AN ANALYSIS OF GRAMMATICAL ERRORS IN SRINAKHARINWIROT

UNIVERSITY STUDENTS' WRITING

A MASTER'S PROJECT

BY

CHADA IAMSIU

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

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AN ABSTRACT

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The purposes of the research were to 1) investigate and analyze five types of errors in students' written works and 2) to study how mother tongue interference affects students' writing. The sample in the study was 20 second-year English minor students who enrolled in EN131 (Basic Writing) in the second semester of the academic year 2012 at Srinakarinwirot University. Twenty pieces of students' writing were analyzed and it was found that of the five types of errors caused by mother tongue interference, the most frequent type of errors that students made was word choice errors (41.13%), followed by the errors in sentence structure (36.17%), subject verb agreement (13.48%) word order (10.64%) and connecting word (0.35%). The features of interference errors found could be categorized into 1) word-by-word translation 2) using Thai construction in English and 3) using adjectives as main verbs.

การวิเคราะห์ข้อผิดพลาดทางไวยากรณ์ในงานเขียนของนิสิตมหาวิทยาลัยศรีนครินทรวิโรฒ

บทคัดย่อ
ของ
ชาดา เอี่ยมซิ้ว

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
มีนาคม 2557

ชาดา เอี่ยมชิ้ว. (2557). *การวิเคราะห์ข้อผิดพลาดทางไวยากรณ์ในงานเขียนของนิสิตมหาวิทยาลัย ศรีนครินทรวิโรฒ.* สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: ผู้ช่วยศาสตราจารย์ณัฏฐา แก้วฉา

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) ศึกษาข้อผิดพลาดทางไวยากรณ์ 5 ประเภทในงานเขียน ของนิสิต 2) ศึกษาการแทรกแซงของภาษาแม่ที่มีผลต่องานเขียนของนิสิต กลุ่มตัวอย่างคือนิสิตวิชา โทภาษาอังกฤษ ชั้นปีที่ 2 จำนวน 20 คนซึ่งลงทะเบียนเรียนในวิชา EN131 (Basic Writing) ใน ภาคการศึกษาที่ 2/2555 ที่มหาวิทยาลัยศรีนครินทรวิโรฒ ผลการวิจัยแสดงให้เห็นว่าในบรรดา ข้อผิดพลาดทางไวยากรณ์ 5 ประเภทที่เกิดจากการแทรกแซงของภาษาแม่นั้น ข้อผิดพลาดที่พบ สูงสุดคือ การเลือกใช้คำ (Word choice) ร้อยละ 41.13 รองลงมา ได้แก่ ข้อผิดพลาดเกี่ยวกับ โครงสร้างประโยค (Sentence structure) ร้อยละ 36.17 การใช้กริยาให้สอดคล้องกับประธาน (Subject verb-agreement) ร้อยละ13.48 การใช้คำเชื่อม (Connecting words) ร้อยละ10.64 และ การเรียงคำ (Word order) ร้อยละ 0.35   การแทรกแซงของภาษาแม่ที่พบในงานเขียนของนิสิต สามารถแบ่งเป็น 3 ลักษณะ คือ 1) การแปลแบบคำต่อคำ (Word-by-word translation) 2) การใช้ โครงสร้างภาษาไทยในภาษาอังกฤษ (Using Thai construction in English) และ 3) การใช้ คำคุณศัพท์เป็นคำกริยาแท้ (Using adjectives as main verbs)

The Master's Project
titled
An Analysis of Grammatical Errors in Srinakharinwirot University Students' Writing
by
Chada Iamsiu

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Arts degree in English of Srinakharinwirot University.

…………………………………… Dean of Graduate School

(Assoc. Prof. Dr. Somchai Santiwatanakul)

January 2014

Advisor   Oral Defense Committee

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(Asst. Prof. Nattha Kaewcha)   (Asst. Prof. Nattha Kaewcha)

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(Assist. Prof. Dr. Supaporn Yimwilai)

…………………………………Committee

(Miss Piyawan Kullamai)

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CHAPTER I

INTRODUCTION

English is an international language which, in Latin terminology, also known as "lingua franca". It is perceived as being either the first, second or foreign language for various countries worldwide. In Thailand, English plays a vital role in both Thai educational system and many occupational fields. This is due to the importance of communication proficiency required to promote the efficient and effective functioning of a business when communicating with people both inside and outside the organization.

Currently, it is undeniable that English is the most widely used language in the world in various significant aspects, such as international commerce, foreign affairs, tourism, and medium for advanced academia (Unnanantn.2006:3). The language is now being increasingly emphasized as the commencing of the ASEAN Economic Community ("AEC") which will take place in 2015. Another reason supporting the emphasis is Thailand's being the hub of investment of the South-East Asian region which facilitates the growth of multi-national business organizations. Therefore, English has become the main gear for communication both within and between organizations. Moreover, AEC will bring a new era of economical cooperation to all member countries and will transform ASEAN into a region with free movement of goods, services, investment, skilled labor, and freer flow of capital. And since all member countries have agreed to utilize English as the language for business, it is foreseeable that the competition will certainly become more difficult for those who are neither well-prepared nor fluent in the language.

Concerning the upcoming of AEC, teachers and learners should realize the importance of English language development, particularly in part of writing skills. The reason is that writing is one of the skills used to express ideas. Thus, being able to express ideas using appropriate grammar is very essential for the skillful writers in order to share their opinions and thoughts to the readers as they intend to convey. Furthermore, in the situation that AEC brings the competitions to its members especially, Thailand, English language will become an intermediate language among the members. We need to improve writing skills in order to compete with other countries in which the population is able to use English. The survey of Education First (EF) found that Thai students rank 42nd from 44 countries which use English. It will be a challenge for Thai students if they feel challenged when using English as a mean of communication. Importantly, the students should realize the importance of having sufficient writing skills needed for work e.g., writing a cover letter or resume. This is because every career path requires its employees to write notes, memos, emails, and reports, all of which require good writing skills to effectively communicate a certain set of ideas. Poor writing skills can indicate that they are not suitable for management positions, and are often implied as signs of lower performance.

Moreover, it was found in many prior research papers that writing is one of main obstacles that ESL and EFL students encounter. There are many factors that influence foreign language acquisition. These include environment, age, motivation teacher, learners' attitude, or parents' attitude. Duskova (1983) stated that grammatical problems, both errors in word order and sentence construction, were usually found in the written works of students from Czech Republic. Similar to those of students in Malaysia, syntactic errors such as connecting words and sentence structures were often encountered (Haja, 1996).

Due to the fact that EFL and ESL students encounter syntactic problems in writing, it is difficult to accurately and appropriately convey their ideas. For Thai students, vocabulary and grammar seem to cause a great deal of difficulties in their academic writing (Siengsawang, 2006). Hence, the study of syntactic errors is necessary. It would be benefit for ESL and EFL teaching in order to develop the students' English writing and raise their awareness, especially when the native language has influence on the production of the students' academic English writing in terms of negative syntactic transfer.

The difficulties of writing for EFL and ESL can be consequence of "Interlingual errors" and "Intralingual errors". According to Selinker (1980), Interlingual is the system in the brain that language learners attempt to use the structure or the system of the prior language that exists in order to acquire second language. In contrast, "Intralingual errors" relates to the complexity of target language. Richards (1970) states that there are four major types or causes of intralingual errors which consist of overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Nonetheless, interlingual errors and intralingual errors are barrier of second language learners to acquired target language.

One cause of ungrammatical writing is the native language or mother tongue interference. Mother tongue interference occurred in when second language learners use the only previous language's system which occurred in their brain to apply with target language. Srichai (2002) mentioned that learners may make errors because they assume that the target language and their native language are similar which in fact different. Therefore, an investigation of types of error in English writing and the influence from mother tongue or native language will be beneficial for learners. Similar to

Patramongkorn (2005), she found that mother tongue interference is the cause of the errors found in her study. The frequency of word-by-word translation error is high.

