

A SURVEY OF WRITING ERRORS OF FIRST YEAR GRADUATE STUDENTS
STUDYING BUSINESS ENGLISH FOR INTERNATIONAL COMMUNICATION
AT SRINAKHARINWIROT UNIVERSITY

A MASTER'S PROJECT
BY
SANSANEE PONVARIN

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

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AN ABSTRACT
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SANSANEE PONVARIN

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October 2007

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The purpose of this study is to survey graduate students' writing weakness and classify the types of errors in appropriate categories.

The procedures of this study were divided into three major steps:

1. Collection of graduate students' compositions
2. Classification of the errors in five parts: Verb Phrases, Noun Phrases, Pronouns, Adjectives and Adverbs and Sentence Structure.
3. Identification of the types of errors and tabulation of the frequency of each student's errors

The results of the study revealed that most errors found in the graduate students' writings were Part 1 – the Use of Verbs (30.94%), Part 5 – the Use of Sentence Structure (30.06%), Part 2 – the Use of Nouns (25.87%), Part 4 – the Use of Adjectives and Adverbs (8.92%) and Part 3 – the Use of Pronouns (4.02%) respectively.

The study showed that graduate students who made the most mistakes did not have sufficient knowledge of grammar. Whenever they were assigned to write, they always thought in Thai first and then translated it into English and two other graduate students did not read nor correct them after the instructor identified their errors.

Furthermore, the graduate students who made a few mistakes found that after the instructor identified their errors in all writings, they read and learnt why those errors occurred. They confirmed that understanding their own errors helped improve their writing and their English competence.

การสำรวจข้อบกพร่องในการเขียนภาษาอังกฤษของนิสิตในระดับบัณฑิตศึกษาชั้นปีที่ 1
สาขาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ

บทคัดย่อ
ของ
ศันสนีย์ ผลวารินทร์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
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การศึกษาค้นคว้าครั้งนี้มีจุดประสงค์เพื่อสำรวจข้อบกพร่องในการเขียนภาษาอังกฤษของนิสิตในระดับบัณฑิตศึกษาชั้นปีที่ 1 สาขาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ

กระบวนการศึกษาการวิจัยนี้แบ่งออกได้เป็น 3 ขั้นตอนหลัก ดังนี้:

- 1.การเก็บรวบรวมงานเขียนของนิสิตในระดับบัณฑิตศึกษา
- 2.การจำแนกข้อบกพร่องในการเขียนภาษาอังกฤษ
- 3.การคำนวณความถี่ของข้อบกพร่องที่ได้จำแนกประเภทตามโครงสร้างไวยากรณ์ภาษาอังกฤษของนิสิตแต่ละคน

ผลการวิจัยพบว่าข้อบกพร่องที่พบมากที่สุดในการเขียนภาษาอังกฤษของนิสิตในระดับบัณฑิตศึกษา คำกริยา (30.94%) รองลงมาคือ โครงสร้างประโยค (30.06%) คำนาม (25.87%) คำคุณศัพท์และคำวิเศษณ์ (8.92%) และคำสรรพนาม (4.02%)

ผลการวิจัยยังแสดงให้เห็นว่านิสิตในระดับบัณฑิตศึกษาที่พบข้อบกพร่องในการเขียนมากที่สุดจำโครงสร้างไวยากรณ์ภาษาอังกฤษไม่ได้ และไม่มีความเข้าใจในโครงสร้างไวยากรณ์ เมื่อได้รับมอบหมายให้เขียนภาษาอังกฤษแต่ละครั้ง นิสิตจะแปลจากภาษาไทยเป็นภาษาอังกฤษ และผลการวิจัยยังพบอีกว่า นิสิตไม่เคยทบทวน หรือทำความเข้าใจจุดอ่อนจากการเขียนนั้นๆอย่างถ่องแท้เมื่อได้รับงานที่ได้รับการตรวจจากอาจารย์ผู้สอน

ในทางตรงกันข้ามนิสิตที่มีข้อบกพร่องในการเขียนน้อยที่สุดมีการทบทวน และเอาใจใส่ในการเขียนทุกครั้ง โดยจะเน้นข้อบกพร่องของงานที่ได้รับการตรวจจากอาจารย์ผู้สอน ซึ่งการเข้าใจจุดบกพร่องของตนเองในการเขียนแต่ละครั้งจะสามารถพัฒนางานเขียนของตนในครั้งต่อไปได้ และการทำงานในชีวิตประจำวันของนิสิตยังเป็นองค์ประกอบสำคัญที่ช่วยส่งเสริมและพัฒนาการเขียนของนิสิต

The Master's Project Advisor, Chair of Business English for International Communication Program, and Oral Defense Committee have approved this Master's Project *A Survey of Writing Errors of First Year Graduate Students Studying Business English for International Communication at Srinakharinwirot University* by "Sansanee Ponvarin" as partial fulfillment of the requirements of the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University.

