Language Errors Observed in Editing and Ways to Minimize Them: The Case of SMU Testing Center

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Abstract

The purpose of this study is to find out the errors that are encountered in the assessment tools prepared by the assessors in order to find solutions to the errors indentified. In order to collect data, questionnaires and interview questions were used for qualitative and quantitative analysis, and data were put in tables and shown in percentages.

The sampling procedure was based on the population of 391 exam papers and 391 assignments of term B. These were stratified by departments and 30% of the total number of the papers in each department were sampled. Accordingly, 55 exams and 55 assignments for Social Sciences, 94 exams and assignments for the Department of Agricultural Development Studies, 83 exams and assignments for the Department of Business, 58 exams and assignments for the Department of Law, 25 exams and assignments for the Department of Natural Sciences were stratified and 30% were taken and analyzed. In addition, group discussion, questionnaire and interview were employed. And, check list was used to tally each occurrence of errors and ratings of the ability of the assessors as excellent, very good, and good, and tables were used. The parameters in relation to the errors observed were: capitalization, spelling, punctuation, clarity, coherence, conciseness and agreement. In this study, quantitative and qualitative methods of analysis were used. The data were carefully analyzed and summarized.

In this regard, the finding has come out with important recommendations for the assess, like seeking expertise support, enhancing their own experience through reading, using reference materials, implementing feedbacks given by the editor, developing interest and attitudes towards their respective jobs, sharing experiences among their colleagues, mentoring the new comers, using reference materials and adapting commitment and desire for change, were indicated.

On the other hand, similar recommendations were cited for the institution (TC) to implement. To mention: provide time for the assessors to use the library, allow more time to browse the internet as the assessors are busy reading modules and making drafts of assignments, exams and project works, facilitates discussion in English at some time internals, facilitate training on writing skills, provide materials and extra sources, give due attentions when recruiting new assessors, use written exams as a criterion for an entrance.

Chapter One

1. Statement of the Problem

Needless to mention about the universality of knowledge the institutions established for this purpose have a universal attraction in benefiting the people to access quality learning. In order to provide quality learning, the materials handed to the learners should be prepared in a well-cultivated language and easily communicating manner. To do so, editing the language utilized by the assessors can never be ignored or skipped over. Thus, the fact that the researcher has encountered lots of problems working on misused words, wrongly applied and even communicating vague ideas, except very few appreciated papers, has to analyze the root of the problems and forward corrective measures. As a result, the researcher wants to investigate deep into the problems, try to group the main areas and indicate solutions to the issue under question with a special reference to SMU Testing Center.

1.1.   General Objective of the Study

The main objective of the study is to find out the problems that are encountered in the assessment tools prepared by the assessors in order to find solutions to the problems discovered. **1.1.1. Specific Objective**

The specific objective to study the problem under question is to make the assessors aware of the language errors they make during writing the assessment tools to pave a better way of doing to enhance quality preparation of the tools at Testing Center.

1.1.2. Research Question

I. **What are the currently existing problems?**
II. **What measures should be taken to minimize the problems?**

1.1.3. Significance of the Study

The fact that SMU Testing Center has been established with the objective of assisting the preparation of exams in line with the parameters of measurement and evaluation, the researcher believes that further researching in the field of editing will help exam tools writers, which in turn will boost the already started effort of better preparation of exams to enhance quality exam preparation. Thus, it is evident that the outcome of the research will benefit SMU Testing Center and its beneficences at a national level.

1.1.4. Scope of the Study

Despite the presence of the problem to be studied at the university level, the researcher has decided to work on the Testing Center for the fact that it becomes very difficult and time consuming to design the research at a wider level. In addition, the researcher, continually, has to deal with the papers coming in very time.

Chapter Two

2. Review of Related Literature

Among the major tasks of SMU TC, the most important issue is to ensure the use of scientific and up-to-standard assessment tools in all assessment attempts.