Purpose of the Study

This study aims to investigate global and local errors in English written works of second year English minor students who took EN 131 (Basic Writing) course in the second semester of the academic year 2012 at Srinakharinwirot University.

There are two main objectives for the study:

1. To investigate 5 types of grammatical errors found in students' written works.

2. To study how mother tongue interference affects students' writing

Research Questions

The study aims to answer the following questions:

1. What are the frequency and features of errors found in students' works?

2. How does language transfer or mother tongue interference affect students' writing?

Significance of the Study

This study will investigate the types of errors mostly found in students' written works and also explore how mother tongue inference causes these types of errors. A better understanding of students' difficulties as well as the causes of their errors will enable teachers to plan suitable lessons or teaching materials to improve student's language acquisition ability and help develop students' English writing skills.

Scope of the Study

The data will be analyzed by focusing on the frequency and features of 5 types of errors (sentence structure, word order, connecting words, subject verb agreement and word choice) found in 20 written works given as a part of assignment of the second year

minor students who were enrolled in EN 131 (Basic Writing) in the second semester of academic year 2012 at Srinakharinwirot University.

Definition of Terms

In this study, five terms, namely error, error analysis, global errors, local errors, and mother tongue interference are mentioned:

1. **Grammatical Error:** is grammatical deviation from the norms of the target language. In language acquisition, an error is a systematic failure to conform to a rule of the language being learned.

2. **Error Analysis (EA)**: is the method to analyze errors by comparing between the interlanguage of L2 learners and the target language (L2). Importantly, in foreign language learning, an error analysis is a technique for interpreting errors as an indicator of the competence of the learners.

3. **Global errors:** refers to the kind of serious errors which usually impede understanding. In this study, global errors are sentence structure, word order and connecting words errors.

4. **Local errors:** refers to less serious errors which may distract, but most often do not impede understanding. In this study, local errors are subject verb agreement and word choice errors.

5. **Mother tongue interference**: is the situation in which language learners attempt to employ the grammatical structure of the mother tongue into the target language.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

In this chapter, related literatures and previous research studies concerning errors analysis will be presented to provide relevant information necessary for this research.

This chapter is divided into four sections as follows.

1. Second Language Acquisition (SLA)

2. Causes and type of errors

3. Error Analysis

4. Previous Research in Error Analysis

Second Language Acquisition (SLA)

Acquisition is a natural process without linguistic forms as long as learning is a conscious process carrying error correction and rules (Krashen, 1983). Whereas, it was remarked by O'Neil (2001) that the method of children language learning or first language learning is not entity clear, there are some linguists believe that they learn by listening and trying to communicate with adult speakers. On the other hand, second language acquisition is more complicated. The second language acquisition theory by Krashen (1983) consists of five hypotheses:

1. Acquisition-Learning hypothesis

There are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language.

2.   Monitor hypothesis

The Monitor hypothesis mentions that the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar.

3.   Natural Order hypothesis

The hypothesis explains that language learner acquired grammatical structures as a 'natural order' which is predictable.

4.   Input hypothesis

The hypothesis is concerned with acquisition not learning. The learners improve and progress by natural order when they receive second language 'input' that is one step beyond the current stage of linguistic competence.

5.   Affective Filter hypothesis

There are 'affective variables' playing a facilitative role in second language acquisition: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

Causes of Errors

Various causes of errors have been proposed by many researchers.

1. Interference from Native Language

Firstly, the interference from the native language is one obvious case. Mahendran (2010) mentioned that it is a well-known belief that second language acquisition is strongly influenced by the learner's first language. It is also a common belief that the role of the first language has a negative effect. That is, L1 gets in the way or interferes with the learning of L2; therefore, the features of L1are transferred onto L2. Additionally,

Patramongkorn (2005) reveals that "mother tongue" is literally the language of the mother which mostly will be the dominant language of a child's first language.

Wilkins also observes, "When learning a foreign language, an individual already knows his mother tongue, and it is this which he attempts to transfer. The transfer may prove to be justified because the structures of the two languages are similar - in that case we get 'positive transfer' or 'facilitation' - or it may prove unjustified because the structures of the two languages are different - in that case we get 'negative transfer' - or interference'. (Wilkins, 1972: 199)

Srichai (2002) mentioned that learners may make errors because they assumed that the target language and their native language were similar; in fact they were different. Therefore, interference or negative transfer was found when L2 incorrectly use their native language to help them acquire the second language.

Moreover, Unnanantn (2006) presented her study that the errors found in business report writing were mainly attributable to the mix of first language interference and the intrinsic difficulty of the second language which implicated the informants' carelessness. The different structures of Thai, English and some language rules that were not available in the first language are the negative transfer implicating these errors.

Na-Ngam's study (2005) also supported that a most common source of error in English written assignments might be the influence of the native language.

According to Haja (1996), there is mother tongue interference in the areas of syntax, grammar, lexis and pronunciation. Teachers of English in Malaysia are very familiar with erroneous constructions such as using "although" and "but" in the same sentence.

Moreover, the influence of background language to learners in Czech was also found. The study of Duskova (1983) disclosed the errors of adult learners of English in

order to examine the influence of their background language on their English learning. The results showed that the interference from Czech was obvious for the errors in word order and English sentence construction. Czech learners made word-order errors by placing the direct object after the adverbial modifier, placing the object before the finite verb and a temporal modifier before a local one as shown below:

I met there some Germans.

(there = the adverbial modifier; some Germans= the direct object)

The solution suggested in this paper we cannot take a definitive.

(The solution suggested in this paper = the object; take = the finite verb)

I returned last month from Paris.

(last month= a temporal modifier; Paris= a local modifier)

Additionally, errors may be caused by fossilization (Ellis, 1994; Ancker, 2000; Brown, 2000). Fossilization is process in which incorrect linguistic features, i.e. pronunciation, vocabulary usage and grammar, may adopt to a permanent part of second or foreign language learning (Richards et al, 1993).

However, most research papers in Thailand did not expose incorrect sentential patterns. The researchers usually reported incorrect parts of speech used by Thai informants i.e., adjectives, adverbs, and determiners (Ubol, 1981; Songjiarapanit, 1985).

2.   The Complexity of the Target Language

The complexity of the target language is the common cause of errors. For example, there are many exceptions for grammar rules of English that are difficult for non-native speakers (Harmer, 1987).

Furthermore, Unnanantn (2006) reveals that the different language structures are another factor leading to words for words translation in L2 production. In the case of English and Thai, Thai is a language in which subject ellipsis is allowed, but this cannot

apply to English. In English, a structure solidly consists of subject, verb, and object (plus place and time) or the details of what, when, where, why, and how as major elements. Therefore, subjects are required in every sentence in English except imperative and exclamation sentences. For Thai, the language rule is not so strict as English. Some elements such as subjects can be omitted.

To sum up, the causes of errors mostly found in second language acquisition are (1) interference from native language and (2) the complexity of the target language.

Types of Errors

Errors can be classified differently according to various aspects.

According to Richards (1974), errors were classified according to their causes into two categories.

1.   Interlingual errors

Interlingual is the system in the brain that language learners attempt to use the structure or the system of the prior language that exists in order to acquire second language. These errors results from the mother tongue interference.

2.   Intralingual and developmental errors

These kinds of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself.

Richards (1971) states that there are four major types or causes of intralingual errors which consist of overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

1.   Overgeneralization errors

The learners create a deviant structure on the basis of other structures in the target language.

E.g. He can sings / We are hope.

2.   Ignorance of rule restrictions

The learners apply rules to the contexts where they are not applicable.