Project Advisor

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(Assistant Professor Dr. Amporn Srisermbhok)

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Oral Defense Committee

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(Assistant Professor Dr. Amporn Srisermbhok)

..... Committee

(Assistant Professor Penny Diskaparakai)

..... Committee

(Ms. Sopin Chantakloi)

This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University.

..... Dean of the Faculty of Humanities

(Associate Professor Chaleosri Pibulchol)

October....., 2007

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CHAPTER 1

INTRODUCTION

Background

Apparently, English is considered a vital medium for communication worldwide. People connect and communicate with one another throughout the world for trade, politics, business, cultures, education and relationship. English is obviously used as a medium for communication for many countries. The study of the English language is increasingly considered necessary. However, language learning is a much more complex activity than what most people realize, especially if it involves a large number of people, as it does when entering the educational or administrative systems of a nation (Jakobovit. 1970).

Four skills that are listening, speaking, reading and writing are important and they are parts of the communication we interact with others in our daily lives. In business, we write notes, memorandum, e-mails, letters, minutes, agendas, reports, and proposals. Writing is not only a tool of communication but it also records an important event for the organization. From the job advertisement in many newspapers, we find that writing skill is included in job requirements and those who have a good command in writing have a better chance to get good jobs.

According to Weaver's statement, writing is a way of coming to know, an interaction with one's own thoughts and emotions; it is also a way of communication, a

way of sharing those thoughts and emotions with others; and, finally, it is a way of creating, a way of giving artistic shape to one's perception and understandings. Thus writing is one of the most difficult skills.

In order to enhance their writing, students need to know and understand the structure and grammar. Most universities realize the importance of writing skill. They list writing as a required course for English major students for both undergraduate and graduate students. The graduate curriculum includes many writing courses but most graduate students still have writing problems which are mostly on grammar. According to Weaver(1979), the study of grammar is considered more important as the followings:

1. The study of grammar is important simply because language is a supreme human achievement which deserves to be studied.
2. The study of grammar can be an important vehicle for learning to study something as the scientist experiments.
3. The study of grammar will help people think more clearly, since grammar is a reflection of thought.
4. The study of grammar will help people master a foreign language more readily.
5. The study of grammar will help people master the socially prestigious conventions of spoken and/or written usage.
6. The study of grammar will help people become better users of the language, making them more effective listeners, speakers, readers, and writers.

Abdulsata (2000) states that errors are inevitable in the written products of Thai students whose mother tongue is extremely different from the target language they seek after, like English. These errors are regarded as interference errors. It is believed that differences between languages would cause difficulties for learners and that similarities would facilitate their learning process that include the studying for Thai students (Lado, 1961).

Schachter and Celce-Murcia (1977) define errors resulting from interference caused by the influence of the learner's mother tongue on his/her production of the target language presumably in those areas where the languages clearly differ. In other words, the interference errors would normally occur when the target language acquired by learners is greatly different from their native language like the Thai and English languages. Translation from Thai to Chinese language is not difficult as translation from Thai to English because grammar is not the main part in the Chinese language. It is, somehow, evident that some errors in second language acquisition partly result from interference of the mother tongue. This assumption is evidently convinced by many linguists such as Odlin (1989); Corder (1983); Dulay, Burt ;& Krashen (1982). Moreover, structural linguists firmly believe that interference from a student's first language is the main cause of errors in his/her target language (Hendrickson. 1979)

Although graduate students were expected to have a high level of English competence, they still had some writing problems. Some students did not write their sentences correctly and most problems were based on grammatical errors consisted of

tenses, part of speech, and omitted word errors. In this study, the researcher will explore the most frequent grammatical errors made by graduate students. Those results would underpin their weaknesses and therefore help them improve their writing errors.

Objectives of the Study

There were two purposes for this study:

1. To identify and classify the types of errors of graduate students' writings.
2. To underpin the graduate students' writing weaknesses.

Research Questions

This study aims to answer the following questions:

1. What are graduate students writing mistakes?
2. What are the most frequent types of mistakes?

Significance of the Study

The results of the study are beneficial to all stakeholders as follows:

1. The results provide the types of errors that would be useful for English instructors.
2. The result would be used as guidelines for the concerned parties and the students or curriculum designers.

3. The findings of this study would be useful for those interested in further research on Thai students' grammatical errors.

