since we have created unnecessary distance between the author and the book. If we want to make it correct, the sentence will be 'A book by an author has been published.'

1.3.c) Over-generalization of L2 Rules: Here errors arise when the learner creates a deviant structure on the basis of the other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures. For example, 'he can sings' where English allows 'he can sing' and 'he sings'.

1.3.d) Carelessness: When student write something, sometimes they become careless, which makes them absent minded and as a result they commit errors. For example – one may wished to write "that's why", but for carelessness it can be like "that's way", which is wrong. Other examples of carelessness are – starting a sentence with small letters, forgetting to use punctuation marks where necessary and so on.

1.3.e) Ignorance of Rules: It involves the application of rules to contexts where learner does not apply. An example is 'The patient died before the doctor came'. Obviously the learner does not know about the error. Here we have to past time references in the same sentence. The previous past incident must be written in the past perfect tense. These sorts of errors

always happen only for carelessness but owing to an ignorance of the rules or the proper use of grammar. One student may not know the grammar and even h/sc may not know the proper use of the rules.

1.4 Errors in Bangladeshi Context

In Bangladeshi context errors are the mistakes which a student or writer does while writing English fluently. As English is a foreign language to us, we can identify three levels or errors in a students' writing. They are-

- grammar (sentence level) errors,
- paragraph level errors (problems with coherence within the paragraphs, summary sentences, linking phrases and other devices),
- whole text level errors (introduction, thesis statement, direct linear text, etc)

This paper focuses on the grammatical or sentence level errors. According to Sayma Arju in our country for the grammatical part the following mistakes are done by any student while writing -

- Sentence structure, phrase and clause
- Number \ quantity
- Verb principal (its es, ed, ing and root form) and auxiliary
- Use of modal auxiliaries (in terms of request, obligation, advice, suggestion, possibility and probability etc.)
- Expressing ability
- Subject - verb agreement

- Noun and pronoun agreement
- Indicating present, past and future
- Changing patterns of the same word as noun, verb, adverb and adjective
- Using passive verb
- Using article and preposition

1.5 Statement of the Problem

The researcher is a teacher in a school. That's why she knows well the errors done by the learners. In any writing the error analysis constitutes the first serious attempt to investigate learner's language. This analysis is a part of language pedagogy to find out practical reasons for errors and the ways of refinement. According to Krashen and Selinker (1975 in Kenneth Croft, 1980: 157) correcting learners errors help them to discover the function and limitation of the syntactical and lexical form of the target language.

Though the ELT practitioners are trying to find out the reasons behind errors, the condition of English in our country is not satisfactory. The researcher is a student of English department and as a teacher she has some knowledge about the condition of English in our country. Among the errors some are very common. Though a student is at undergraduate level, often she cannot write a sentence without mistakes. Even they cannot write a paragraph fluently. As English is a foreign language, they cannot express the ideas properly as they think. Their vocabulary is also not rich. Not only the students of undergraduate level but also the students who have completed their masters degree, commit mistakes while writing anything in English. It shows their lack of interest in English.

In our country the examination is based on writing. We know that to learn a language all the four skills (reading, writing, listening and speaking) are necessary. But in our country writing is given preference though rests of the three are practiced in class more or less. For error analysis we can mainly highlight three areas which are important. They are - grammar (sentence level) errors, paragraph level errors (problems with coherence within the paragraphs, summary sentences, linking phrases and other devices) and whole text level errors (introduction, thesis statement, direct linear text, etc).

Consequently there are not enough materials to study on error analysis especially on the errors of Bangladeshi students. So, the researcher has to depend on the empirical data that are collected from the questionnaire survey among the learners at the undergraduate level.

1.6 Purpose of the Study

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

Among all the skills about a language, in our country we are giving preference to writing field. While writing students are doing lot of mistakes but in our country there is not enough data on the analysis of the errors. However a few studies may be found in this topic but the truth is to make our writing good we should be clear, correct and effective to express ones thought. So to make writing better all have to have the probable knowledge about errors in writing.

Before university level a student learns English for 12 years but in most cases they fail to achieve a satisfactory standard. The researcher is interested to work in this field as the purpose of this study is –

- To use English more confidently
- To write more accurately
- To make fewer mistakes/ errors
- To review English grammar in an interesting and entertaining way

1.7 Research Questions

This study seeks to address the following research questions with specific reference.

1. What are the very common errors done by students?
2. Why are they doing errors in this stage after studying for about 12 years?
3. How mistakes can be overcome by the students in undergraduate level?

1.8 Limitations of the study

The topic of this thesis paper is very interesting and as there are a vast number of students in undergraduate level. For this reason the researcher decided to interview some sampled students from different private universities. There is no doubt that it is totally impossible for one to conduct the study all over Bangladesh. For this reason the researcher decided to interview some sampled students from different private universities. For better and reliable information, she has selected universities from Dhaka City. She has to collect data from the selected students as far as possible—because in this study she knows that may be she has to go through innumerable limitation. The university authority may not be cooperative; students

may not be comfortable to answer the questions etc. However, the researcher will leave no stone unturned to represent the study for the whole country.

1.9 Delimitation of the study

Delimitation is an obvious phenomenon of a researcher. There may be some area to deal with but it must not exceed the hardly ability of the researcher. Suppose the researcher may have to interview 40 to 50 students within 2 months time. In this case, it may not be possible to finish the task and collect adequate data due to shortage of time.



Chapter 2

LITERATURE REVIEW

2.1 Introduction

The studies of errors have been going on by the researcher during the last decade. As Corder (in Brown, 1994: 205) noted a learner's errors are significant in the way 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 language. Sridar (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 mistakes; but they are inevitable part of learning process.

It is interesting that there is a considerable degree of uniformity in the characteristics of interlanguage and in the types of various L2 learners. For example, the Bangladeshi learners have the common problem like missing 's' from verbs when it is needed in third person singular subject. For example – 'she drink coffee regularly'. Here the interesting point is the same mistake is also done by Japanese learners. Sometimes we also forget to use '-s' or '-es' to make the plural number.