E.g. The man who I saw him

3.   Incomplete application of rules

The learners fail to use a fully developed structure. i.e. a statement form

may be used as a question, one of the transformations in a series may be

omitted, or a question word may simply be added to the statement form.

E.g. Teacher: Do you read much?

Student: Yes, I read much.

4.   False hypothesis

The learners do not fully understand a distinction in the target language.

For example, the form <u>was</u> may be interpreted as the member of past tense

and <u>is</u> as a member of present tense.

E.g. He is speaks French / It was happened.

To be brief, types of errors found in second language learners of English can be

categorized into interlingual and intralingual and developmental errors.

According to Bootchuy's study (2008), three main error types: interlanguage

errors or interference errors, intralingual errors, and developmental errors as defined by

Richards (1993) were adopted. Interlanguage errors refer to "errors which are caused by

the interference of the learner's mother tongue." Intralingual errors refer to "errors which

reflect the general characteristics of rule learning." It can be subdivided into three types

which are: over-generalization, ignorance of rule restrictions, and incomplete application

of rules. Developmental errors refer to "errors which appear because the learners try to

build up hypotheses about the English language from his or her limited experiences of it in the classroom or textbook."

Error Analysis

The investigation of errors made by the second language is well-known and contemporary. Richards et al, (1993) mentions that error analysis is the study and analysis of the errors produced by second/foreign language learners. Sharma (1981) states that errors analysis both at the beginning and during the various stages of a foreign/second language-teaching program can be useful. It can reveal both the success and the failure of the program, and benefits for teachers to design proper materials and appropriate teaching plans, (Srichai, 2002).

The ideas mentioned above are supported by Norrish (1983) that error analysis can be seen as a useful process for both teachers and researchers. For teachers, they can anticipate the common types of errors that their students will produce and also they know how their students can avoid errors. As for researchers, various approaches are taken to analyze the types of errors second language learners make.

There are 5 steps in error analysis research: 1) collection of a sample of learner language, 2) identification of errors, 3) description of errors, 4) explanation of errors and 5) evaluation of errors (Corder, 1974; cited in Ellis, 1994). According to Ellis's study (1994), the first step in analyzing learners' error is to identify such errors. Then describe and classify errors into categories when all of them have been identified. Importantly, the identification and description of errors are trying to explain why they are made. Ellis also reveals that the purpose of the errors analysis is to help learners learn a second language effectively, so they need to evaluate errors.

James (1998) and Bell (1981) propose four steps in analyzing errors. The steps consist of 1) identification, 2) description, 3) explanation, and 4) evaluation.

Besides, Sharma's (1998) theoretical and practical considerations with errors analysis consist of six steps : 1) theoretical framework (precise definition of error), 2) designing and constructing a diagnostic test, 3) selection of participants for the diagnostic test, 4) detection, classification and tabulation of errors, 5) description of errors, and 6) tracing errors to their sources.

Regarding Srichai's study (2002), global and local errors framework were adopted. The types of error were classified into 4 categories, i.e. lexicon, syntax, morphology, and orthography. The errors based on misuse, omission or misspelling of forms and structures of English lexicon, syntactic, and morphological features.

Besides, in Na-ngma's study (2005), types of errors were classified by teaching experience in marking written assignments. There are 21 grammatical types. Ranging from a sentence level to word level, her framework began with incomplete sentences followed by run-on sentences, word order, there-be, tenses, voice, agreement, infinitives and gerunds, nouns, verbs, adverbs, adjectives, pronouns, modal/auxiliary, possessive ('s), conjunctions, prepositions, articles, punctuation, capitalization and spelling.

It can be seen that the above mentioned procedures of errors analysis share four commons steps, namely identification, description, explanation and evaluation of errors. This study will follow this procedure of error analysis.

Previous Research in Error Analysis

Na-Ngam's study (2005) focused on grammatical errors that first-year students with high and low English Entrance Examination (EEE) scores at Prince of Songkla University (PSU) Hat Yai Campus made in all of their Foundation English I (FE I) written assignments and this study also attempted to locate common grammatical errors made by the two groups of students. The study showed that grammatical errors produced by all the students in this study were categorized into 23 types ranging from sentence to

word levels. As a whole, the six error types of errors occurring most frequently were errors in incomplete sentences, nouns, agreement, spelling, tenses and articles. Both students with high and low EEE scores had in common in their FEI written assignments included the six error types. The conclusion of the study indicated that a most common source of error in English written assignments might be the influence of the native language.

Srichai (2002) analyzed the types and frequency of global and local errors which occur in compositions written by first year Business Administration students at PSU, Hat Yai Campus. It was found that global errors, which were identified as incomprehensible, with a high frequency of occurrence were errors of lexicon and syntax.

Patramongkorn (2005) studied the errors caused by mother tongue interference in 50 pieces of writing of undergraduate students majoring in English, and compared to 50 pieces of writing of graduate students majoring in Communicative English, Ramkhamhaeng University. The study reaffirms the hypothesis that when a second language learner produces the language he/she is learning, there must be some errors. In addition, the errors, more or less, are caused by the interference of the first language that he/she has established long time before he/she starts learning the target language. For Thai learners, the most frequent errors are caused by the omission of suffixes, articles, verb to be, and word-for-word translation.

Unnanantn (2006) analyzed syntactic errors and investigated the three most frequent syntactic errors that could be found in the collected business report assignments by advance learners of English, the graduates of Business English for International Communication. Accordingly, Unnanantn found that syntactic errors were found in all types of errors except the ellipsis. The three most frequent errors were omission followed by misselection and superfluousness. She believed that these errors were mainly

attributable to the mix of first language interference and the intrinsic difficulty of the second language which implicate the informants' carelessness. The different structures between Thai and English and some language rules that are not available in the first language are the negative transfer implicating these errors.

Ponvarin (2007) surveyed writing errors found in the first year graduate students' writing. The errors were classified into five parts and were counted for frequency. Her study revealed that although these first year graduate students have high level of English competence and good knowledge of grammar, they still make a lot of grammatical mistakes. The most frequent grammatical mistakes found in their writing were verbs (177 places or 30.94%), sentence structure (172 places or 30.06%) which were the second most errors. Another most errors found in her study was nouns (148 places or 25.87%). Other two errors were adjectives and adverb and pronouns. From her results, the translation from Thai to English is another barrier that delayed students' writing development.

Khamput (2004) studied second language writing regarding first language interference. The errors were classified into three types: interference errors, intralingual and developmental errors and uncategorized errors and were counted for frequency. Her study revealed that there were 310 places or 23.16% of interference errors, 970 places or 72.49% of intralingual and developmental errors and 58 places or 4.33% of uncategorized errors. Therefore, intralingual and developmental errors were the most frequent errors in students' writing.

According to the research questions, the related literature and the previous research were reviewed consisting of (1) Second language acquisition, (2) Causes and types of errors, (3) Error analysis and (4) Previous research in error analysis.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology of the present research, explaining how this study will be conducted. This chapter contains main parts which are (1) participants, (2) instruments, and (3) procedures.

1. Participants

The sample in this study was 20 second year English minor students who were enrolled in EN131 (Basic Writing) in the second semester of the academic year 2012 at Srinakarinwirot University. These students were assigned to write a paragraph on the topic "Should We Have a Legal Casino in Thailand?"

2. Instrument

The instrument used in this study was written works of 20 second year English minor students who were enrolled in EN131 (Basic Writing) in the second semester of the academic year 2012 at Srinakarinwirot University.

3. Procedures

a. Data Collection

The students were assigned to write a paragraph of about 150 words on the topic "Should We Have a Legal Casino in Thailand?" Then the written works were collected and analyzed.

b. Data Analysis

The data was analyzed as follows:

1. All students' written works were analyzed according to 5 types of error: sentence structure, word order, connecting words, subject verb agreement and word choice.