Scope of the Study

This study focuses on grammatical errors found in the essays of 20 graduate students majoring in Business English for International Communication at Srinakharinwirot University during the academic year 2004. Those errors were identified by the instructor through different kinds of writing assignments and general topics apart from the main texts studied in different courses. These additional writing tasks obviously underpin students' writing weakness that are worthy of a serious investigation. Free composition writings were assigned on different topics as the followings:

Topic1 "Communication"

- This topic is to express a general idea concerning the meaning of communication and its role.

Topic2 "The First Day on Campus"

- This topic is to enable students to write their point of views.

Topic3 "The Importance of Being a Life-Long Learner"

- This topic is to inspire students to realize the importance of life long learning.

Topic4 "Oliver Twist"

- This topic is to encourage students to interact analytically on the film.

The analyse are based on "A Handbook of English Grammar" by

R.W.Zandvoort which is considered to be one of the best grammar books. This book focuses on various major aspects of grammatical features as verbs, nouns, pronouns, adjectives, adverbs and sentence structures.

After eighty compositions had been collected, the researcher interviewed two groups of students. The first group consisted of five students who made the most mistakes and second one consisted of those who made a few mistakes. The interview investigated graduate students' awareness of their strengths and weaknesses.

Definitions of Terms

1. **Writings** in this study refers 80 pieces of graduate writings collected.
2. **Grammatical Errors** in this study refer to the ones marked by the instructor; consisted of part of speech: verbs, nouns, pronouns, adjectives, adverbs and sentence structures.
3. **First Year Graduate Students** were 20 graduate students majoring in Business English for International Communication at Srinakharinwirot University in the academic year 2004.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

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

A learner's errors provide evidence of the system of the language that he is using at a particular point in the course. They are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself because we can regard the making of errors as a device the learners uses in order to learn. (Robinett ; & Schachter. 1983: 168-169)

Warren (1985) suggests that whenever the writers write something, they follow a wide-ranging tradition that guides the grammar and spelling. Traditional grammar provides the guidelines for putting words together to form sentences and paragraphs. The words that make up a sentence achieve meaning through the manner in which they are arranged. At the very least, sentences must conform to the rules of grammar.

Subjects and verbs must agree; pronouns must have clear antecedents; introductory phrases and clauses must be clearly attached to the elements they relate to; and verb forms must reflect the action intended. Whether the writers place a phrase or a clause first or last in a sentence is a stylistic decision, as is the choice of a passive-voice verb or an active-voice verb. The writers may choose short, simple sentences or more complex sentences that contain multiple clauses and phrases.

According to Jarumetheechon's research (2003); Mason (1998) proposes that the translator may take the following steps. The first step is to select the lexical and grammatical items in the target language which are close enough to convey the message and to make changes that are required in the target language. The second step is to take into consideration the genre of the text and to use the appropriate grammatical sequence in the translation. The next step is to apply the conventions of the genre in the target language into the translated version. The final step is to repair any miscommunication that may occur in order to ensure that the communication from the source text to the target text is explicit.

According to Kroll's statement (2003). a very large number of institutions have been offering specialized courses in writing of second language (L2) students for many years, particularly courses in English composition to non-native speakers of English; realistically speaking, however, it wasn't all that long ago that faculty had to argue for the need to consider even native speaker (L1) writing as a discipline worthy of scholarly study. Prior to about 1960, L1 "writing was the most often taught of college subjects and

by a great measure the least examined” (Connors. 1997:15). All that has radically changed, and as the field as grown, its initial preoccupation with practice has shifted into a broader-based set of scholarly and theoretical concerns (Kennedy, 1998). But L2 writing draws its current insights from and has its historical roots in more than just the field of L1 writing.

Matsuda (2003: 76-77) studied and examined that the errors that the native-born students make and find that they are different from the non native speakers in significant ways: they(native-born students) have usually experienced little or no success with written English in school, which is often not so of foreign-born students in relation to their native languages; they have not identified the real reason for their lack of success in writing, having usually perceived themselves (and having been perceived by their teachers as well) as native speakers of English who for some reason use “bad” English; and they have been functioning in English for years, understanding the English of people in their communities and being understood by them in the full range of situations that give rise to speech, and managing to hold jobs, get diplomas, and talk with a variety of “outsiders”.

Previous Research on Error Analyses

Kannika (1999) analyzed errors in English abstracts of SWU graduate students' theses and found that the errors were participial phrases which included present participial phrases (50.00%) and past participial phrases (12.50%), relative clauses

(36.10%), punctuation marks (19.92%), parallel structures (7.14%), run-ons and fragments (6.77%), subject-verb disagreements (4.38%), and passive voices (3.53%). Errors at the word level consisted of modifiers included adjectives (9.81%) and adverbs (10.47%), articles (8.83%), prepositions (8.36%), diction (1.22%), and misspellings (0.37%).