2.2 Bangladeshi Researchers View

In 'Analysis of Mistakes and Errors in Student Writing' Khan (1999) talked about the errors and mistakes which are viewed as creative source of language learning. From the pedagogic point of view, he found that the analyzing factors and reasons as to why learners make mistakes appear to be crucial factor for syllabus and material designers and English language teachers. To the learners writing often appears as rigorous task for the L2 learners for their lack of confidence about what they write. He also fined out that teachers hardly provide any constructive comments for correct writing. In real life situation the students hardly can write correct sentences by their own when they are given an open-ended topic to write.

In a preliminary observation, Gaus, Khanum, Jahan (2005) say that as we are going through Grammar-translation Method, so it is hardly possible for the students to write freehand. In the article they have showed a survey, where a question was 'how mistakes can be corrected'. The answers show that most of the learners think the teacher should do individual correction (even or random) as well as collective correction. Their study also shows that students are comfortable in guided writing rather than free writing. Students want to learn grammar, more especially sentence pattern, in terms of learning English writing which will help them from making errors.

In an essay Ahmed (2004) said about error correction. According to her 'the emergency of the communicative approach of language teaching has made the situation for error correction more uplexing. She has tried to give some definition about errors as Lennon (1991: p.182 cited in Kormos, 1999: p. 214) defines error as 'a linguistic form or combination of forms, which in the same context and under similar conditions of production, would in all likelihood,

not be produce by the learner' native-learning counterparts.....'. She thinks that error correction is pivotal to language learning and written errors helps learners to communicate more confidently in a foreign language. But in our country students prefer not to be marked down for writing error because this practice destroys their confidence and forces them to expend so much effort on details that they lose the overall ability to use language.

Another survey was done by Maniruzzaman, Islam and Rahman (2006), where they revealed that learners of our country usually made specific types of errors at a high frequency as mentioned bellow:

1. Problems with subject-verb agreement, e.g. 'But now a lot of aspects is different than ten years ago'.
2. Problems with tense:
 - (a) Adding an extra 'be' verb in indefinite tenses, particularly in present and past indefinite tenses, e.g. 'I was spendened my last weekend'.
 - (b) Using regular present forms of verbs instead of past participles in perfect tenses, e.g. 'I have take my meal already.
 - (c) Missing '-ing' in progressive tenses, e.g. 'We were went to Savar'.
 - (d) Using present form of verbs to describe past events, e.g. 'When I was a little girl, I travel different places.'
3. Missing plural '-s', e.g. 'I stay there three hour'.
4. Problems with articles:
 - (a) Missing articles, e.g. 'It was - - - very romantic day'
 - (b) Wrong use of articles, e.g. 'I was taken a additional day'.
5. Problems with prepositions:
 - (a) Missing prepositions, e.g. 'I got up - - - 8:00 a.m.

- (b) Wrong use of prepositions, e.g. 'I catch fish on pond'.
- 6. Problems with parts of speech, e.g. 'I have no thinking'.
- 7. Problems with sentence construction, e.g. 'And afternoon we walked field beautiful scenery and beside the river'.

2.3 Corder's View about EA

Corder's view about errors is similar with our researchers. He (Corder, 1973) comments that errors may arise, on the one hand, as a result of the L2 learners, their classification and representation or, on the other, from the actual activity or processing the data. According to him errors are a part of human psychology –

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..... the nature and timing of the errors different in certain respects.

- Corder (1973: 283)

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 target language. The underlying assumption of CA was that errors occurred primarily as a result of interference when the learner transferred native language habits into the L2. Interference was believed to take place whenever the habits of native languages differed from those of the target language. CA gave way to EA as this assumption came to be challenged. Whereas CA looked at only the learner's 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.

EA was not a new development. The analysis of learner errors had long been a part of language pedagogy. French (1949), for example, provides a comprehensive account of common errors.

In an early, seminal article, Corder (1967) noted that errors could be significant in three ways: (1) they provide the teacher with information about how much the learner had learnt, (2) they provided the researcher with evidence of how language was learnt, and (3) they served as devices by which the learner discovered the rules of the target language. Whereas (1) reflects the traditional role of EA, (2) provides a new role that is of primary interest to the L2 researcher because it could shed light on (3) the process of L2 acquisition. It should be noted, though, that many of the researchers who carried out error analysis in the 1970s continued to be concerned with language teaching. Indeed, the attempt to discover more about L2 acquisition through the study of errors was itself modified by a desire to improve pedagogy.

While dealing with EA, Corder (1974) suggested the following five steps about error judgement in EA research –

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

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 often happen due to more lapses physical status such as tiredness and psychological condition such as strong emotion. But about the correction of errors Miller (1996) in Richards, said that 'It would be meaningless to state rules for making mistakes'. At last Corder argues that the EA should be restricted to the study of errors (i.e. mistakes should be eliminated from the analysis).

2.4 View of Other Researchers

Though Corder has done a lot of research about EA, there are some other researchers who also dealt with the error analysis. According to Dulay (1982), studying learner's errors serves two major purposes. They are –

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 Selinker (1990) the L2 learners express their thoughts in the language they are learning. Because of their shortage of ability, they create their own way to express their ideas and naturally make mistakes. Many teachers and language learners accept this naturally in the primary stage. It is noteworthy that in this stage having errors should be taken into account as they constitute the learner's interlanguage.

Richards is another error analyst. To him the characteristics of error analysis is defined as it deals with 'the difference between the way people learn a language to speak and the way adult native speakers of the language use the language' (Oller and Richards 1973: 114).

Another researcher named Johanna Klassen (1991 in English Forum, 10) opines that teacher still face the difficulty of which errors to correct and how to correct them. She believes that the gravity of the error should determine whether correction is necessary or not. She suggests that for the first draft global errors should be corrected and secondly the local ones (according to Burt errors are two types. One is Global errors [errors that affect overall sentence pattern. Examples are wrong word order, missing or wrongly placed sentence connectors) and another is Local errors (are errors that affect single elements in a sentence, like errors in morphology or grammatical factors)].