The errors were marked on the students' written works with symbols such as *ss** for sentence structure errors, wo* for word order errors, *conn** for connecting words errors, *sv** for subject verb agreement errors and wc* for word choice errors. Then, the errors found in the students' written works were grouped according to the features of each error.

2. After all errors were identified, then the frequency of each type of errors was investigated. The frequency of errors was calculated and presented in percentage by using the formula:

$$\frac{\text{Total Errors of 20 Students' Writing under each heading}}{\text{Total Errors of 20 Students' Writing}} \times 100$$

After the frequency of errors was calculated, the result would be presented in tubular form. The table would present the number of errors and percentage.

3. The common features of each type of errors found in students' works were investigated and described in detail and the examples of such features would be given.

4. The cause of these errors were explored and explanation would be given.

The cause of these errors found in the students' written work were explained regarding the mother tongue interference aspects. The findings were grouped and the examples found in the students' written work were presented.

To put in briefly, this study was conducted in order to investigate the things in research questions. The 20 students' written work from second year English minor students who were enrolled in EN131 (Basic Writing) in the second semester of the academic year 2012 at Srinakarinwirot University were analyzed step by step. Then, 5

error types were identified and after that the frequency of each type of errors were

investigated. In addition, the results was calculated and presented in percentage in tubular

form. The errors were grouped and the each cause of errors examples were presented.

Eventually, the causes of these errors found in the students' written work were explained

regarding the mother tongue interference aspects.

CHAPTER 4

FINDINGS

This chapter presents the findings of the study. The frequency of each error type and sample of each type are presented in tabular form. This chapter is divided into 2 parts including (4.1) Analysis of the frequency and features of errors and (4.2) Analysis of how language transfer or mother tongue interference affects students' writing

4.1 Analysis of the Frequency and Features of Errors

Regarding the first research question: What are the frequency and features of errors found in students' work, the students' written works were analyzed according to chapter 3.

Table 1: Frequency of Errors in the students' written works

Type of Errors	Frequency of Errors (places)	Frequency of Errors (%)
(1) Sentence Structure	102	36.17%
(2) Connecting Words	30	10.64%
(3) Subject Verb Agreement	38	13.48%
(4) Word Choice	116	41.13%
(5) Word Order	1	0.35%

In this study, 116 places of word choice errors, 102 places of sentence structure errors, 38 places of subject verb agreement errors, 30 places of connecting words errors

and 1 place of word order errors were found. From the aforementioned results, the

features of each error have been analyzed as follows:

(1)   **Sentence Structure Errors**

102 (36.17%) places of sentence structure errors were found. The features of this

error were described as follows:

(1.1) The verb to be is missing

The study found that the verb to be is missing in many sentences.

Example

"It may be reduce people <u>who credulous</u> in the gamble."

"For me, <u>it usefulness</u>."

"<u>It easy</u> for a children to learn about it..."

(1.2) A parallel structure has not been used when needed.

It was found in the study that the students' written works contained sentence

structure errors in which a parallel structure has not been used in the sentence as follows:

Example

"In Thailand there are many temples; *the place for making merit, travel, relaxing*

etc."

(1.3) Sentence boundary problem has occurred.

The finding showed that there was sentence boundary problem including fragment

and run-on sentence.

1.3.1 Fragment

Example

"Even though there are some disadvantage for a legal casino in Thailand"

1.3.2 Run-on sentences

Example

"Thailand is smile country if we have a legal casino I think it make many crime"

(1.4) Conditional Sentences

1.4.1 The wrong verb or verb phase has been used in one of the clause of a conditional sentence

Example

"This show that if we _try_ to conceal it, it _become_ worse..."

"In the near future, if we _have_ a legal casino, it _easy_ for a children to learn about it..."

"If they _lost_ their money, they _will borrow_ the money from their friends and financial institution."

 (1.5) Relative clause

The relative clause is missing.

Example

"In addition, we should have the campaign stop the gamble."

 (1.6) An adverbial clause is connected to an independent clause with a subordinating conjunction and a coordinating conjunction

Example

" _Although_ I don't want to have casino in Thailand _but_ I want to have a legal casino in Thailand."

In English _although_ cannot be used in the same sentence with _but._ However, according to Thai sentence structure, these two connectors can occur in the same sentence.

(2)   Connecting Word Errors

In the study, 30 places (10.95%) of connecting word errors were found. There were 2 features of connecting word errors as follows:

(2.1) A connecting word is missing where it is needed.

Example

"There are many well known things in Thailand for example the beautiful nature, tourist attractions, the beautiful temples."

(2.2) A connecting word with the wrong meaning has been used to join two independent clauses.

Example

"They don't have money to buy anything that they want, *but* if they could save their money by don't buying illegal lotteries."

"Although casino is illegal in Thailand now, we have many places where have the bet *and* the police ignore that."

"Thais will expense more money and waste time with it. *By the way*, I think we should have more libraries instead of a legal casino in Thailand... "

(3)   Subject Verb Agreement Errors

In this study, there were 38 places of subject verb agreement errors. 2 features of subject verb agreement errors were found in the students' written works.

(3.1) The final -s or -es has been left off a verb in the third person singular in the present tense.

Example

"If my country *become* development country, it will decrease gap between rich people and poor people also."

"The news about illegal casino in Thailand still *appear* nowadays."

"The legal casino _lead_ them to ignore their family because they no need to worry anything."

"I think it _make_ many crime"

"Sometime, a casino _make_ you crazy for it..."

"Even though the casino _make_ people lose money, it makes them happy and relax."

"It _become_ worse..."

"...a legal casino _make_ the morality of Thai people..."

"The religion _teach_ people to be a good person"

(3.2) The verb in a relative clause does not agree with the noun that clause modifies.

Example

"It will be fair for everybody who _come_ to play in casino …."

(4) **Word Choice Errors**

116 places of word choice errors were found in the study. There were 3 features of word choice errors as follows**:**

(4.1) A wrong word has been used in a sentence.

Example

"The religious institution will become _devalue_."

"Because most Thai people love _to risk_ about lottery and illegal lottery, if Thailand have a legal casino, Thai people won't play gamble and they won't go to casino in abroad."

"They would make many problems such as _resident_, _devoted._"

(4.2) A word has been used that does not exist in English.

Example

"These casino are not far from Thailand and big *enoght* to accept the gamblers from Thailand."

"The next thing that Thailand should not have a legal casino is a *corrubtion* problem in Thai government"

"if our country has a legal casino, our country will *devilop* quickly..."

 (4.3) A word had been used that sounds somewhat like the target word but is not correct.

Example

" This problem is the result of bad *economics* in Thailand."

"Thais will *expense* more money and waste time with it."

(5)   Word Order Errors

One place of word order errors was found in the study. The feature of this error was described as follows:

(5.1) An adjective that modifies a noun has been incorrectly placed.

Example

"And if we have a legal casino in Thailand that it will increase *income domestic*.

In conclusion, the frequency of 5 error types was investigated: 41.13% of word choice errors, 34.40% of sentence structure errors, 13.48% of subject-verb agreement errors, 10.64%of connecting words errors and 0.35% of word order errors. The most frequent type of errors that students made was word choice errors.

4.2   Analysis of How Language Transfer or Mother Tongue Interference Affects Students' Writing

Regarding the study, the features of interference errors could be categorized into (I) word-by-word translation, (II) using Thai construction in English and (III) using adjectives as main verbs.