The assessment tools, after being written as a draft, should pass through subject edition thoroughly. This reminds one the necessity to check the basic qualities such as meaning, clarity, coherence, emphasis, conciseness and rhythrn of the language used in writing the materials. These qualities are so closely related that they cannot be easily separated from each other.

Here, one cannot ignore the importance of grammar-subject verb and object relation that any writing is said to be meaningful if it is in the correct arrangement. In other words, we need to examine our sentences to make sure that each sentence is clear, concise, forceful, and free of mistakes. To do this, one should know the basic sentence parts and sentence structure. During this process, it is important to know the different ways of organizing words into sentences (Heath Grammar and Composition pp. 2-29)

Experienced writers understand that the basic parts of a sentence can be combined and arranged in so many ways. So, it is important to understand what these basic structures are and how to use them effectively (John Seely, 2004)

In addition, though off-the coast, it is inevitable to know the links between word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction and interjections. Except for interjections, which have a habit of standing by themselves, the parts of speech come in many varieties and may appear anywhere in a sentence. When this is the case, we need to look, not only at the word but also at its meaning, position, and use in a sentence.

Together with the knowledge of word classes, sentence building and sentence combinations, knowing punctuation rules is equally worth knowing the laws of grammar. The following words of Paul Robinson indicate how our writing should be.

> *All we can do is hang on to our colons: punctuation is bound to change, like the rest of language: <u>punctuation</u> is made for man, not man for punctuation: a good sentence should be intelligible without the help of punctuations in most cases: and if you get in a muddle with your data and dashes, you may need to simplify your thought and shorten your sentence (Robinson P. 2002).*

This common philosophy of language is to mean that we need to keep in mind the importance of the most common marks of punctuation: periods, question marks, exclamation marks, commas, semicolons, colons, dashes, apostrophes, and questions marks. Hence, these indicate what a writer wants to convey.

Writing is a purposeful activity that one formulates and puts it representing by a logically arranged letters so that meaning is made out of it.

> *"Today, we think it well to make each issue as nearly self suficient as is reasonable so that the reader does not feel the need for a research staf to help him/her understand the day's news."*

No writing can be thought of because what is pen-marked on a paper is the reflection of what is directed by our mind or spoken; it is aimed at conveying a given message provided that it is understood without the assistance of anyone (Robert Barrass, 2002. P, 201). The following idea makes clear the necessity of editing as a continuous process. As he puts it,

> *"a piece of writing is never finished, it is delivered to a deadline, torn out of the type writer on demand, sent of with the sense of accomplishment and shame and pride and frustration. If only there were a couple more days, time for just another run at it, perhaps then…(-2002)."*

As stated above, any piece of writing is never finished that it is utilized when the writer or the editor recommends that it can be utilized at a certain level, because there is a deadline within a specified time limit. Or, even might be needed to be handed over without further observation and sent with the sense of accomplishment, but with shame, pride and frustration. In this sense, one would make another effort only if there were more days and time for just another run at it to make more corrections, perhaps then, it would be better.

This indicates that professional writers rewrite constantly, perhaps reworking one draft dozons of times. How much a writer revises and edits depends on the rhetorical situation and the dead line. Although most instructors do not expect all situations to happen, they do expect several revisions of papers. A good way to start revision is to assume the role of an editor.

2.1. Becoming Ones Own Editor

It was once said that a writer must eventually become his or her own editor. This is even more true today. On the job workers are unlikely to have someone to mark errors and make suggestions-they often work alone at a computer. To start becoming your own editor, evaluate the effectiveness not only of grammar and word choice, but also for structures, logic, and development. As you revise,

edit, and proof read, ask yourself the following two critical questions (Glencoe, 1996).

- Is the expression of ideas appropriate for the occasion?

- Have I fulfilled the purpose?

Hence, revision is concerned with the larger aspects of the draft: the organization and presentations of ideas. The smaller items within the sentence-word choice, grammar, spelling, and punctuation-are treated on the final stages of editing and proofreading. One best advice is, just look at one aspect at a time.