EA studies have often been pedagogically motivated. They have sought to identify criteria for establishing error gravity so that teachers can be guided in what errors to pay more attention to. The general conclusion is that teachers should attend most carefully to errors that interfere with communication. Johansson (1973) suggests that errors should be evaluated by first asking whether they are comprehensible, and second whether they cause irritation. Other, secondary factors – the frequency and generality of the feature involved – also need to be considered. In this way, Johansson constructs a hierarchy of errors. However, he acknowledges that 'it is not possible to illustrate the scale of errors at the present time since there is no available information concerning the degree of comprehensibility / irritation caused by different errors' (1973: 109). Although there has been considerable research since, there is still insufficient evidence to support a definite scale for evaluating errors.



About EA Taylor (1986) outlines a number of principles that he believes should guide the practice of EA. These principles are based on the general claims that 'what constitutes significant error is not strictly quantifiable' and that we should 'conceive our analytical aims to lie rather more in the interpretative traditions of a humanistic discipline than has recently been customary' (1986: 162).

From the beginning, Error Analysis (EA) was beset with methodological problems. It is often impossible to reliably determine what kind of error a learner is making. Also, EA can deal effectively only with learner production (speaking and writing) and not with learner reception (listening and reading). Furthermore, it cannot control for learner use of communicative strategies such as avoidance, in which learners simply do not use a form with which they are uncomfortable. For these reasons, although Error Analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been abandoned. (Through Internet)

Though EA has started in 1970, it is still alive and is often used along with other analytical techniques. It is interesting to note, however, that in these recent studies there is no mention of any of the methodological problems involved in EA.



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, data analysis procedure and the pilot study. The pilot study also discusses the preliminary results and sets the tone of the research.

3.1 Design of the Study

The research is a descriptive one, quantitative in nature and its purpose is to find out learners' problem areas and reasons behind those errors. The study focuses on the errors and mistakes done by the student while writing anything English, as it is necessary to make writing errorless. The questionnaire is dealing with the grammatical items in the sentence level and also on paragraph level. It is an open ended and descriptive questionnaire on any these errors occur in writing. The sample writing is helpful for the researcher to find out errors.

The methodology or error analysis, in so far as traditional error analysis is concerned also related to the steps of EA offered by Corder, consists of the following steps:

- (a) Collection of data (from an open ended questionnaire, that has been designed with 7 different questions and also from some sample writing)
- (b) Identification of errors (e.g. mixture of active and passive forms, use of tenses, carelessness to use punctuation or articles etc.)

The research tool is sample writing. The researcher distributes some topics among the students of five private universities and asked them to write on it. She has also collected some samples from the teachers of those universities. The respondents are 38. After collecting samples they are observed to find out the errors and then they are tabulated (the common errors).

3.2 The Setting

The study has been conducted both in formal and informal way. Student's samples have been collected from five private universities of Dhaka, through writing paragraph and collecting samples from the teachers. The samples writing are done by the students of undergraduate level.

3.3 Sampling

Researcher has selected 40 samples from those universities. But unfortunately two students have not give the papers back. The respondents are the students of different faculties (like English, Pharmacy, Computer Science, Business Administration etc). The researcher has selected students from her personal sources. All of the students are having English as their Basic English Course.

The respondents' use Bangla as their native language and English is a foreign or second language to them. Though the numbers of students are 38 and they are individual, some of them have some common errors in their writing. As English is second language so we cannot expect everything correct in their writing.

3.4 Research Instrument

The researcher has provided some topic among the students and asked them to write a paragraph to find out the reasons. For instance, in Sample 1 to 6, respondents are asked to write on 'A good learning requires friendly manner of the teacher and enjoyable class room'. At first the topic is presented in front of them and asked them whether they have any problem on understanding the topic. After everyone has answered affirmatively, they started writing. There has been give some other topic like in Sample 7 'The role of women and men in parenting'; in Sample 14 the topic is on 'Mass media'. Another topic in Sample 25 is 'Describe the person next to you'. Except these, the Samples have been collected from the teachers of those private universities.

3.5 Data Analysis Procedure

After collecting 38 samples they are put down together and the errors are analyzed individually from the Sample writings. To gather all the samples the researcher has taken a period of about three weeks. To do the analysis she has followed the direction of her instructor. The researcher analyzed the samples to find out the errors in the writings. At first the researcher has observed the samples carefully and then she puts all the errors in a descriptive form (in a Table).

Lastly, all the information are judged according to the research question, regarding why the students are doing errors in this stage after studying English for about 12 years.

The analyzed information is presented in the following chapter.

Chapter 4

RESULTS AND DISCUSSION

4.1 Findings

All the samples are observed carefully and the findings of the errors in writing are shown in the table (Transcription of Data), which has described the respondents' problems.

Sample	The respondents' errors	Page No
1	Spelling mistakes, wrong use of preposition, problems with sentence construction and wrong use of 's'	42,43
2	Use of capital letter instead of small letter, spelling mistakes, subject-verb agreement, problems with sentence constructions and use of tense	44
3	Forget to use modal verb	45
4	Wrong use of parts of speech, subject-verb agreement, missing auxiliary verb, wrong use of preposition	46
5	Wrong use of parts of speech, missing 's', some problem in expressing ideas	47,48
6	Wrong use of modal verb, wrong use of preposition, some ideas are not clear by sentence	49,50
7	Wrong use of article and preposition, subject-verb agreement	51,52
8	Spelling mistakes, wrong sentence construction, missed full stop(.) in the last sentence	53
9	Wrong use of preposition, problems in sentence construction	54
10	Spelling mistakes, misuse of 's' in singular form, wrong use of article before a plural noun	55,56