(I) Word-by-Word Translation

According to word by word translation, this kind of problem occurs because students tend to translate Thai to English directly without concerning its correctness or appropriateness. The examples of word-by word translation are presented as follows:

1.1. Word choice errors/ inappropriate use of vocabulary

Incorrect sentence	The sentence in Thai
"Because most Thai people love **to risk** about lottery and illegal lottery, if Thailand have a legal casino, Thai people won't play gamble and they won't go to casino in abroad."	เพราะคนไทยส่วนใหญ่รักที่จะเสี่ยงเกี่ยวกับลอตเตอรี่และลอตเตอรี่ที่ผิดกฎหมาย ถ้าประเทศไทยมีคาสิโนที่ถูกกฎหมาย คนไทยจะไม่เล่นการพนันและพวกเขาจะไม่ไปคาสิโนในต่างประเทศ
"The religious institution will become **devalue.**"	สถาบันศาสนาจะกลายเป็นไม่มีคุณค่า
"In the casino, there are many bad people in there such as thief, **poor-education man** and many kind badly of person …"	ในคาสิโน มีคนเลวจำนวนมากในนั้น เช่น โจร คนการศึกษาน้อย และ คนไม่ดีหลายแบบ
"They will **take** their money to play in the casino..."	พวกเขาจะนำเงินไปเล่นในคาสิโน

From the examples given, the students just translate from Thai into English. They look for the English word which has the same meaning as in Thai. However, there may be more than one word with a similar meaning. Therefore, the students should know how each word is used in the context; furthermore, they should know the part of speech of the

word in order that the word is used correctly in the sentence. For example, in the

sentence "The religious institution will become **devalue**.", the word *devalue* which is a

verb should be changed to *devalued* which is an adjective. Also, in the sentence, "They

will **take** their money to play in the casino..", the sentence should be improved to "They

will bring their money to the casino." The word **bring** should be used instead of take in

this context.

1.2. The use of *there have* instead of *there is/ there are*

Incorrect sentence	The sentence in Thai
"**<u>There have</u>** many advantage from legal casino"	มีประโยชน์หลายอย่างจากคาสิโนถูกกฎหมาย

        1.3 Others

Incorrect sentence	The sentence in Thai
"I think that many people think like me too."	ฉันคิดว่าคนจำนวนมากคิดเหมือนฉัน
" In my opinion, I thought it shouldn't have casino in Thailand ..."	ตามความเห็นของฉัน ฉันคิดว่า มันไม่ควรมีคาสิโนในประเทศไทย
"In my opinion, I think a legal casino should have in Thailand"	ตามความเห็นของฉัน ฉันคิดว่า คาสิโนที่ถูกกฎหมายควรจะมีในประเทศไทย

According to the above examples, the pattern "there have…" is ungrammatical. In

fact, there + verb to be (there is/ are/ was/ were/ has been/ have been) must be used

instead. Also, the sentence, "In my opinion, I think …,seems redundant in English;

however, in Thai this sentence is acceptable. Therefore, when writing if students translate

word-by-word from Thai to English, this can lead to incorrect or inappropriate sentences

as shown in the tables.

(II) Using Thai Construction in English

Another feature of interference errors is using Thai Construction in English writing. When writing, students may not realize or be concerned much about the difference between Thai and English constructions. In Thai construction, we need not to change a verb according to the subject of the sentence; moreover, Thai has not got words that identify tense. It is possible that students make such errors because of mother tongue interference. The examples of the interference errors on this category are presented below.

1. Subject-verb agreement errors

1.1 The final -s or -es has been left off a verb in the third person singular in the present tense.

Example

"If my country _become_ development country, it will decrease gap between rich people and poor people also."

"The news about illegal casino in Thailand still _appear_ nowadays."

"The legal casino _lead_ them to ignore their family because they no need to worry anything."

"I think it _make_ many crime"

"Sometime, a casino _make_ you crazy for it..."

"Even though the casino _make_ people lose money, it makes them happy and relax."

"It _become_ worse..."

"...a legal casino _make_ the morality of Thai people..."

"The religion _teach_ people to be a good person"

1.2 The verb in a relative clause does not agree with the noun that clause modifies.

Example

"It will be fair for _everybody_ who _come_ to play in casino if they cheated."

"It will be fair for everybody who _come_ to play in casino …."

"We should welcome adult who _know_ his or her limit."

2. Sentence structure errors

2.1 The wrong verb or verb phase has been used in one of the clause of a conditional sentence

Example

"This show that if we _try_ to conceal it, it _become_ worse..."

"In the near future, if we _have_ a legal casino, it _easy_ for a children to learn about it..."

"If they _lost_ their money, they _will borrow_ the money from their friends and financial institution."

(III) Using Adjectives as Main Verbs

In addition to word by word translation and using Thai construction in English, another interference error found in students' written work is using adjective as main verb. In fact, in English _verb to be_ is used with an adjective while in Thai no form of _verb to be_ is used with an adjective. The examples of using adjectives as main verbs are as follows.

Example

Incorrect sentence	The sentence in Thai
"They can do everything that <u>important</u> more than living their live in the casino."	พวกเขาสามารถทำทุกสิ่งที่สำคัญมากกว่าการใช้ชีวิตในคาสิโน
" It maybe reduce people who <u>credulous</u> in the gamble."	มันอาจจะลดคนที่งมงายในการพนัน

" It <u>easy</u> for a children to learn about it and *easy* to try it."	มันง่ายสำหรับเด็กๆ ที่จะเรียนรู้เกี่ยวกับมันและง่ายที่จะทดลองมัน
"We have should build a legal casino better than illegal casino and <u>far away</u> from village and children."	เราควรมีการสร้างที่คาสิโนถูกกฎหมายมากกว่าคาสิโนที่ผิดกฎหมายและอยู่ไกลจากหมู่บ้านและเด็กๆ

From the examples above, many adjectives are used as main verbs due to the influence of Thai grammatical patterns. As we know, In Thai adjectives can be used like verbs. Therefore, we see ungrammatical sentences such as "They can do everything that <u>important</u> …" and "It <u>easy</u> for a children to learn about it."

In conclusion, the findings indicate that the most frequent grammatical errors found in the students' written works were word choice errors (116 places or 41.13 %) and sentence structure errors (102 places or 34.40 %) were the second most errors. There were 38 places (13.48%) of subject verb agreement errors, 30 places (10.64%) of connecting words errors and 1 place (0.35%) of word order errors.

In addition, the features of mother tongue interference errors could be categorized into word-by- word translation, using Thai construction in English and using adjectives as main verbs. These interference errors could be found in word choice, sentence structure, subject-verb agreement, word order and connecting word errors according to this study.

Chapter 5

Conclusion and Discussion

This chapter consists of summary of the study, findings and the research finding discussion.

Summary of the Study

According to the objectives for the study: (1)To investigate and describe errors found in students' written works and (2) To study how mother tongue interference causes learners to produce these kinds of errors, the researcher has investigated twenty students' written works. The sample in this study was twenty second year English minor students who were enrolled in EN131 (Basic Writing) in the second semester of the academic year 2012 at Srinakarinwirot University. The students were assigned to write a paragraph of about 150 words on the topic "Should we have a legal casino in Thailand?". Then the written works were collected and analyzed. All students' written works were analyzed according to 5 types of errors: sentence structure, word order, connecting words, subject verb agreement and word choice. After that all errors were identified, then the frequency of each type of errors was investigated. The causes of these errors were explained regarding the mother tongue interference aspects. Finally, the findings were grouped and the examples of each error were presented.

Findings

The results of the error analysis show that the students made 287 errors in their essay. The frequency of 5 errors was investigated: 41.13% of word choice, 34.40% of sentence structure, 13.48% of subject-verb agreement, 10.64%of connecting words and

0.35% of word order. The most frequent type of errors that students made was word choice errors.

The followings are examples of all errors.

(1)   Sentence Structure Errors

(1.1) The verb to be is missing

The study found that the verb to be is missing in many sentences.