No significant piece of writing-whether a college paper, a report to a boss, or a business letter can be considered complete until it has been carefully proofread at least twice for errors. Three time is better. Lapses in grammatical usage, punctuation, and spelling under cut your credibility as a writer and call into question your commitment to your work. At work, these may damage your career a prospects.

2.2. Spotting the Error

Spotting errors is a common test and forms a part of almost all the important examinations. Spotting requires the awareness of the basic rules of grammar, parts of speech, noun, pronoun, adjective, adverb, preposition, conjunction, gender, infinitives, participles, subjunctive accord, forms of tenses, use of articles and certain exceptional usages, (Seely, 2004, P.148).

Too much concern about creativeness can inhibit your writing; too little concern can come between you and your readers. Don't let the fear of errors dominate the experience of writing for you. On the other hand, it would be misleading to say correctness doesn't matter. Basic errors in writing will distract and turn off even the most determined ones. Therefore, it is good to encourage people to master the rules as quickly as possible to feel secured about what we write.

Chapter Three

3. Methodology

3.1 Source of Data

The sources of data include both primary and secondary data.

The fact that the researcher engages in editing exam papers and assignments produced by the assessors from departments at TC, he has decided to take fairly distributed exam and assignment papers from each department. This is with the confidence that there is enough number of exams and assignments in each department to be edited for semester B/2005 E.C

Other supportive data focuses on the replies to be obtained from the assessors through brainstorming, interviews and questionnaires

3.2 Sampling Procedure

The population of 391 exam papers and 391 assignments of Term B, will be stratified by departments and 30% of the total will be sampled. Accordingly, 55 exams' and 55 assignments for

Social Sciences,

94 exams and 94 assignments for the Department of Agriculture, 83 exams and 83 assignments for Business Department, 58 exams and 58 assignments for Law Department, 25 exams and 25 assignments for Natural Science Department are stratified and selected for analysis.

The details of sampled papers are as follows:

- Social Science Department 15.5% (16 exams and assignment)
- Agriculture Department 2 8.2% (28 exams and assignment)
- Business Department 24.9% (25 exams and assignments
- Law Department 17.4% (17 exams and assignments)
- Natural Science 7.5% (8 exams and assignments)

Have been assigned. The sampling method selected for the process is stratified sampling.

3.3 Data Collection Instrument

Apart from the representative samples, questionnaires and interview questions will be formulated for the assessors in accordance with the check list.

3.4 Method of Data Analysis

Both qualitative and quantitative methods of data analysis will be used in this study. In qualitative form of the questionnaires, checklist will be developed and used in the analysis of exam papers and assignments to obtain a qualitative data.

Chap IV Data Analysis and Presentation

Data were gathered from exams and assignments intended to be administered to2005, semester B students of St. Mary's University Open and Distance Learning.

Accordingly, 8 exams and assignments (7.5%) for Natural Sciences, 17 exams and assignments (17.4%) for Law Department, 25 exams and assignments (24.9%) for Business Department, 28 exams and assignments (28.2%) for the Department of Agriculture, and 16 exams and assignments (15.6%) for the Department of Social Sciences were taken for the purpose.

In relation to the problems identified during editing, the following parameters were used to judge the appropriacy of the assessment tools (exams). These were: capitalization, spelling, punctuation, clarity, coherence, conciseness and agreement. When assessed, 20 cases of an inappropriate capitalization (71.4%) , 16 spelling errors (57.1%) , 21 mispunctuated sentences (75%) , 23 unclear communication (81.1%) , 23 small paragraphs lacking conciseness (82.1%) and 23 misused agreements in 28 exam papers of the Department of Agriculture, respectively were found. Similarly, out of 25 papers, 23 inappropriately capitalized cases (92%) , 14 papers with spelling problems (56%) , 21 wrongly punctuated (84%) . 21 unclear writings (84%) , 20 inappropriately located relationships (80%), 21 lengthy statements accompanied by unnecessary words and phrases (84%), and 21 wrong agreements (84%) were seen

In the case of the Department of Law, 15 papers with capitalization problems (88.2%) , 14 papers with spelling errors (82.4%), 10 papers with punctuation problems (5 8.8%), unclearly written statements and paragraphs in 10 papers (58.8%) and so is it for clarity. In addition, 12 papers were found lacking coherence or loosely related relationships (70.6%), 15 of the papers (88.2%) had an unnecessary wording, and 10 of them (5 8.8%) were found to have misrelated agreements out of 17 exams, respectively.