11	Subject-verb agreement, misuse of plural form, subject-verb agreement	57
12	Spelling mistakes (like 'her' is written as hir)	58
13	Missing '-ing', spelling mistakes, missing plural '-s'	59
14	Sentence construction are totally wrong	60
15	Wrong spelling of common words	61
16	Wrong use of article, sentence construction are not correct, even cannot illustrate a topic in an organized way	62
17	Used an extra '-s' in plural form, spelling mistakes	63
18	Wrong use of preposition, spelling mistakes	64
19	Lots of spelling mistakes, subject-verb agreement, problems with sentence construction, problem with tense	65
20	Missing plural '-s', missing '-ing', problems with sentence construction and tense	66
21	Problems with subject-verb agreement, wrong use of 's', problems with sentence construction, spelling mistakes	67,68
22	Spelling mistakes, problem with tense, using to + '-ing' instead of infinitive (to + verb)	69
23	Wrong sentence construction, wrong use of infinitive	70
24	Spelling mistakes, missing 's' in plural form, subject-verb agreement is wrong, has not used preposition	71,72
25	Problems with subject-verb agreement, spelling mistake	73
26	Spelling mistake, problem with subject-verb agreement, missing article	74,75
27	Spelling mistakes, wrong use of tense and problems with parts of speech	76,77
28	Problems with tense, spelling mistakes, wrong use of article	78,79
29	Spelling mistakes, wrong use of parts of speech, problems with subject-verb agreement	80

30	Spelling mistakes, problem with tense and subject-verb agreement, missing preposition and article	81
31	Spelling mistake, wrong use of infinitive, wrong sentence construction	82,83
32	Misuse of preposition, spelling mistakes, missing auxiliary verb, wrong use of parts of speech	84,85
33	Wrong use of article, spelling mistake	86,87
34	Problems with subject-verb agreement and sentence construction, spelling mistakes, problems with tense and preposition	88,89
35	Sentence construction is wrong	90
36	Missing article, preposition and '-ing' in a verb, spelling mistake, missing preposition	91
37	Problems with tense, subject-verb agreement, article and preposition	92
38	Spelling mistakes, problems with subject-verb agreement and tense	93

4.2 Discussion

By doing the overall checking the researcher has found that the most errors students make are in the 'spellings' field. About 23 students have done this error within 38 students. Secondly, students have problems with 'subject-verb agreement' (about 14 students) and the nearer one of it is problems with 'sentence construction'. Around 13 respondents cannot construct sentence in right order. Students were asked about these errors, which they are committing frequently in their writing. According to them, they are having errors in writing because of lack of drilling since childhood.

About 12 respondents have problems in use of 'preposition'. The most common answer about this error is that they become confused while using 'preposition' on their writing. Sometimes they also forget to use correct 'preposition' in right place, though they know the rules. 2 or 3 of the respondents totally forget to use 'preposition' because of carelessness.

Though, all the students in this level have studied English as their compulsory subject for 12 years till they face problems with the use of 'tense' and 'parts of speech'. Among 38 respondents 9 students have problem with 'tense' and 7 respondents cannot use the proper 'parts of speech' (especially in adjective, verb and adverb). In the use of verb 2 students have problems with 'infinitive' (to + verb) and '-ing' after verb. They cannot distinguish these problems.

Another fairly common error of the respondents is in the use of 's' in plural or third person-singular form. Among the 38 respondents, 6 to face problems in the use of 's'. In the use of 'article' students till have problems with that. While writing, most of them become careless about the use of article, which causes errors in writing. Among all the respondents only one has used capital letters instead of small letter. The reason behind it is may be his carelessness.

So far the researcher has pointed out different problems in the sample writings, but most of them say that they usually mix up active and passive forms, and they do not have the clear conception of its use and usage. They even do not at all understand the form of 'gerund' and; 'participle'. The main reason behind it is their ignorance and also they do not get enough time to practice on these terms. Some of the respondents claimed that even the rules were not made clear to them by the instructor in the early stages.

The researcher has gone through the samples very carefully. If we can have a look on the discussion, it is found that more than 60 percent respondents commit errors in their writing. All of the errors happen because at the very beginning we store in our mind that English is a foreign language to us. People learn it for their needs. Most of the people try to write anything by doing the literal translation of their ideas. From the discussion the researcher has pointed out three reasons behind committing errors. They are –

- 1) Learners do not have a clear grasp of the rules. Most of them do not have the proper explanation of grammatical rules and its usage.
- 2) They could not use the rules properly for the lack of discussion.
- 3) Sometimes teacher are responsible to teach the rules.

4.3 Findings in terms of Research Questions

The main focuses of the research questions are on the very common errors done by students and the reasons behind committing the errors in undergraduate level. According to theses two questions and investigation on the collected samples, the researcher has found out the common errors done by the students in their writing. They are as follows –

- I. Spelling mistake is the most common errors.
- II. Subject-verb agreement is found among the errors.
- III. Sentence structure is also common like subject-verb agreement in the writings.
- IV. Error of using preposition and missing preposition is also found.
- V. Proper use of tense is also a common error.

- VI. Errors is also common in the use of parts of speech.
- VII. Some students misses 's' from both plural and 3rd person singular form.
- VIII. Misuse of article is common.
- IX. Few have errors in the use of infinitive (to + verb) and participle (- 'ing').
- X. A few have problem in the use of capital and small letters.

Through the investigation researcher has found out ten types of errors committed by the students. She has also tried to find out the reasons or sources behind having these sorts of errors in the students writing after studying English for about 12 years.

While looking for sources of errors the researcher has found that the main reason of error is the L1 Interference. For this reason they commit a lot of spelling mistakes. Another error the students have is on the sentence construction. Here the students use Bangla as their first language and whenever they tried to write anything in English they make a literal change, which make the students to commit error in writing. It also happens because of the differences of sentence construction of Bangla (Subject + Verb +Object) and English (Subject + Verb + Object).

Some common errors happen for the over-generalization of L2 rules. Suppose some students write 'Dip can sings' because he knows that the Subject is 3rd person singular number. But it is an error because there is a modal auxiliary in the sentence, for which the correct sentence will be 'Dip can sing'.

Another very common source of errors is the carelessness of the students. As they are not aware while writing so they start a new sentence with small letter. Sometimes they missed to

use punctuation marks in proper place. Some times students make very simple errors like 'i have important work'. In this sentence one has used the alphabet 'I' twice. But in both places its use is wrong. Even he has missed article before the word 'important'. All of these three errors happened because of carelessness.

