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To Test and Try out Common Errors Committed by the Students of Higher Secondary Level (Std. XII) in Writing Letters and Reports



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ABSTRACT

English is internationally known and has a worldwide importance. English is the language used at a global level for communication. Everyone in the world wishes to get competence over English. English is a language that is open to change. It absorbs words from all languages. Thus it has a large treasury of words. Our regional languages are also rich and great. But they cannot take the place of English as world language. So, English is a window to knowledge. Common errors are committed when

writing job application letters. Report writing is a kind of descriptive composition. It is written to give the clear picture of the incident. Report writing is a write up that is written for other to be read. Reports are documents which are used to provide information or other content after inquiry or investigation .you may find such reports published in news, papers, magazines, science bulletin or written on the notice board.

INDEX TERMS

Letter writing, Report writing, Stages in report writing, improvement of writing

RESEARCH PAPER

[1] INTRODUCTION

This is the age of globalization. People belonging to different languages come in contact for the fulfilments of their requirements, employment, commerce and trade, education etc. English has worldwide importance. It was and still to some extent contributes as a unifying link between the countries. English is the language used at a global level for communication. Everyone in the world wishes to get competence over English. The nations like China, Japan, Germany understand the importance of English and has started teaching English in their nations as they have understood their own limitations of translating the world knowledge into their own native language. In a true sense English plays the role of global language. That is why it is necessary to have the correct, through and complete knowledge of English.

India became free from British rule in 1947. But our great leaders very wisely decided to retain English. They did not believe in throwing the baby with the bath water. The argument that we must get rid of English because it is a reminder of our slavish past shows only linguistic narrowness and misplaced patriotism.

As a matter of linguistic fact, English belongs to the same family of languages as does Sanskrit, the mother of most of the Indian languages English is no longer a foreign language to the Indians. It is even the mother tongue of many Indians. It has also ceased to be exclusive property of an Englishman-a fact about which they are not at all unhappy; it is as the language of R.K. Narayan and -Salman Rushdie as that of Shakespeare and Dickens. English may appear to be difficult to learn. But you stand to gain by taking the trouble to get a working knowledge of it. It is the key that opens up a world of opportunities. It can get you a job anywhere in the fire continents where large sections of people know it. It is the language of commerce, industry and international communication the latest advances in science and technology are instantly available in English, recognizing this, the Chinese and the Japanese are learning it avidly.

English is a language that is open to change. It absorbs words from all languages. Thus it has a large treasury of words. Our regional language are also rich and great But they cannot take the place of English as a world language.

Since independence there had been continuous demand for putting an end to the study of English. Now it is not there. The importance of English is beyond doubt. In India people live in different parts. They have their own languages. These regional languages are quite

different from one another. It is not possible for one to know them all. Our national language Hindi could not yet become a link-language for us. Only English is a common language. English had played a very important role in creating political and social consciousness among people. It imparts academic knowledge to the young generation. India is trying to progress in all spheres. So we must have knowledge of the different faculties. English is the storehouse of knowledge of the entire subject. Hence, the study of English is very important. It has become an international language. India wants to be friendly with all countries. English is the most suitable medium for the exchange of ideas. Many countries of the world conduct their business in English. Their research work is reported in English

This is the age of science. The world has become competitive. It is changing speedily. This is all due to scientific and technological progress. India is not behind in this matter. So, scientific and technological research must be made in our own land with the help of international language. We can advance only through the knowledge of English because scientific and technological books are available only in English.

English newspapers and magazines account for 50% of the circulation in the country i.e. their total circulation is equal to the circulation of all the language papers of the country. Many of the language papers publish translation of articles written and published in English papers. It is through English that many political, social and economic thinkers have spread their ideas in the world. So, English is a window to knowledge. How can we shut it? Never.