In the case of the Department of Social Sciences, 11 papers (68.8%) were found to have errors in capitalization, 7 of them (43.8%) had spelling errors, 6 with punctuation errors (37.5%), 8 with lack of clarity (50%), 7 with an insensible order or logical relationship (43.8%), 5 with wordy statements (3 1.3%) and 8 with an illogical agreement (50%) out of 16 papers. Were found.

Finally, 5 out of 8 exams papers in Natural Sciences (62.5%) had errors in capitalization, 6 were found (75%) with errors in spelling, 8 with wrong punctuation (100%), 6 unclearly writhen (75%), with no logical (order) relationship (87.5%), 4 with wordy statements (50%), and 6 of them (75%) found to have an ungrammatical agreement

In view of the assignment, the selection of the papers followed the same procedure as those for exams. Thus, for the Department of Agriculture, 22 cases of capitalization (78.6%), were detected, 18 with spelling errors (64.3%), 25 papers with (89.3%) with punctuation problems, 23 with lack of clarity (82.2%) and the same number for lack of coherence, 26 of them, with (92.9%) lengthy statements and paragraphs, whereas there were 23 papers (82.2%) with lack of the use of proper agreement out of 28 papers.

Regarding the Department of Business, there were 18 cases (72%) with wrong capitalization, 20 with spelling problems (80%) , 16 wrongly punctuated cases (64%) , 23 found with the problems of clarity (92%) , 23 with the problem of smooth relationship between the ideas (92%) , 22 with the problem of conciseness (8 8%) and 18 with misused agreement (72%) out of 25 papers. Next, for the Department of Law, 14 papers were identified with an improperly used capitalization and spelling (82%), and 15 (88.3%) were identified with punctuation errors, where as 12 papers (20.9%) were found with unclear expressions, in addition, 15 writings (88.3%) were seen with lack of coherence and conciseness, and 10 of them (58.8%) used improper agreements. Following, 16 papers of the Department of Social sciences were observed. Accordingly, 8 papers (50%) were seen having the problems of capitalization, 10 of them (62.5%) contained spelling error, and 8 of them (50%) did not apply the correct punctuation marks;

Besides, 11 of them (68.8%) were not clear, 10 of the papers (62.5%) were not coherently written, 12 of them (75%) lacked conciseness and 11 of them (68.8%) were seen with the problem of agreement.

Finally, 8 papers were taken from the Department of Natural Sciences. Thus, 4 papers (50%) didn't use the proper capitalization, 6 papers (75%) were seen with spelling problems, 7 of them (87.5%) were seen with lack of proper punctuation marks, whereas, 6 papers (75%) lacked clarity. In addition, 7 papers (87.5%) were not coherently written, 6 of them (75%) were seen with the problem of conciseness, and 7 papers (87.5%) were found with the problem of agreement.

After collecting data from the exams and assignments of six departments, a questionnaire was developed and distributed to the assessors for triangulation. The questionnaire included structured and open ended. Prior to data collections, desk experts and assessors were given an orientation on the problems indicated, and discussion was carried on to confirm that these problems actually occur in the process of writing exams and assignments. Consequently, it was agreed upon that these variables prevail in most of the writings without their knowledge.

To see the level of their ability on using these variables correctly, the assessors were asked to rate their language ability level into three categories. Namely: excellent, v. good and good, respectively.