Errors are also committed by students because of ignorance of rules. Suppose a student is in undergraduate level but he doesn't know how to use 'gerund' or 'participle' in a sentence. Or may be they are ignorant about the difference of the two terms and the usage. For this error may be two things are responsible. Firstly, may be the instructor could not make them understand the rules with lot of examples. On the other hand, may be the students have forgotten the rules because of lack of understanding or lack of enough practice.

These are the sources behind committing errors in writing by the students of undergraduate level. On the basis of the errors the researcher has tried to give suggestions in the next chapter, through which the students can overcome those errors and can make a errorless writing to express their thoughts and ideas.



Chapter 5

CONCLUSION

This chapter provides a brief summary of the findings of the research and then proceeds with the conclusion. The conclusion is discussed in terms of the general findings. Finally, the chapter ends with suggestions for further research.

5.1 Summary of the Findings

This study has tried to find out the errors done by the students of undergraduate level of the private universities in Bangladesh and the reasons or sources behind committing those errors. The errors are cited in this paper are from the analysis on the sample writings collected from different private universities of the Dhaka city. Finally in the findings the researcher is going to give a very short view on her findings of errors and the possible sources of errors.

Types of errors committed by students in writing are –

- o Spelling mistake.
- o Error of Subject-verb agreement.
- o Error in Sentence structure / construction.
- o Error of using preposition and missing preposition.
- o Errors in using proper form of tense.
- o Errors is also common in the use of parts of speech.
- o Missing 's' from both plural and 3rd person singular form.

- Misuse of article is common.
- Errors in the use of infinitive (to + verb) and participle (- 'ing').
- Problem in the use of capital and small letters.

Except the errors the main reasons are the sources of errors for which the students commit errors. At a glance the sources are –

a) L1 Interference

- a.1) Pronunciation
- a.2) Spelling Mistakes
- a.3) Sentence Structure

b) Unscientific Grammar

c) Over-generalization of L2 Rules

d) Carelessness

e) Ignorance of Rules

5.2 Possible Solutions

So far the researcher has discussed a lot about the errors and the sources of errors. But if any possible solution or suggestion is not give on the basic of the findings, this paper will remain as an uncompleted one.

To overcome the errors from the writing both the learners and teachers can follow some steps. They can be like –

- Learners should not translate literally anything from their native language while writing English.
- Learners should try to come out from their interference of LI.
- Learners should know about grammatical rules and their use properly. At the same time one should practice those rules a lot.
- Learners should edit or recheck their copies after finishing writing.
- Learners should be careful while writing anything.
- Teachers should teach the rules and should make those clear by using a lot of examples.
- Teachers should find out their mistakes and can deal with those with the individual students.
- Teachers should encourage learners to find out their own errors and will also insist them to write correct sentences by themselves.
- Teachers should be friendly with the students and would provide an appropriate environment for the learners.

5.3 Further / Future Studies

In this paper the researcher has only dealt with the common errors done by the students in writing with the sources of the errors. But there are some other areas to analyze the writing of the students, which are equally important. As there are some other areas, if anyone gets interest to have any research, they can deal with the other factors to analyze errors in writing or in other sections. Another thing is that, the researcher has only collected some samples of writing and analyzed those but other researchers can have other tools for doing their research paper. In this way others can find out something new which will be more interesting.

5.4 Conclusion

To make a good writing students have to find out their errors. In this field the learners need the support and the guideline of the instructor / teacher.

Moreover, English language should be learned as a language with immense potentiality. While learning, the learners should not think of it as a foreign language and should not have the fear of learning English. If the errors and the sources of those errors can be forced out, learners can improve their performance through his / her works.

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APPENDIX

In the long Appendix the researcher has show total 38 samples which she had collected from different private universities of Bangladesh.

From the following page the Samples are presented one by one –

A good learning requires friendly manner of the teacher and enjoyable class room. (ENVIRONMENT)

Do you agree or disagree with this statement? Give your opinion.

Yes I agree with the statement. Because there are two ways to learn anything. One way is by book and another way is practical way. "By reading books it ^{can be} only increases our knowledge but it that will not get perfect or full fill till we do not use our ~~two~~ bookish knowledge in our everyday life. So the topic of my article. So I believe in practical learning it can be possible by the help of our teachers enjoyable class room.

Because a friendly teacher can teach us so easily in what he wants to teach us. I become friendly with us all can communicate with him so ^{sp} comfortably and tell our problems with him with out any hesitation that is how we can solve our problems easily.

teacher also helps us to show us the way how we can use our bookish knowledge in our practical life and how our knowledge becomes more full and useful. If a teacher is not so friendly with his students, then the students can't communicate with him and also unable to show their ~~prob~~ difficulties with him and as a result consideration if any teacher's ~~can~~ not be friendly with his students behaviour is like the teacher is undoubtedly known considered a very unsuccessful teacher. And if our teacher always ^{"is it"} deals only with our text that becomes boring to us, and we can not pay our full attention to our study. So it is necessary to make the classes more fruitful and effective. We need a friendly teacher and enjoyable class room.

A good learning requires friendly manner of the teacher and enjoyable class room.

Do you agree or disagree with this statement? Give your opinion.

A good learning requires friendly manner of the teacher and enjoyable classroom is very much important for our study. In my own experience, I want to give opinion - (i) If I took in negative sense, books are sometimes books are disquietive and the language of books is disunderstandable. (ii) Teachers ^{is not organized} couldn't make lessons enjoyable and understandable. (iii) Teachers ^{were} only given lectures but they didn't make study and classroom ^{is} interested. (iv) ~~the way~~ Sometimes they didn't give any chance to clear our concept about study. (v) Teachers are more helpful and their behaviour is friendly manner our study is make ~~as~~ easy easy and enjoyable and make interest in study. ~~and~~ In classroom, the environment make us interest or uninterest, because a well decorated classroom ^{to} enjoy our study. However, if these problems were solved, I think our education will be most prospective a very good.

A good learning requires friendly manner of the teacher and enjoyable class room.

Do you agree or disagree with this statement? Give your opinion.