[2] RESEARCH METHODOLOGY

There are four ways to improve your English. Reading Listening. Speaking and Writing. Reading seems to be the best way. The reading of storybooks (75%) appears to give the most profitable results, with reading newspapers coming a close second (60%). Listening to TV News (60%) also seems to be a good method of improving your English. Listening to conversation in public places (40%) can also be quite rewarding. Speaking, if you don't the language, does not seem to be a good idea at all. While speaking with superiors (10%) you are likely to be nervous and so would hardly improve your English skills. With friends (20%) the success rate could be a bit more. Conversation classes (30%) don't seem to help much. Writing official memos, e-mails and faxes help by about (20%), while informal letters or e-mails to friends help you to improve your writing skills by about 30%

[2.1] RESEARCH WORK METHOD

1.1] The investigator will follow the experimental method.

1.2] Sample : The researcher will select his sample from Shri Rangnath Maharaj Secondary and Higher Secondary School, Waghrul [J]. Tq. & Dist. Jalna and will get random sample of total sixty students from Std XII. She will make two groups of these students with the help Questionnaire.

1] The first Group "A" will consist of thirty students. Experimental group. It will be

2] The second Group "B" will consist of thirty students.

control group.

[2.2] TOOLS FOR RESEARCH

a) Format of Letter and Report Writing

The researcher will use as Format of Letter and Report Writing the tool for her investigation.

The Format of Letter and Report Writing will be given to two groups. It will also include multiple Format of Letter and Report Writing

b) Test

Pre-test (Diagnostic Test)-Self writing of student

Post-Test-use of correct format

[2.3] THE PROCEDURE

a) Researcher will ask both groups to write three formal letters of the following types.

For leave of absence

[2] Application letter for job,

[3] A letter of complaint

b) Two reports of the following News and functions

Students will write answers on given booklet. After collecting those Booklets the researcher will analyse the answers and mark the linguistic and technical-format errors in their letters and report writing. Then the researcher will classify the errors with the help of tables and calculate the percentage of the errors and mistake.

After conclusions, the researcher will give remedial guidance to the group "A" which is Experimental group. It will be programme of two weeks, ie,

Six phases

Phase 1: Two Days-Letter for leave of absence

Stages ---- Activity

1. General lecture on letter writing
2. Hand over readymade letters to read
3. Ask to write letters in the class and at home
4. Fellow-mates will check the letters and find out mistakes
5. Discussion on the mistake and how to avoid them
6. Test of Letter writing
7. Hand over the booklet

Phase II: Two Days-Application Letter

Stages ---- Activity

1. General lecture on letter writing
2. Hand over readymade letters to read
3. Ask to write letters in the class and at home
4. Fellow-mates will check the letters and find out mistakes
5. Discussion on the mistake and how to avoid them
6. Test of Letter writing
7. Hand over the booklet

Phase III: Three Days-A Letter of Complaint

Stages --- Activity

1. General lecture on letter writing
2. Hand over readymade letters to read
3. Ask to write letters in the class and at home
4. Fellow-mates will check the letters and find out mistakes
5. Discussion on the mistake and how to avoid them
6. Test of Letter writing
7. Hand over the booklet

Phase IV. V. AND VI- Days Report writings

Stages --- Activity

1. General lecture on letter writing
2. Hand over readymade letters to read
3. Ask to write letters in the class and at home
4. Fellow-mates will check the letters and find out mistakes
5. Discussion on the mistake and how to avoid them
6. Test of Letter writing
7. Hand over the booklet

After remedial teaching, the researcher will prepare second test. The Re-test will be applied for both the groups. All the students from Group A i.e. the Experimental group and Group B i.e. the Control group will write answers on the given booklet. After collecting those booklets she will analyse the answers and mark the linguistic and technical-format errors in their letter and report writing. Then the researcher will classify the errors of both the groups with the help of tables and calculate the percentage of the errors. Then the researcher will make the comparative study of the errors committed by the students of both the groups Group-A and Group-B. And will from conclusion.

[3] PRESENTATION

[3.1] Need and Importance of the Subject :

The researcher has taken into consideration the educational value of the subject in trying to find out the common errors of the students in letter and report writing There are many reasons why the researcher has selected this subject for the research. The research has many points of educational value. They are as follows

[1] English is a world language. So it is essential to have to know writing English without mistakes.