Kerdpol (1983) investigated errors in free compositions written in English by upper-secondary school students who sent letters to the editor of Student Weekly from July to December in 1982. Three hundred and five compositions were selected and analyzed for structure and vocabulary. It was found that meaning errors accounted for 53.7% while function errors the remainder (42.9%).

Abdulsata (2000) indicated that Yang (1994) investigated writing errors made by the ESL students of Los Angeles Harbor College. The data were collected from the actual writing of the students. They were then analyzed to detect any errors made by the individual students. The results indicated that there were four kinds of writing errors: grammar, spelling, lexicon and punctuation. Yang (1994) also suggested that grammatical errors were the most serious, next spelling, then punctuation, and finally lexical errors.

Chalerm (2004) examined the syntactic and cohesion development of Thai students' written essays and found that only seven informants out of 20 improved their syntactic ability. They wrote more error-free t-units in the second essays than in the first. After that, the data of the seven informants were investigated to see cohesive devices in

the first and the second essays. It was found that reference cohesion occurred the most often, followed by conjunction, and substitution. However, the seven informants used fewer reference cohesions in the second essays than in the first. There were the same number of conjunctions both in the first and the second essays. No substitution was found in the second batch. In this study, ellipsis and lexical cohesion was not found in both essays. Moreover, it was found that the seven informants used 155 cohesive ties in the first batch of essays, and 125 in the second one. They used more cohesion in semester one than in semester two. However, there was more density of cohesion in the second essays than in the first ones because the informants wrote fewer t-units in the second essays.

Classifications of Errors

In this study, the grammatical errors are based on one of the best grammatical books that is A Handbook of English Grammar written by R.W.Zandvoort. This book elaborately focuses on grammatical features as follows:

Part 1 Verbs

1.1 Infinitive

The infinitive may occur either with or without a proclitic particle. This particle is written *to* before a vowel, sometimes before a consonant. The infinitive without *to* is known as the PLAIN INFINITIVE.

The plain infinitive is only used in a verbal, never in a nominal function. In cases where other languages use a plain infinitive as the subject, object or nominal predicate of a sentence, English uses either an infinitive with *to* or a gerund.

Example: To know him is to like him.

Do you like swimming?

1.2 Gerund and Present Participle

Words derived from a verb stem by means of the suffix *ing* may be used in a variety of meanings and functions, according to the contexts in which they occur.

Noun in *ing* with verbal meaning, or with verbal meaning and function combined, are called GERUNDS.

Example: He began reading slowly and in a clear voice)

The traditional name PRESENT PARTICIPLE is open to the objection that the verbal form it denotes does not necessarily refer to the present, just as a past participle need not refer to the past.

A present participle expresses an action or a state simultaneous with that expressed by the predicate of the sentence.

Example: Seating myself I began to read (=I sat down and began to read).

1.3 Past Participle – Passive Voice

As the present participle is identified in form with the gerund, so the past participle of all regular and some irregular verbs is identical with the past tense, and is to be distinguished from it by its function in the sentence.

Example: As far as the eye could reach nothing was to be seen except the blackened ruins of deserted villages.

A verbal group consisting of one of the forms of *to be* plus the past participle of a transitive verb may denote an action undergone by the subject of the sentence. The construction is known as the PASSIVE VOICE, or simply as the PASSIVE.

Example: Sugar is sold by the pound.

1.4 Present, Past, and Perfect Tenses

English grammatical terminology has a special word, TENSE, to denote two verbal forms (past and present) and an equal number of verbal groups (perfect and future) whose main function it is to denote the TIME at which an action takes place.

Three of the tenses (past, present and future) are named after the time-sphere usually indicated by them. The so-called perfect tense is mostly a special case of the present.

To denote an action or a state beginning at some time in the past and continuing up to the moment of speaking, English requires the perfect tense.

Example: We've known each other for years.

The present tense used in subordinate clauses dependent on a main clause expressing or implying future time.

Example: We shall go as soon as you are ready.

1.5 Auxiliaries

An AUXILIARY is a verb used to form the tenses, moods, voices, etc. of other

verbs. Can, Could, May, Might, Must, Ought, Shall, Should, Will, Would, To Do, To Dare, To Need, and Used (to) are the example words of the auxiliaries.

Example: You can go now.

Part 2 Nouns

2.1 Use of the Number Forms

The stem of a noun is used to denote the singular as distinct from the plural number, the stem sibilant sibilant being used to denote the plural as distinct from the singular.