Example.

"It may be reduce people who ___ credulous in the gamble."

(1.2) A parallel structure has not been used when needed.

Example.

"In Thailand there are many temples; *the place for making merit, travel, relaxing* etc."

(1.3) Sentence boundary problem has occurred.

The finding showed that there was sentence boundary problem including fragment and run-on sentence.

1.3.1 Fragment

Example.

"Even though there are some disadvantage for a legal casino in Thailand"

1.3.2 Run-on sentences

Example.

"Thailand is smile country, if we have a legal casino I think it make many crime"

(1.4) Conditional Sentences

1.4.1 The wrong verb or verb phase has been used in one of the clause of a conditional sentence

Example.

"This show that if we *try* to conceal it, it *become* worse..."

(1.5) Relative clause

The relative clause is missing.

Example.

"In addition, we should have the campaign stop the gamble."

(1.6) An adverbial clause is connected to an independent clause with a subordinating conjunction and a coordinating conjunction

Example.

"*Although*, I don't want to have casino in Thailand *but* I want to have a legal casino in Thailand."

(2)   Connecting Word Errors

(2.1) A connecting word is missing where it is needed.

Example.

"There are many well known things in Thailand for example the beautiful nature, tourist attractions, the beautiful temples."

(2.2) A connecting word with the wrong meaning has been used to join two independent clauses.

Example.

"They don't have money to buy anything that they want, *but* if they could save their money by don't buying illegal lotteries."

(3)   Subject Verb Agreement Errors

(3.1) The final -s or -es has been left off a verb in the third person singular in the present tense.

Example.

"It _become_ worse..."

(3.2) The verb in a relative clause does not agree with the noun that clause modifies.

Example.

"It will be fair for everybody who _come_ to play in casino …."

(4)   Word Choice Errors

(4.1) A wrong word has been used in a sentence.

Example

"They would make many problems such as _resident_, _devoted._"

(4.2) A word has been used that does not exist in English.

Example.

"if our country has a legal casino, our country will _devilop_ quickly..."

(4.3) A word had been used that sounds somewhat like the target word but is not correct.

Example

"Thais will _expense_ more money and waste time with it."

(5)   Word Order Errors

(5.1) An adjective that modifies a noun has been incorrectly placed.

Example.

"And if we have a legal casino in Thailand that it will increase _income domestic_.

In addition, the findings presented that word choice errors, sentence structure errors, subject verb agreement errors, word order errors and connecting word errors found were caused by mother tongue interference. The features of mother tongue interference

could be categorized into (I) word-by-word translation, (II) using Thai construction in English and (III) using adjective as main verbs.

When compared to the study of Khamput (2004), it indicated that the errors found in 55 pieces of student's written works could be grouped into interference errors, intralingual errors and developmental errors and uncategorized errors which accounted for 23.16%, 72.49% and 4.33% respectively. In her study, the features of interference errors were classified into 1) using adjective as main verbs 2) using Thai constructions in English 3) word-by-word translation and 4) telling times. Therefore, we see some similarities in the features of interference errors between these two studies.

In addition, Nopjirapong's study (2011) about article errors also revealed that the errors found in 20 pieces of students' written works were caused by mother tongue interference. The highest ranked error, the omission of "the" before nouns which accounted for 28% was categorized as interference or interlingual errors. Furthermore, Pattramongkorn (2005) who studied the errors in essay writing of undergraduate and graduate students at Ramkhamhaeng University also supported that the errors found in both undergraduate and graduate students' written works resulted from mother tongue interference. Word for word translation, a method employed by students, was one evidence of errors caused by the influence of native language.

We can see from the studies mentioned above that mother tongue interference is one important cause of errors in student's written works. Students of the same language background need not to have the same interference errors. Also, the same student may have different interference errors each time he/she writes and one form of the first language transfer may cause more than one error in the second language as Suwatthee (1983) mentioned. Therefore, further studies regarding other aspects of mother tongue interference are still needed.

Finally, the results of this study will help teachers in developing their teaching materials and their teaching methods in order to lessen grammatical errors in students' works. Some grammar lessons should be included in the writing course in order to provide students with some grammatical knowledge. The teachers may emphasize the differences between Thai and English sentence structures and teaching collocations may be beneficial for students since these can lessen the errors in sentence structure and word choice which seem to be the main problems for students according to this study.

Limitation of the study

Some limitations of this study are as follows:

1. Due to the limitation of samples, there were only 20 students in the sample group. If there are more participants in the sample group or more pieces writing are collected form each student, the finding will be more reliable.

2. Due to the limitation of students' written works, the frequency of one kind of error which was word order was quite small to investigate the feature of students' errors. To find more examples of this error, other writing topics should be assigned to the students and collected as data. Thus, various patterns of word order might be found in the students' works.

3. The research would be more reliable if the interview session about the causes of students' errors was included in the methodology.

Suggestions

1. The samples of this study were only 20-second year English minor students. In fact, there should be more participants in the sample group in order that the finding will be more reliable.

2.   There should be a similar study with students of different English background in order to compare the results and investigate other errors which may be caused by mother tongue interference.

3.   The scope of the future study should include other errors such as article, proposition, adjective or adverb and so on in order to discover more kinds of errors that are affected from mother tongue interference.

4.   There should be the interview session about students' errors in the research methodology in order to find the real causes and other factors that result in their errors.

5.   After the certain kinds of errors that seemed to be the main problem for students were identified, there should be a further study to explore the way to correct these errors.
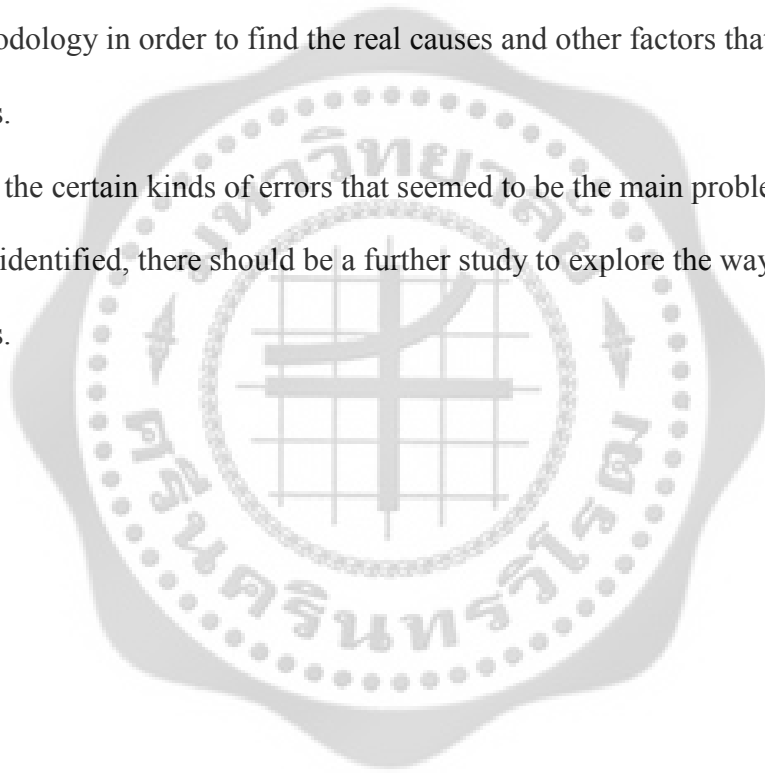
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APPENDIX

APPENDIX

A. Types of errors and examples

<u>Global Errors</u>

I.   Sentence Structure

1.   The verb to be is missing.

Incorrect: My cousin probably a very rich man in Thailand since he owned many

houses and drove a fancy car.

Correct: My cousin **was** probably a very rich man in Thailand since he owned

many houses and drove a fancy car.