(2) If the students avoid the mistakes in their writing English others can understand it.

(3) In the day today life students are expected to write reports on such as- News, interviews, visits and functions and official and semi-official letters such as

A) A letter to the Editor of a newspaper

B) A letter of application in response to an advertisement.

C) A letter of inquiry or a response to a letter of inquiry.

4] If one has the good knowledge of letter and report writing one may express one's thoughts and feelings through it. It is hoped that one would be able to write reports, official and semi-official letters confidently and in correct format

[5] Grammatically it is important to write correctly. It is observed that students find difficulty in report and letter writing

6] Correspondence is the most important means of Communication.

Bearing in mind the importance of report and letter writing, the researcher has selected this problem for her research.

[3.2] Statement of the Problem

To test and try out common errors committed by the students in writing letters and reports.

(3.3) Terms and Definitions

a) Letter Writing

The researcher is trying to find out the common errors of standard XII students in letter writing.

b) Reports -

The types such as News, Interviews, visits and Functions-stated in the syllabus of Std. XII.

c) The Students: This research will be carried out by administering a format of letter writing and report writing to standard XII class. For the academic year 2014-2015]

d) Errors : These errors are generally of two categories.

i) Linguistic errors

ii) Technical errors regarding the format of letter and report etc.,

[3.4] Objectives

(1) To find out the linguistic and technical-format errors and difficulties in writing letters and reports of the students.

(2) To improve students letter and report writing skill.

(3) To develop and test effectiveness of communication skill.

(4) To find out ways and means to overcome the difficulties faced by the students in writing letters and reports.

[3.5] Assumptions:

[1] The exposure of Marathi medium students towards writing skill is limited.

[2] Students commit grammatical mistakes in writing letters and reports.

[3] Students do not know the exact format and technical points involved in letter writing and reports writing.

[4] An average student normally does not write correctly the application letter for jobs, admission, concession, leave etc as well as various reports

[3.6] Hypothesis :

There will be no significant improvement in the students after remedial programme in writing letters and reports.

[4] CONCLUSION

The researcher will select his sample at random from Shri Rangnath Maharaj Secondary and Higher Secondary School, Waghru (J). Tq. & Dist. Jalna. He will select his sample in the above mentioned institution only. The total population covered for sample is only sixty which is divided into a two groups: Group A the Experimental Group and Group B the Control Group. Both groups will have 100% Marathi medium students. The researcher will adopt questionnaire as her tool. All the limitations inherent in adopting format of letters and report writing method are also true here. Such kind of research project by its very nature involves statistical work through computer with the guidance of an expert. The researcher will not limit herself only to ask the students to fulfil the exercise in letter and report writing but to other questionnaire and try out elicit socio-economic conditions of the students, their perceptions of the difficulties faced in the subject, the information regarding their attempts to pass the SSC Examination, whether they have attended the coaching class or not and benefited by them. The basic language skills cannot be acquired in vacuum that is separately. When the teacher speaks the students listen. Then when they write, they read, listen and even speak. Mastery in one skill leads to acquire mastery in the other. Look at the objective stated regarding the acquisition of skills. They state how these skills are interlinked. To create an awareness that all language skills depend on each other. To recognize list the foundation of speaking and talking. To comprehend that intensive listening leads to accuracy of language. To ascertain that reading and writing skills depend on the reorganisation and comprehension of the graphic symbols.

Language learning is a natural process. It applies and implies acquiring language skills i.e. listening, speaking, reading, writing and taking. One has to learn the language in two ways the spoken form and the written form. Initially a learner has to be acquainted with the spoken form of the language and the use of spoken English. It is often said that a good listener can be a good speaker. Generally we find a learner starts learning a language by listening and intimating what is spoken around. Meanwhile a learner starts speaking automatically. Therefore, listening and speaking play an important role in learning language as they are receptive and productive skills respectively. Ample opportunity of good listening practice always becomes helpful in speaking a new language. These two skills go hand in hand. The more the development in these two skills, the more competency. acquired by the learner of English. Hence, at the elementary level of language. learning it is desirable to emphasize on listening and speaking as well.

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