This applies only to names of persons and animals, and of things that are countable. Such nouns are usually called CLASS-NOUNS. They include many words for more or less abstract ideas, such as hour, mile, walk, ride, hope, etc.

A singular class-noun preceded by a definite article may denote a class of persons, animals or things thought of as a single entity.

Example: The Mallard or Wild Duck is a resident British bird.

The plural of some abstract and material nouns may be used to express intensity, great quantity or extent.

Example: Against his express wishes.

2.2 Use of the Genitive

In all kinds of English, nouns denoting persons, whether proper names or class-nouns, may occur in the genitive singular. Names of animals are also used in the genitive.

Example: His partner took the lion's share of the profits.

Names of things are not as a rule used in the genitive, at least in non-literary English. One exception is formed by nouns denoting time, including some that are usually adverbs.

Example: We never had a moment's rest.

2.3 Use of the Definite Article

A noun may be preceded by a monosyllable called a DEFINITE ARTICLE. Its use in English is more restricted than in some other languages.

The definite article may be used before singular as well as plural nouns. It may be separated from its noun by one or more other words

Example: The most unreliable man I've ever met.

2.4 Use of the Indefinite Article

The indefinite article is *an* before vowel sounds and *a* in other cases. The indefinite article is only used before singular nouns, including such words as alms, barracks, bellows, gallows, gas-works, etc., which, though plural in form may be singular in meaning. It may be separated from its noun in the same way as the definite article.

Example: A young dog

Part 3 Pronouns

3.1 Personal Pronouns

English has three classes of personal pronouns, denoting, respectively, the person(s) speaking (or a group of persons including the person speaking) (first person); the person(s) spoken to (second person); (an) other person(s) or thing(s) (third person).

The personal pronouns of the first and third persons have distinct forms,

- a. for the singular (*I, he/she/it*), and for the plural (*we, they*)
- b. for the nominative (*I, he, she, we, they*), and for the oblique (*me, him, her, us, them*). *It* does not distinguish nominative and oblique.

3.2 Possessive Pronouns

From a functional point of view the possessive pronouns (*my, your, his/her/its, our, their*) may be looked upon as the genitive of the corresponding personal pronouns.

Example: It is often best to rely on your own efforts.

The set of possessive pronouns consists of the forms *mine, yours, his, hers, ours, theirs*. They are known as independent possessives (to distinguish them from the attributive possessives).

3.3 Compound Personal Pronouns

Compound Personal Pronouns are formed by the addition of *self* (plural *selves*) to the possessive pronouns of the first and second persons, and to the oblique form of the personal pronouns of the third person.

Example: I offered to carry the parcel myself.

3.4 Demonstrative Pronouns

There are four demonstrative pronoun in common use: *this*, plural *these*; *that*,

plural those.

This and these refer to what is near in space, time or conception, that and those refer to what is farther off.

Example: Look at this picture!.

3.5 Interrogative Pronouns

English has three interrogative pronouns: who, what and which. Who asks after persons only.

Example: Do you know who did it?

What has no special oblique form, and no genitive. It is used substantively as well as attributively. What asks after things.

Example: What are you doing?

The use of which (which has no special oblique form and no genitive) is more restricted than that of what. It has a selective meaning; it assumes a group, and implies a contrast between the members of the group that are meant and those that are not meant or to use an old, if incomplete, definition, it selects one or more out of a limited number.

Example: Which way shall we go?

3.6 Relative Pronouns

Who and *which* also occur as relative pronouns at the head of an attributive sub-clause, i.e. one qualifying a noun or pronoun in the main clause.

Relative *who* agrees with interrogative *who* in referring to persons only, in not distinguishing sex or number, and in having the declined forms *whom* and *whose*. It differs in being used as a subject only, not as a nominal predicate.

Example: I wish I knew the man who wrote that book.

Relative *which* differs considerably from interrogative *which*. It has no selective meaning; and, with one exception, it cannot refer to persons.

Example: The task which confronted him had to be faced alone.

3.7 Indefinite Pronouns

The pronouns express various degrees of indefiniteness (some, any, one, etc.). Some of them might be called distributive rather than indefinite (each, every, either); but grammatical terms should not be multiplied unnecessarily.

Some may be singular as well as plural. In the singular it may mean,

(a) a particular but unknown or unspecified (person or thing)

(b) a certain quantity of (something)

In the plural *some* denotes an indefinite number. When stressed, it implies contrast.

Example: Have some more grapes.

Any is also used as an adverb of degree before a comparative in a negative or interrogative context.