Obviously, a good learning requires friendly manner of the teacher and enjoyable class room, beside having interesting books. Because, only a good ~~to~~ friendly teacher can make a subject interesting to the student, even ~~an~~ boring subject ^{can be} interesting. Beside the friendly manner of a teacher, the atmosphere of a classroom must be enjoyable. When we have well ventilated classroom, well decorated classroom it generally attracts the attention, the mind of a student to attend the class. Again, if we have a dull subject a ~~friend~~ teacher ~~is~~ friendly manner gives us the courage to discuss the problems with him but if the teacher is not friendly then the students can not discuss their problems with him and as a result they do not learn the subject properly. As example, I can say about our 'Pre-Renaissance literature' subject which is not so interesting but the course teacher makes it enjoyable to us using many methods of himself. So, I think that a good learning requires friendly manner of the teacher as well as the enjoyable class room.

A good learning requires friendly manner of the teacher and enjoyable class room.

Do you agree or disagree with this statement? Give your opinion.

Of course, a good learning requires friendly manner of the teacher and enjoyable class room. I agree with this statement.

A student is suppose subject to pass a long time in his life with his teacher and class room. If the teacher has is unfriendly, the student feels bore in his learning.

A teacher can teach more with a friendly manner. It is more acceptable to a student.

But sometimes a student can accept chance to misuse ^{of his teacher's} manner, in that case sometimes a ^{teacher} have to be rude to his student.

Another thing is class room. Good learning is closely related with enjoyable class room. If the class room is un to be uncomfortable, the student can not pay ^{proper} attention in studies.

So, I support this statement.

A good learning requires friendly manner of the teacher and enjoyable class room.

Do you agree or disagree with this statement? Give your opinion.

Ans.

Yes,

A good learning must require friendly manner of the teacher and also needs an enjoyable class room. Because, if our teachers are very cordial about their students. So, students can easily express their problems and then they get perfect idea or learning. So, friendly manner of the teacher is must need to a good learning. Besides, friendly manner of the teacher, must need enjoyable room and also interesting books. Because enjoyable room and interesting books are also help to a good learning. If any student does not feel any comfortable in his/her room. So, he does not get proper concentration in his study. And also need interesting books, to learn good

thing

So, at last, we can say that, friendly manner

of the teacher and ^{also} enjoyable class room

require a good learning.

Sample 6

49

A good learning requires friendly manner of the teacher and enjoyable class room.

Do you agree or disagree with this statement? Give your opinion.

If a teacher want to be a good teacher he must be ^{maintain} friendly manner but sometimes he ~~may~~ have to maintain some strict law. If ~~the~~ teacher would not ~~teaches~~ friendly our full of conception would not clear. We can share all ^{of} things with a good friend but it is no much important to friendly manner for a teacher. A good teacher must be a good friend. Class room must be enjoyable. Because class room would not enjoyable learning is no much difficult for us. A good friendly manner to our class mates is no much important. The quality of a student is good than his partner is better. A good friend makes a man good. The environment of our class room ~~is~~ ~~have~~ to must be well. If all of our class mates are friendly with us (no learning is no easy. A good teacher, a good friend

makes a good student. He gives his
attention in his study by his mental attention

value of essential items, foreign exchange, trade & co
and overall socio-economical theory of the society. And
people become bored when they are enclosed in the
of modern civilization. These media provide some relief
to these people. They play as an open field for
education, knowledge when people can express their creat
~~But~~ It will be a pity, if we always consider the usage
of these media. These media have some evils on the
people. Some a days these media plays ~ flatterer for
particular political or personal identity. They can change
view not by the way of changing any truth to the
favourable one. As a result people do not get the
thing and these ~~straight~~ may cause an detriment
their own opinion. Some media used to show excess
judgement and cruelty. These cause an ill-thought
and harmful expression of behaviors. Children are the
most vulnerable to these. If we exclude these do
they are most important because of their role. If
media always ~~they~~ think about their responsibility
and speak the truth; they alone ^{can} play an important
role in shaping peoples thought and can change a
nation to conscious, responsible and wiser.

Many people believe that women make better parents than men and this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting.

Give reasons to express your point of view.

In my opinion man and woman or father and mother contribute equally in rearing up the children though there is necessity of father and mother equally for the children but mother plays a vital role in building up the earlier of her child/children. As after the birth, mother always remains with her child, she takes care of her child. Where will be the happiness of child and how the child would be satisfied, the mother only knows that matter. The character of child is in fact developed as of the affection or by the mother. How the character of the child is it good or bad ~~is~~ will be decided by mother.

In building up the earlier of child the most contribution is contributed by mother. Mother is the ^{plays as} engineer of building up the character and earlier of child's life.

Many people believe that ~~simple~~ women make better parents than men and this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting.

Give reasons to express your point of view.

In our country where there is not so much opportunity of women in outside from home.

For this when a female child born she stay with her family all the time. And every problem of the family she experiences.

After that when she get married she in her new family life she uses her experiences.

And when a child borns she grown up as a competent mother and teaches her child how to adapt with new environment.

On the other hand a man works outside of the home. And they are expert about that.

Males in the family supports mainly economically and socially. Male keeps

his family strong about family mentally. And that is why a woman meets with all problems of a child and man

Many people believe that ^{sample 10} women make better parents than men and this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting.

Give reasons to express your point of view.

There is no matter of believe that women are best in parenting but, it's the original sense that women's contribution in parenting is most important. Only a good mother can treat her childrens towards a structured life. When a mother is educated she can understand the importance of education. So, she tries her best to educate her childrens also. On the other hands father always remains busy with his official or business activities. A mother can help a children from all sides of a children her children only, which makes the main capital of awareness and

inspiration. So, role of mother is more important to establish a child in respective position.

Napoleon said, "Give me an educated mother, I shall give you an empire."

Many people believe that ^{Sample 11} women make better parents than men and this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting.

Give reasons to express your point of view.