Table 4.1 Their ability to utilize the rules for capitalization

No	Item	Excellent	V. good	Good

1	The ability to utilize the rules for capitalizations	6(42.9)	8(57.1%)	2(14.3%)

As indicated above, 42.9% of the assessors rated their ability as an excellent, which of course is a small number out of the whole respondents, while others (57.1%) rated their ability as very good. On the other hand, 14.3% have a good – status in using an acceptable capitalization. **Table 4.2**

The ability to apply spelling rules

No	Item	Excellent	V. good	Good
1	The ability to apply spelling rules	3(21.4%)	11(73.3%)	2(28.6%)

Of all the respondents, 3 of them (21.4%) replied that they are able to take care of spelling rules, while the rest rated themselves as very good and still 11(73.3%) have some problems in applying the rules to the maximum. On the other hand, 7 of them(46.7%), said that they are very good at applying the rules, while 2 of them (28.6%) rated themselves as good. This indicates that they need attention to remove their weakness.

Table 4.3

The extent to which they can apply the correct punctuation marks.

No	Item	Excellent	V. good	Good
1	To know their ability of applying punctuation Marks	3(21.4%)	9(64.3%)	2(14.3%)

Out of the total population, 3 respondents (21.4%) said that they have an excellent ability in the extent to which they can utilize the correct punctuation marks. This implies that the majority of the respondents have some problems in using the punctuation marks properly.

And, yet 9 respondents, (64.3%), almost 50% of them, said they have a very good knowledge of applying the punctuation marks appropriately, but to some degree, they have a problem to be sure that they are able to use the marks without any problem.

In another category, 2 of the respondents (14.3%) said that they have a good ability in using the punctuation marks, while this shows that, although these are very few in number, need special attention to have their shortcomings removed.

Table 4.4. The extent to which they can write clear directions and questions.

Item	Excellent	V. good	Good

To know whether they can write clear directions and questions or not	2(13.3%)	8(53.3%)	4(28.6%)

As shown in the above table, of 15 respondents, 2 of them (13.3%) rated themselves as excellent, while the rest 8 (53.3%) placed their ability to write clear directions and questions under v. good. Still 4 respondents (28.6%) rated their ability under 'good' showing that they lack a considerable ability of writhing skills. This reminds one that they require special attention until they improve their ability.

Table 5.5 To know whether they can write coherent sentence combinations.

The extent to which they can write coherent sentence combination /items/	Excellent	Very good	Good
	21.13 (13.33%)	11 (73.3)	1.(6.7%)

As indicted above, of 15 respondents, 2 of them (13.3%) rated themselves as excellent, while the rest 11 (53.3%) placed their ability to write coherent sentence combinations, whereas 1 respondent (6.7%) rated him/himself as 'good' that he/she has a difficulty in writing a combinations of sentences.

Table 4.6. To know whether they can write concise questions and instructions

Items	Excellent	Very good	Good
Whether they can write questions and instructions	6 (40%)	7 (46.7%)	1 (6.7%)

One way of conveying information with few words is that only the necessary pieces are expected of a good writer.

As seen in the table above, 6 respondents (40%) stated that they can write concise questions and instructions to communicate to the candidates in a way that no other explanation is need, and rated their ability as excellent. Others, 7 of the respondents (46.7%) showed that they have some remaining skills to attain and rated their ability as very good.

This shows that there is still a gap to be filled to do more concise writings. Only 1 respondent (6.7%) among the target respondents rated his/her ability as good. This clearly implies that there is a lot to be done for the respondents to narrow down the gap and produce the expected way of writing.

7. Table 4.7. The ability to observe subject verb relations (singular or plural)

Items	Excellent	Very good	Good
Whether they can observe subject-verb relations (singular or plural)	5 (33.3%)	8 (53.3%)	1 (6.7%)

According to the replies indicated in the above table , 5 respondents (33.3%) said that they do not have any problem in keeping the correct grammatical order of sentences (subject – verb relation) when they write exams and assignments, 8 of the total respondents (53.3) rated themselves as very good. These also, as they explain themselves, are able to write keeping subject-verb relation with some degree of errors. On the other hand, only 1 respondent (6.7%) rated him/herself as good to indicate that more has to be done in order to alleviate their shortcoming.