Example: So they went home without being any unstressed the wiser.

Every is only used attributively, chiefly before singular class-nouns. It adds up the individual members or elements of a definite or indefinite group. It always refers to more than two.

Example: Every word of it is false.

All may be used attributively as well as substantively, in the singular as well as in the plural. As an attributive singular it is used before abstract, material and other nouns to express quantity, and may be roughly paraphrased by the whole (of)

(a) As an attributive plural it is used before plural class-nouns, in the sense of without exception

(b) In both cases all may be followed by a definite article, or by a possessive or demonstrative pronoun

Example: All students should register before October 1st.

English has three indefinite pronouns (both, either, neither) that are used only with reference to two (persons or things).

Both can be used in the same ways as plural all and both is usually stressed.

Example: Both men were found guilty.

Either (=one or other of two) stands in much the same relation any as both to all. Like any, it occurs especially in negative and interrogative contexts, and, when used in affirmative contexts, means no matter which.

Example: Either of you can go.

Neither is also used adverbially to deny an alternative.

Example: He is neither drunk nor mad.

The various uses of *one* may be classified from two points of view:

- (a) with regard to their more or less clearly numerical meaning;
- (b) with regard to whether they refer to persons as well as things, or to persons only.

In all its uses *one* refers exclusively to persons or things that are countable, i.e.

to such as are denoted by class-nouns, not by abstract or material nouns.

Example: According to Jim, life was just one damn thing after another.

Part 4 Adjectives and Adverbs

As a linguistic category ADJECTIVES are related to, and have to be distinguished from, nouns and pronouns on the one hand, adverbs on the other.

Formally they differ from nouns in that they do not take the sibilant suffixes that are used to form the plural and genitive; on the other hand, many of them take the suffixes *-er* and *-est* to form the comparative and superlative, while others may be qualified by *more* and *most* as adverbs of degree. They may pass into nouns by what is known as Conversion.

Example: John is older than I.

Part 5 Sentence Structure

5.1 The Simple Sentence

An oral or written communication is made up of one or more units called SENTENCES.

In writing, the beginning and end of a sentence are indicated respectively by a capital letter and by a full stop, or a note of exclamation or interrogation.

A sentence may consist of one or more words. Examples of one-word sentences are such exclamations as *Thanks! – Bother! – Good!*; imperatives such as *Stop! – Look!*; and vocatives, such as *Mother! – Jack!*.

One-word sentences are intelligible only in connection with a particular situation, or with a statement made (or a question asked) in another sentence (usually by another speaker).

Example: Why don't you smoke? – Smoke? I never do.

5.2 The Compound Sentence

As regards the structure of the members of a compound sentence it is to be observed that a main clause may take any of the structural forms of a simple sentence. A sub-clause always contains a subject and a finite verb. Sub-clauses are mostly, though not always, introduced by a conjunction or another connecting word, such as a relative pronoun.

Example: I declined the invitation, not because I did not want to go, but
because I had no time.

5.3 Sentence Groups

Much of what has been said of Compound Sentences applies to groups of two adjoining sentences uttered by two different speakers in immediate succession, or by the same speaker (or writer). The second of two sentences may be introduced by

relative who or which referring to a noun in the first sentence. The character of the second sentence is, of course, continuative.

Example: He sent in a bill for a hundred quineas. – Which surely you
refused to pay? – Of course.

5.4 Additional Remarks on Conjunctions

Co-ordinating Conjunctions (with the exception of *for*) can join any two (or more) parallel parts of a sentence, though *nor* does so only in combination with *neither*, and *but* when expressing contradiction (not when expressing contrast) in combination with *not*. *And* and *or* may occur in combination respectively with *both* (*at once*, *alike*) and *either*.

Example: Both John and Mary have come.

CHAPTER 3

METHODOLOGY

In this chapter, the population of the study, the procedures and the classification of errors used in the research are described.

1. Population

The samples in this study consisted of 20 first year graduate students majoring in Business English for International Communication in the academic year 2004 at Srinakharinwirot University. These students were assigned to write four free compositions on four topics:

- “Communication”
- “The First Day on Campus”
- “The Importance of Being a Life-Long Learner”
- “A Review of the Film Oliver Twist”

Regarding their background knowledge, these students have competence in English above the average level. However, most of them still have weakness in grammar.

2. Procedures

2.1 Data Collection

The data contain eighty essays written by 20 BEIC graduate students.