2.   The subject of a sentence or clause is missing

Incorrect: When we meet new people and start living in a totally new environment

are scary.

Correct: **Meeting** new people and **living** in a totally new environment is scary.

3.   The subject of a sentence has been unnecessarily repeated.

Incorrect: **My roommate** when **he** is not busy with his school work, he is working

a part-time job.

Correct : When **he** is not busy with his school work, my roommate is working a

part-time job.

4.   A parallel structure has not been used when needed.

Incorrect: My advisor told me to check out a journal from library and that **reading**

it as soon as possible was necessary.

Correct: My advisor told me to check out a journal from the library and **to read**

it as soon as possible.

5.   Two clauses or a clause and a phrase have been used that do not fit together grammatically. (This error is sometimes called *mixed sentence structure*.)

Incorrect: As my brother said to my mother that he did not feel like having a family.

Correct: My brother said to my mother that he did not feel like having a family.

Correct: As my brother said to my mother, he did not feel like having a family.

6.   A sentence boundary problem has occurred. Either the sentence is a ***Fragment*** (sentences that are less than a complete sentence) or a run-on sentence (sentences that are more than a complete sentence)

Run-on sentence (ro)

Incorrect: On the river trip, please bring clothes that will dry quickly and keep you worm polyester and wool are the best.

Correct: On the river trip, please bring clothes that will dry quickly and keep you worm. Polyester and wool are the best.

Fragment (frag)

Incorrect: After having had the experience of travelling abroad. An individual has a broader perspective on the world.

Correct: After having had the experience of travelling abroad, an individual has a broader perspective on the world.

7.   Conditional Sentences

7.1 The wrong verb or verb phrase has been used in one of the clauses of a conditional sentence.

Incorrect: If I study hard for my anthropology midterm, I would pass it.

Correct: If I study hard for my anthropology midterm, I will pass it.

Correct: If I studied hard for my anthropology midterm, I would pass it.

7. 2.The verb phrase in the conditional sentence has a verb-form error.

Incorrect: If Ken had not come to class, he would never had known an essay draft was due.

Correct: If Ken had not come to class, he would never have known an essay draft was due.

7.3 A conditional sentence has not been used where one is needed.

Incorrect: I know about the reading assignment. I would have done it

Correct: If I had known about the reading assignment, I would have done it.

8. Relative, Adverbial, and Noun Clauses

8.1 Relative Clause

8.1 The relative clause is missing.

Incorrect: There are more than one in three marriages will end in divorce.

Correct: There are more than one in three marriages that (or which) will end in divorce.

8.2 The formation of a relative clause is incorrect because the wrong relative pronoun or the wrong form of it has been used.

Incorrect: I just met the people who their house I am planning to rent for the summer.

Correct: I just met the people whose house I am planning to rent for the summer.

8.3 The preposition is missing when needed in a relative clause.

Incorrect: The person whom I was supposed to return the key is not home

Correct: The person to whom I was supposed to return the key is not home.

Correct: The person whom I was supposed to return the key to is not home.

    8.4   A noun or a pronoun has been unnecessarily repeated in a relative clause.

Incorrect: The people whom I have met them in my class are very friendly.

Correct: The people whom I have met in my class are very friendly.

9.   Adverbial Clause

    9.1   An adverbial clause is connected to an independent clause with a subordinating conjunction and a coordinating conjunction.

Incorrect: Even though my mother is trying to learn English, but she finds studying it difficult.

Correct: Even though my mother is trying to learn English, she finds studying it difficult.

    9.2   A subordinating conjunction with the wrong meaning has been used in an adverbial clause.

Incorrect: Bob refuses to wear a tie while the restaurant requires one.

Correct: Bob refuses to wear a tie even though the restaurant requires one.

    9.3   The connector is correct but is attached to the wrong clause.

Incorrect: He broke the window because he had to pay for it.

Correct: Because he broke the window, he had to pay for it.

9.4   A prepositional phrase has been used instead of a subordinating

conjunction in

and adverbial clause.

Incorrect: John could not travel to Mexico because of his visa had expired.

Correct: John could not travel to Mexico because his visa had expired.

9.5   An adverb has been used instead of a subordinating conjunction in an

adverbial clause.

Incorrect: Especially my aunt likes hamburgers, we always buy one for

her.

Correct: Because my aunt likes hamburgers, we always buy one for her.

9.6   An adverbial clause is a fragment.

Incorrect: While the store was still open. Harry bought some soft drinks.

Correct: While the store was still open, Harry bought some soft drinks.

10.   Noun Clause

10.1.   A noun clause has not been used as a subject of a sentence or as an

adjective complement where it is needed.

Incorrect: Famous singers earn millions of dollars a year seems unfair.

Correct: That famous singers earn millions of dollars a year seems

unfair.

Correct: It seems unfair that famous singers earn millions of dollars a

year.

10.2   A noun clause has not been used as an object of a verb.

Incorrect: I think the exam very difficult.

Correct: I think (that) the exam is very difficult.

Incorrect: I wonder he will go to the party.

Correct: I wonder whether he will go to the party.

10.3   A noun clause has not been used as the object of a preposition.

Incorrect: Helen did not agree with they said.

Correct: Helen did not agree with what they said.

10.4.   The verb tense in a noun clause in reported speech is incorrect.

Incorrect: She said she go to Hawaii for spring break.

Correct: She said (that) she was going to Hawaii for spring break.

10.5   A noun clause that is a reported question has been incorrectly formed because the wrong connecting word or incorrect word order has been used.

Incorrect: The researcher hopes to discover that the function of this chemical is.

Correct: The researcher hopes to discover what the function of this chemical is.

Incorrect: The researcher hopes to discover what is the function of this chemical

Correct: The researcher hopes to discover what the function of this chemical is.

10.6   The subjunctive form of the verb (base form) has not been used in a noun clause that expresses a demand, recommendation, requirement, advice or expectation.   Incorrect: His friends recommended John to take the course.

Incorrect: His friends recommended (that) John takes the course.

Correct: His friends recommended (that) John take the course.

Correct: His friends recommended (that) John should take the course.

II. Word Order

1. The pronoun that accompanies a two-word verb (such as hand in, pick up, throw out) has been incorrectly placed.

    (These verbs are often called *phrasal verbs,* and the prepositions that go with these verbs are called *particles*.)

    Incorrect: I don't like this handbag anymore. I have decided to throw **out** it.

    Correct: I don't like this handbag anymore. I have decided to throw **it** out.

2. An adverb that modified an adjective has been incorrectly placed.

    Incorrect: I felt exhausted **completely** after a long journey.

    Correct: I felt **completely** exhausted after a long journey.

3. An adjective that modifies a noun has been incorrectly placed.

    Incorrect: The **red large** notebook is Jeff's.

    Correct: The **large red** notebook is Jeff's.

4. The word order is incorrect after a verb that has both a direct object and an indirect object.

    Incorrect: Nick **bought for me** a present.

    Correct: Nick **bought me** a present.

    Correct: Nick **bought a present** for me.

5. An adverb has been incorrectly placed.

    Incorrect: I went **last night** to the concert with Josh.

    Correct: I went to the concert with Josh **last night.**

    Correct: **Last night** I went to the concert with Josh.

    Incorrect: **Poorly,** he did that cleaning job.

    Correct: He did that cleaning job **poorly.**

6. Adverbial phrases or clauses at the end of a sentence are not in the correct order.

    Incorrect: We left the movie because **it was boring before it was over**.

Correct: we left the movie before **it was over because it was boring**.

III. Connecting Words

1. A connecting word is missing where it is needed.

    Incorrect: I did not study; I got A on the test.

    These two clauses are grammatically correct, but without a connector, the reader

    cannot see how the ideas are connected.)