In my sense, I think that ~~we~~ women are much better at parenting because they know ^{sing/pla} everything about the ~~childring~~ children. A children brought up ^{under the} ~~at~~ care of a mother. But the role of a father is different, especially in Bangladesh. A father tries to support ~~economicly~~ ^{sub} ~~work~~ the family economically. A children ^{work} tries to share all its problem with his (her) mother ~~at~~ rather than the father. ~~at~~ nowadays, ~~we~~ female are also involving in jobs. But in my view, I think mother should at least take care of the children until 10 year of age. In fact, ~~we~~ female has come into this world for rearing up the childrens and ~~main~~ their main duty is parenting. If a children cannot live with her mother, then the childrens personality doesn't develop in a proper way. So, mothers are expert at parenting.



The mass media, including television, radio and newspapers, have great influence in shaping people's ideas.

To what extent do you agree or disagree with this statement?

Give reasons for your answers.

No, I am not agree^{ing} with the agreement. Because I think, this statement has great influence but this influence is not positive. Because Man take bad things than good thing easily. When we start TV channel, then we see different^{missing 's'} types of channels - like HBO, T B-6, Star-movies, DD7 etc. And this channels show - fashion show, dance, and different bad pictures. And that's why I am not agree with this agreement.

Many people believe that ^{simple} women make better parents than men and this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting.

Give reasons to express your point of view.

I believe in the 2nd opinion, i.e., women make better parents than men.

Considering all the creations of the world, babies are created by their mothers. Nature knows what is right and who is able to do what is the best. Naturally a child feels better with its mother. ways harsh and mind are very soft. Mother's hand is also soft. So, a mother's hand adjust with baby's mind. Mother knows the altitude of her son's ear easily. She knows generally what is needed for the baby in which situation.

Imagine that the role of women in our society is changing. Describe their present role in the society. Mention the kinds of works they are participating in. Also suggest the way the young people can encourage this change.

Well! Now a days Womens are competing with the mens, they are working harder and harder and even much more faster than the mens. Now I'm mentioning some earlier works where the Womens are Participating

(1) Debating. (2) In Computer science

(3) Creating many well-bare institutions for poor people. (4) There are several institutions

for womens rights / violation of womens rights

(5) involving in film industries and media (etc)

So there are several hard core works

that the work that the Womens are participating and doing now a days. And

they should show their next generation

to do so? and encourage them to involve

in to these works.

By these the problem can be solve.

Sample 10

the mass media, including television, radio and newspapers, have great influence in shaping people's ideas.

to what extent do you agree or disagree with this statement?

Give reasons for your answers.

Yes, I agree with the statement.

I think - there is no day pass without media help, as ^{in all} an alive person. Media help us ⁱⁿ all sides of ~~knowledges~~ - like health, education, culture, smart, news etc. So, I support with the agreement.

The mass media, including television, radio and newspapers, have great influence in shaping people's ideas.

To what extent do you agree or disagree with this statement?
Give reasons for your answer.

The mass media including, television, radio and newspaper, have great influence in shaping people's ideas. This statement is true or I agree with this ~~agreement~~ statement because, all of this are considered as a news provider. Television radio are considered as broadcasting media, Newspaper considered as ~~print~~ media. Whatever both of them plays an important role that is make us know about the incident of the world around us. Mass-media present the world in front of us within a minute and helps the peoples to know about the world today as well as world ^{of} tomorrow, that's why it will be so easy for the people to make ^{up} decision for the future.

Sample 18

Yes, I agree with this statement. children has natural tendency to copy any kind of behaviour from adults ~~as from whom is the child is been with.~~ childrens like to do any thing they like from others. they could copy my behavior or any kind of activities from they are watching or from what they watch. Suppose a little boy is having time with his/her parents. In the meantime may be the parents could do any thing that attract the child's concentration. That child will definite do that cause s/he found something interesting in that behavior.



Sample 14

over seas education or higher study is ^{wanted to be} build up ^{by everybody to} a priority for many people, but it may offer some advantage and some disadvantage. raising available ^{for} due to some other people giving the opinion staying home for higher study is better than overseas.

Every student want to good ^{care} ^{of} by their higher study in overseas. over seas education may be help ^{ful} for better future. A skilled people make a respective man by abroad studying many student face inevitably encounter living and studying in a different culture. but it may sure that a man want to have ^{great} ^{future} better future. then he must be tackle or winning any encounter situation. for example. "life is not a bed of roses".

over seas study must ^{have} be advantages in human life but some disadvantages are looking around that. over seas education must be more expensive which is not possible for most ^{of} student in our country. it may bring a challenging path. who may consistence with this encounter situation he may success but who may build this encounter situation he may fall with in dark future.

This point of view / my opinion is that higher study or over seas education may is must be expect for student life. because it may make sure a gorgeous life and upgrated future.

In conclusion that over seas student faces many problem and he may win this problem then he success in life. or however our country is possible to higher study for every student but over seas study is not contrast with it that it may consist limit.

Sample 20

All over the world are the same process of education. There are the main two part. one is the school and other is the university. Most of student are finished their school life they are encouraged to work or travel ~~to~~ before start university. It has ~~lot~~ more advantages and disadvantages as ~~well~~ well. At first we will discuss the advantages. If young people are encouraged to travel so it good for his or her mind. ~~It~~ they do work then it not better to them because they do not even good concentrait for their studies. ~~For~~ this travel young people are known their country and abroad. ~~It~~ make them brilliant. At the same time it has many disadvantages. For ~~so~~ reason many ~~&~~ young people will destroy their life. Many young people will interest the job that's why they do not continue their study. And many ~~&~~ student does not ~~give~~ concentrait their study. They are interested to travel so many times. ~~It~~ not good for them.

Sample 21

67

The examination systems are divided into two parts. One is writing and other is practical. These categories are known by the system of their country. Some of the students are like writing exam and other like practical exam.

Because of modern age the all systems are changed. So examination the world I like to practical examination. Because practical system is a only method through which that we can judge a student perfectly. When the students take their examination they also learn practical things. Student # also learn the methods of many sides which that they can invent a lot of many new things. Other writing system is not perfect of the students. Because they can't skilled that

method. The student who
is skilled in writing, they
do not know any practical
method. So it is not perfect
system of education. Also
they can't invented any new
things.

spelling
structure is not correct.
sub. verb
relevant
mistakes in
follow are not

Sample 22

67

This line graph shows after eating sugar/honey
in a month implication for dental health.