2.2 Data Analysis

Firstly, all eighty compositions were grouped according to the topics and their mistakes are classified as the followings:

Part 1 Verbs

1.1 Infinitive

1.2 Gerund and Present Participle

1.3 Past Participle – Passive Voice

1.4 Present, Past, and Perfect Tenses

1.5 Auxiliaries

Part 2 Nouns

2.1 Use of the Number Forms

2.2 Use of the Genitive

2.3 Use of the Definite Article

2.4 Use of the Indefinite Article

Part 3 Pronouns

3.1 Personal Pronouns

3.2 Possessive Pronouns

3.3 Compound Personal Pronouns

3.4 Demonstrative Pronouns

3.5 Interrogative Pronouns

3.6 Relative Pronouns

3.7 Indefinite Pronouns

Part 4 Adjectives and Adverbs

Part 5 Sentence Structure

5.1 The Simple Sentence

5.2 The Compound Sentence

5.3 Sentence Groups

5.4 Additional Remarks on Conjunctions

Secondly, errors identified by the instructor were collected and calculated.

Finally, the errors of each student were identified under each different topic. The 1st Essay on “Communication”, the 2nd Essay on “The First Day on Campus”, the 3rd Essay on “The Importance of Being a Life-Long Learner” and the 4th Essay on “A Review of the Film Oliver Twist” respectively. Data of each student were categorized in the tables then calculated and separated the errors for each headings. In the table was present the total error of each heading and calculated in percentage as follow:

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

After all collected errors are analyzed, the researcher interviewed two groups of students. The first group consisted of five students who made the most mistakes and the second one consisted of those who made a few mistakes. The interview questions were the followings:

Part I: The question for those who made the most mistakes:

- What do you consider to be your weakness in writing?

Part II: The question for those who made a few mistakes:

- What makes you write so well?

Then the researcher investigated and discussed the results. A conclusion was also drawn from the findings, and suggestions are made for further studies.

CHAPTER 4

FINDINGS

In this chapter, the findings of the study are tabulated and organized according to the objectives of the study stated in Chapter One, which are:

1. To identify and classify the types of errors of graduate students' writings.
2. To underpin the graduate students' writing weaknesses.

The frequency of each type of errors is presented. There are 5 tables presenting all findings of the study. Each table shows the results of 20 student's writings. Under each table some explanations are provided.

In each table, the results of 20 students' errors are calculated and presented with separate headings.

Table 1: Verbs Part

Type of Error	Total	Percentage
1.1 Infinitive	25	4.37%
1.2 Gerund and Present Participle	26	4.54%
1.3 Past Participle – Passive Voice	25	4.37%
1.4 Present, Past, and Perfect Tenses	89	15.55%
1.5 Auxiliaries	12	2.09%
Total	177	30.94%

From this table, the most common errors found were Present, Past, and Perfect Tenses (15.55%). The total of this part was the most error found in graduate students' writings (30.94%).

Table 2: Nouns Part

Type of Error	Total	Percentage
2.1 Use of the Number Forms	21	3.67%
2.2 Use of the Definite Article	80	13.98%
2.3 Use of the Indefinite Article	47	8.21%
Total	148	25.87%

From this table, the most common errors found were the Definite Article (13.98%). The total errors of this part were 25.87% which was another serious mistake of graduate students.

Table 3: Pronouns

Type of Error	Total	Percentage
3.1 Personal Pronouns	6	1.04%
3.2 Possessive Pronouns	8	1.39%
3.3 Relative Pronouns	9	1.57%
Total	23	4.02%

From this table, the most common errors found were Relative Pronouns (1.57%) and the total for each type was not really distinctive.

Table 4: Adjectives and Adverbs

Type of Error	Total	Percentage
4.1 Adjectives	35	6.12%
4.2 Adverbs	16	2.80%
Total	51	8.92%

From this table, the total errors found were Adjectives (6.12%) and the total errors presented in this table were not much serious in graduate students' writing (8.92%).

Table 5: Sentence Structure

Type of Error	Total	Percentage
5.1 The Compound Sentence	63	11.01%
5.2 Additional Remarks on Conjunctions	109	19.05%
Total	172	30.06%

From this table, the most common errors found were Additional Remarks on Conjunctions (19.05%) and the total of this part was also the second most error found in graduate students' writings (30.06%).

From all these findings presented, the researcher found that although they were graduate students, they still repeated the same mistake. The researcher had to interview these students in order to know the cause of their mistakes. The researcher interviewed two groups of informants consisting of five students in each group. The first group was the five students who were weakest and the other five students who were the best.

The answers of five students who made the most mistakes were:

Three students said that they did not understand and had not enough knowledge of the grammar. When they were assigned to write, they always thought in Thai and translated into English. And their daily lives, they have no chance to write English.

Because they had not sufficient grammar knowledge and no chance to write in their works, these two reasons effect to their writings.