In another part of the questionnaire, 4(four) questions were forwarded to the respondents in the form of yes or no.

8. **Table 4.8 To know if they had any concept about writing exams before they come to Testing Center**

No	Item	Yes	No
1.	Did you have any concept about writing exams before you came to Testing Center	6 (40%)	2.9 (60%)

In the table above, 6 of the respondents (40%) confirmed that they had a certain concept of writing exams before they came to TC, while 9 of them (60%), the majority, reported that they didn't have any concept of writing before. This supports the idea that they make mistakes with no background knowledge of writing skills

9. **Table 4.9 To know whether they have had any orientation about writing**

No	Item	Yes	No
1.	Have you had any orientation about writing exams in connection with the Correct use of language?	10 (66.7%)	(33.3%)

When asked if they have had any orientation about writing exams in connection with the correct use of language, 10 of the respondents (66.7%) said that they have had a fairly enough orientation prepared by TC, on the other hand, 5 of them (33.3) replied that they have not had any orientation about writing. Therefore, the concept that they have not had any orientation reveals that these respondents are new to the environment, and thus, need special attention.

Table 4.10. To know if the orientation helped them in writing better.

No	Item	Yes	No
1.	Did the orientation help you in writing better	10 (66.7%)	(33.3%)

In the attempt to know whether the orientation helped them in writing better, 10 respondents (66.7%) replied that they started writing better after the orientation. In contrast to he idea above. 5 of them (33.3%) didn't make improvement where they d id not cite he reason.

In the case of the majority (66.7%), the reason for their writing better would be that they were stable at their work, and thus, they gained an experience through time.

Table 4.11. To know if they can write better if they get an additional training on writing skills

No	Item	Yes	No
1.	Do you think you can write better if you get an additional training on writing skills q	14 (93.3%)	

As indicated above, the respondents said that they can write better if they get training on writing skills. Contrarily, 1 respondent (6.7%) did not respond anything.

In addition to the structured part of the questionnaire, the researcher also introduced an open ended one so that the respondents can express their opinion limitlessly. Accordingly, the following are responses brought together without considering the separate location of individual opinions.

12. Their opinion about what should be done to minimize the problems in order to minimize the problems, they said,

- Training, group discussion seasonal training, expertise involvement, have continuous and sufficient training
- Design training not for reporting purposes.
- Facilitating monthly English classes, enhance once own experience through reading, give consistent training, give training to new recruits before they start preparing exams
- Use written exams for an entrance besides interviews

13. When asked to know what the assessors should do to improve their writing skills, they indicated the following points.

Accordingly, they stated that they would use references, implement the feedbacks given about the assignments and exams, try to develop interest and attitudes towards the respective jobs, read more on the construction of sentences, develop self-exercises and activities related to those in the text books. They also cited that reading extra materials could be of an immense help. In addition, participating in the preparation of the organization's magazines and reading books prepared on writing skills, as they said could also be a means of improving their skills.

On top of this, they also raised the issue of sharing experiences with their colleagues and stressed the responsibility of the department heads to mentor the new comers by provide model questions until a training is provided. The respondents expressed the importance of commitment and desire for change. If possible, they added, taking extra writing courses is another essential means.

14. When asked their opinion about what the institution (TC) should do to improve the writing skills of the assessors, the following points were raised in the respondents reply. They suggested that TC should provide time to use the University's library enough time to browse the internet as the assessors are required to exert most of their time reading the modules and making drafts of assignments including exams and project works. As they said, facilitating discussion in English is also an important aspect of improving language problems. They indicated also that it would be good if TC management facilitates a training program on writing skills, provides extra sources, gives reference materials, encourages and facilitates programmed training, gives due attention when recruiting new assessors. There, they emphasized the use of written exams as a criterion in the entrance exams. They also suggested a quarterly training program.