After eating ~~to~~ cane sugar passing 5 minutes
position of acid level on the graph 3.5 and after
eating fruits sugar passing the time of 5
minutes position of acid level on the graph 4.5
and Honey sugar in the time of 5 minutes
the acid level on the graph show 4.5.
~~level~~ it was shown this graph increasing
by the time and the acid level was
contrasting position from up and down.
in the way of increasing by time after eating
and passing on 40 minute highest position
of acid level shown on the graph cane
sugar 7 and fruits sugar is similar but
in the passing time of 35 minute the position
on the graph acid level of Honey sugar 6.5.

So it may show on this graph, the acid
level up and down after eating variation
time increasing the position was harmful
to dental health and we need to diminish
minimum position to increasing acidity
and good dental health.

Sample 23

The graph shows the eating sweet foods produces acid in the mouth, which can cause tooth decay. This is because sweets lower pH level in the mouth to very risky levels.

When the pH level in the ^{mouth is} keep above 5.5 acid level at which tooth decay is unlikely. And when the pH level in the mouth is kept below 5.5 that times acid level at which tooth decay occurs.

By comparing fruit sugar, cane sugar and honey its a same thing or all ingredients is same. When eaten the cane sugar after five minutes in the mouth it produce

Sample 24

Write a paragraph on 'Describe the person next to you'

OR

'your experience of doing English 099 General class and tutorial class.'

(120-150 words)

"Describe the person next to you".

The person next to me, his name is "SHAHARIAR". He is a male and age about 20. One of my friends. he is one. We read in East West University on Department of PHARMACY. He is a good looking, handsome also good student. He passed S.S.C exam Govt: High school, and H.S.C. Joypur hat Govt: College. We met on admission day, when we met together. We had admit East West University. He also He also for pharmacy's department student. There are some other thing is familiar with me. He has two brothers and no sisters and I have also two brothers and no sisters. Fortunately we have two class at same time and some day. so our friendship become more deep. He is truly a nice guy. He is broad minded and

pleasure. ~~He is~~ we now end of our semester. we have planned, our next semester's ~~class~~ with classes we take together. I have also a good news, we live together. so I think it will be a good opportunity to close each other. I have known his future plan

• He would like to join a pharmaceutical company. • Overall

~~Overall, he is a~~ he is a good friend ~~to~~

And I think ^{we} it will be good friend for ~~we~~ time.

$$\frac{175}{5}$$

Sample 25

73

Write a paragraph on 'Describe the person next to you?'

on

'your experience of doing English 099 General class and tutorial class?'

(120-150 words)

"Describing the person next to me"

The first day of my tutorial class of Eng-099 one person ^{drew} ~~attracted~~ my attention. That person was the instructor Ruhaima Farabi Rahman.

Her appearance was quite attractive. She has really cute smile, on her face. Now I want to describe her about her teaching ~~te~~ capability or ~~st~~ technique.

Madam tries and work hard to teach us english. Her effort is very much appreciable. In her the

class her attitude is nice, most of the time. But one thing ~~she~~ that is quite awfull. That is madam sometimes threat us of punishment rather than motivation.

Madam is impressive and good have good foundation knowledge of in English.

At the bottom line she looks great in black.

Sample 26

Write a paragraph on 'Describe the person next to you'

OR

'your experience of doing English 099 General class and tutorial class.'

(120-150 words)

In the world there are many people live around us. One of my best person is prince. He is also school friend. I like him because, he is an honest man. He always helps me. In the class when I don't understand or fail any problem ~~to~~ he ~~also~~ doesn't hesitate to help me. He always emphasis ~~to~~ me to active my work. On the other hand I have lot of friends, ~~to~~ but they are not look like you. They are very cleaver and always cheat. My father always used to say if you got real friend then you have a great

Prince is my close friend. He is a polite and good person. He doesn't quarrel ^{each} ~~one~~ other. His behaviour is good. He doesn't take affective things. But sometimes he feels anxious to me. When he had a work in this time he doesn't look me. But he is my good friend. In my opinion everyone should have a best person as my friend prince.

275

Sample 27

76 2H

Write a paragraph on 'Describe the person next to you'

on

'your experience of doing English 099 General class and tutorial class.'

(120-150 Words)

My experience of doing Eng-099 and tutorial class

not a great doing Eng-099 or remedial course. But
unfortunately or unfortunately I have the course. As normal
class the class contain (30) students, most of them
had and only 4/7 Lady. And the teacher of this
class is Iffat sharma. She is good in class partici-
pation, makes our study interesting and practical
at time. But she is so ~~anxious~~ ~~to~~ giving mark
have ~~already~~ about (about). ~~But~~ But the class
is enjoyable. Men has also another problem
gives only one person to go bathroom or something
at a time. The class time is early in the morning
sometimes we are getting late and she gives is late,
so a ride. But All over she is nice, enthusiastic
(very much strict). For this ^{course} I have to do lots

Write a paragraph on 'Describe the person next to you'

on

'your experience of doing English 099 General class and tutorial class.'

(120-150 Words)

My experience of doing Eng-099 and tutorial class

not a great doing Eng-099 or remedial course. But usually or unfortunately I have the course. As normal class the class contain (30) students, most of the had and only 6/7 lady. And the teacher of this class is Iffat sharma. She is good in class participation, makes our study interesting and part time. But she is so ~~anxious~~ to giving mark I have allergy about ~~about~~. But the class is enjoyable. Men has also another problem - gives only one person to go bathroom or something at a time. The class time is early in the morning sometimes we are getting late and she gives is late, so a rule. But All over she is nice, curious (very much strict). For this, I have to do into

class also, this is a practice class the teacher
to solve the common mistakes of students. In this
teacher is Nuhaima men (her name is like the
is 4/5 bogie). Nuhaima men is not so tough, she
careless and always tries to help us accept all
thought A perfect tutorial teacher in my whole
The class was not so lengthy because of her.

2.75