    Correct: I did not study, **but I** got A on the test.

    Correct: I did not study; **however**, I got A on the test.

    Correct: **Although** I did not study, I got A on the test.

2. A connecting word with the wrong meaning has been used to join two

    independent clauses.

    Incorrect: I felt sick this morning; **moreover**, I went to work.

    Correct: I felt sick this morning; **however**, I went to work.

<u>Local Errors</u>

I. Subject Verb Agreement

1. The final –s or –es has been left off a verb in the third person singular in the

    present tense.

    Incorrect: My sister always **take** a vacation in summer.

    Correct: My sister always **takes** a vacation in summer.

2. The subject and a verb do not agree when words come between them.

    Incorrect: Two members of our group **has** joined the meeting.

    Correct: Two members of our group **have** joined the meeting.

3. The verb in a relative clause does not agree with the noun that the clause modifies.

    Incorrect: Everyone should choose a place to live that **suit** his or her needs.

    Correct: Everyone should choose a place to live that **suits** his or her needs.

4. The subject and verb do not agree when a gerund, infinitive, or noun clause is the subject of the verb.

   Incorrect: Being positive **have** many advantages.

   Correct: Being positive **has** many advantages.

5. The subject and verb do not agree when the clause or sentence begins with there is/there are, there was/there were, or there has been/ there have been.

   Incorrect: There **are** a new two-bedroom apartment on Maple Street.

   Correct: There **is** a new two-bedroom apartment on Maple Street.

6. The subject and verb do not agree following the words *one of the*

   Incorrect: One of the students **get** the scholarship.

   Correct: One of the students **gets** the scholarship.

II. Word choice

1. A wrong word has been used in a sentence.

   Incorrect: The article we just read is an **exception** from a longer work.

   Correct: The article we just read is an **excerpt** from a longer work.

2. A word has been used that does not exist in English

   Incorrect: The textbook is fairly easy to read and **comprehended**.

   Correct: The textbook is fairly easy to read and **comprehend**.

3. A verb has been used that does not fit the subject and/or predicate.

   Incorrect: His father suffered a **struggle** to balance work and family.

   Correct: His father suffered while **struggling** to balance work and family.

4. A word has been used that sounds somewhat like the target word but is not correct.

   Incorrect: A serious student is not easily **allured** away from studying.

   Correct: A serious student is not easily **lured** away from studying.

5.   Two closely related expressions have been confused.

Incorrect: Jane is **seeking** for the information about her vacation.

Correct: Jane is **looking for** the information about her vacation.

Correct: Jane is **seeking** the information about her vacation.

(Lane and Lange, 1999).

B. Sample of Students' Written Works

(1) Should We Have a Legal Casino in Thailand?

I think a legal casino *sv** affect to Thailand both of positive and negative. Positive *ss**

such as promote tourism in Thailand, Thai people *sv** has a much higher income. People

mustn't hide the police. They *ss** can relax themselves everytime. It for people who need to

increase their money. Make relationship or *wc** network between they and other *wc** people. In

case negative affect, it have man bad result for thai people. Their *sv** type is credulous. If

ss* Thailand have a legal casino, they must be *wc** gamble addict. They may be *ss** go bankrupt.

Thailand may *ss** to decline. Money not disperse, it be with the rich people. Poor people

ss* increase more and more. Some people who not agree with protest. However, I *wc** think we

should have a legal *wc** *ss** casino. Positive affect or negative *ss** affect it up to individual. *ss** For me it

usefulness. It have or not have *ss** depend on majority vote. Because Thailand is democracy

country.

(2) Should We Have a Legal Casino in Thailand?

In my opinion, I thought it shouldn't have casino in Thailand because casino

ss*

makes many people lost money and the people didn't have money, they would make

many problems such as resident, devoted, and many important factors of life. People

wc*   *wc**

should spend money in the good way instead of spending money for betting in the casino.

In the casino, there are many bad people in there such as thief, poor-education man and

many kind of badly person because they hoped that they would be richer in contras casino

wc*   *wc**

made them poor and when they also earn money by cheating on kind people. All of

according problems lead our social to be poor and it caused by casino so I didn't agree

wc*

with casino. Although legal casino or illegal casino open, it seemed to make bad social.

wc*
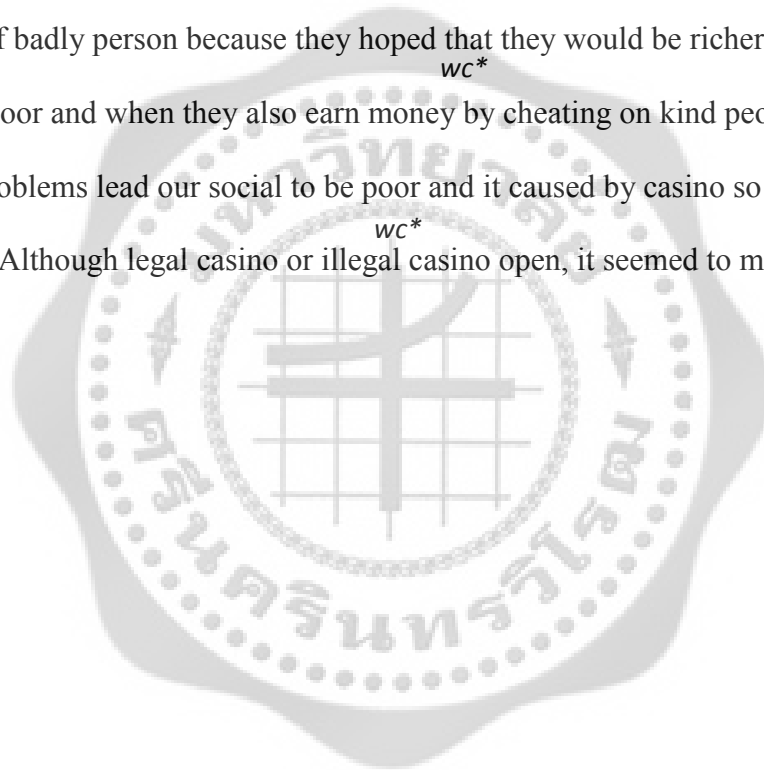
(3) Should We Have a Legal Casino in Thailand?

We always hear the news about the illegal casinos and the arrestments of people involved with it. This kind of news is like a daily news for us. Illegal casino are everywhere. There is a big amount of money from *ss** so many gamblers that belongs to someone or a group of people which has *ss** *sv** a big influence on local people. This doesn't sound right, but no one can do anything with this cycle, even the government.

In my opinion, making illegal casino might be better for both local people and government. If all casino is legal, the government will be able to manage and have a right to get some *sv** profits from it. Local people will get some jobs at the casino Plus, casino absolutely attract so many foreigners, gamblers, and travelers, to visit nearby areas too. Those previous means will drive national economic *wc** in the better way.

So we should have a legal casino in Thailand.

(4) Should We Have a Legal Casino in Thailand?

There are many well known things in Thailand for example the beautiful nature,
conn*
tourist attractions, the beautiful temples. In Thailand there are many temples; the place for
ss*
making merit, travel, relaxing etc. Temples show you about identity of Thai, culture,

religion and morality. So we should not have a legal casino in Thailand. A legal casino
wc* *sv**
can give a lot of money to the proprietor on the other hand a legal casino immersed the
ss* *wc**
customer in gamble. A legal casino have an affect on people's attitude: they will think a

legal casino can give them a lot of money and so easy to get rich. That is the wrong

attitude makes debt and brings about suicide. There are many problems from a legal
sv* *ss**
casino. Moreover, the problem a legal casino make the morality of Thai people worse and
sv*
oppose the good religion. The religion teaches people to be good person.

VITAE

VITAE

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