15. When asked to indicate any means the research should have included, the respondents pointed out that quality should have been assessed, the research should have included the working environment of TC, the gap between the organization and the employees, leadership problem of TC, whether the provision of the training is enough to equip the staff with writing skills and the importance of orientations before assigning assessors to prepare exams.

16. **Responses Regarding the Interview**

Interview questions consisting of six items were prepared and limited data were collected. Out of 13 assessors, 9 assessors involved in the research interview, while the rest did not participate as they were not respondents because they were not present at the time of the setting of the research proposal

16.1. Thus, when asked whether they are able to write sentence combinations, all of them (100%) said that they can write simple sentence combinations to some extent. But, they said that they still need more training on basic language skills

16.2. When asked if they have any problem in applying spelling rules, though not all rules, they all (100%) explained that they have some knowledge of using correct spelling, through experience and aspire for more training.

16.3. When asked if they any problem in applying the correct punctuation marks, all of them

expressed that they have improved their knowledge of using the correct punctuation marks after the orientation (short training) given by researcher himself in collaboration that they have now, a good understanding of punctuating what they write. This indicates the need for more training to upgrade their knowledge.

16.4. When asked the extent to which they can write clear direction, two of them (25%) said that they need assistance in some cases, while six of them (75%) explained that they do not have any problem. In this case, it shows that the latter need more training.

16.5. When asked whether they have had any orientation about language skills, they all (100%) stated that they were given a short training (orientation) at the Testing Center by the researcher himself, and emphasized the need for more, periodical training.

16.6. When asked whether the orientation has helped them, they all (100%) appreciated the orientation (short training) and said it should have been provided within a given interval to refresh their knowledge so that they can write better in the manner that errors would be minimized. In conclusion, the overall implication of the results from the interview shows that the intended research question has achieved its goal.

Chapter Five-Conclusion and Recommendation

5.1. Conclusion

Although there are a number of language errors (variables) to be considered during editing, the following were pinpointed to be the main problems the assessors were facing; these were: errors in capitalization, violation of spelling rules, mispunctuations, unclear writings, incoherently written works, lack of writing concise statements (unnecessary wording) and misuse of subject-verb agreement (grammar errors). These were also proved to be problems met by the assessors themselves. Therefore, as the researcher himself used to give corrections repeatedly to minimize the problems, those language errors were taken as core variables to be focused on.

Thus, the research has satisfactorily answered the research questions related to the currently existing problems and measures to be taken to solve them. For the purpose, 15 assessors including TC desk expects, were involved in the discussion held before the commencement of the process, and later, the 15 assessors participated in filling questionnaires to obtain their opinion.

As a result, all the points mentioned by the respondents have been carefully collected, tabulated analyzed and given the necessary explanation.

5.2. Recommendations

The findings are carefully formulated so that the beneficiaries can make use of them as per the objectives of the study. Accordingly, the following points, as indicated, are the major issues to be executed by the concerned bodies.

On the part of the assessors, to minimize the problems:
- expertise support is essential

- training be designed not for reporting purpose

- enhance one's own experience through reading

- use reference materials to improve themselves

- implement the feedbacks given by the editor on the exams and assignments

- try to develop interest and attitudes towards their respective jobs

- read more on the construction of sentences
- use exercise and activities in different books

- read extra materials

- participate in the preparation of the organization's magazines

- look for reading materials on writing

- share experiences among their colleagues
- department heads should mentor the new comers by providing model questions until training is provided
  - adapt commitment and desire for change

On the part of the institution

- It is suggested that TC provide time for the assessors to use the University's library

- It will be good if TC allows more time to browse the internet as the assessors are required

  to exert most of their time on reading modules and making drafts of assignments including exams and project works
- It will be of help if TC facilitates discussion in English at some time intervals

- It will be good if TC management facilitates training on writing skills

- The provision of reference materials and extra sources

- It is important to encourage and facilitate programmed training

- It is important to give due attention when recruiting new assessors

- It is very crucial to see that it will be advantageous to use written exams as a criterion for entrance exams

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