And two students said that after the instructor identified their errors found in all writings, they did not read nor tried to understand their mistakes. In their daily lives, they just spoke English without paying attention to grammar.

The answers of five students who made less mistakes were:

All students stated that after the instructor identified their errors found in all writings, they always read and practiced those errors. Their works were one important part that improved their writings. They wrote English in their work such as writing memo, letter, report, minutes and e-mail. These works reinforced their English competence.

Because they used English a lot in their work and practiced on their errors, they become fluent in English.

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, the analyzed data are discussed according to the objectives and the research questions of the study. The conclusion, discussion and recommendations for further study are presented respectively.

Objectives of the Study

1. This study is to identify and classify the types of errors of graduate students' writings.
2. This study is to underpin the graduate students' writing weaknesses.

Conclusion

As previously mentioned, this study aims to survey writing errors found in the first year graduate students' writing. The errors were classified into five parts and were counted for frequency. After each informant's errors were tabulated, the researcher classified the total number of each error into the table. From the study, there are five parts of errors found in their writings:

Table 1 Verbs

The errors in the use of Verbs (30.94%) were the most frequent errors found in these writings. Using the wrong tenses was the most common mistakes as the students did not use correct verbs that agreed with the subjects and situations. Past Participle was another common mistake that the researcher found in this study. Translation from Thai language to English was one of Thai students' problems. In Thai language, although the writers explained in past situation, verb form was same as in present situation. Three examples of students' errors were presented as follow:

Example1:

I work hard at this university last semester but I do not work hard this semester.

Correction:

I worked hard at this university last semester but I have not work hard this semester.

Example2:

I usually went to university by bus.

Correction:

I usually go to university by bus.

Example3:

I was very pleased to see my colleague again after such a long time. I did not see him for five years.

Correction:

I was very pleased to see my colleague again after such a long time. I had not seen him for five years.

Table 2 Nouns

The errors in the use of Nouns were frequently found in the writings. Using of the Definite and indefinite article were the major finding in this part. Mother tongue and Thai Interference were major problem found in Thai students' writings. Thai language was different from English language such as in Thai, it was not necessary to write definite noun. But in English, it was the pattern of the grammar rule. Three examples of students' errors were presented as follow:

Example1:

Film was not very good but I like music.

Correction:

The film was not very good but I like the music.

Example2:

Examination was not very difficult. I and my friends answered all questions without difficulty.

Correction:

The examination was not very difficult. I and my friends answered all the questions without difficulty.

Example3:

I like people I work with.

Correction:

I like the people I work with.

Table 3 Pronouns

The errors in the use of Pronouns were a few mistakes in the writings. Three examples of students' errors were presented as follow:

Example1:

I don't like movie have unhappy endings.

Correction:

I don't like movie that have unhappy endings.

Example2:

The people that I talk to are very friendly.

Correction:

The people who I talk to are very friendly.

Example3:

I did not get the job after I applied for.

Correction:

I did not get the job that/which I applied for.

Table 4 Adjectives and Adverbs

The errors in the use of “Adjectives and Adverbs” were found in only some of the students’ writings. Most students did not understand how different between adjectives and adverbs were. Three examples of students’ errors were presented as follow:

Example1:

This film was disappointed. I expected it to be much better.

Correction:

This film was disappointing. I expected it to be much better.

Example2:

My friends were surprising that I passed the examination.

Correction:

My friends were surprised that I passed the examination.

Example3:

I did not enjoy the two first days of the course.

Correction:

I did not enjoy the first two days of the course.

Table 5 Sentence Structure

The errors in the use of Sentence Structure were the second most common errors. Additional Remarks on Conjunctions were the major errors found in this part. This

table presented that students over used of conjunction such as although.....but, and.....and, and....or etc. Three examples of students' errors were presented as follow:

Example1:

Although I have a very important job but I am not particularly well – paid.

Correction:

Although I have a very important job, I am not particularly well – paid.

Example2:

I did not speak the language, but I managed to make myself understood.

Correction:

Although I did not speak the language, I managed to make myself understood.

Example3:

We had planned everything carefully, but a lot of things went wrong.

Correction:

Although we had planned everything carefully, a lot of things went wrong.

After the researcher grouped all the students' errors, the researcher interviewed two groups of the students: five students who made the most mistakes and five other students who made a few mistake in their writings. The interview questions aimed to find out what were the causes of their writing.

The answers of five students who made the most mistakes were discussed as follows:

Three students said that they could not understand the pattern or form of the grammar and they did not have sufficient knowledge of grammar. When they were assigned to write, they always thought in Thai and translated into English. In their daily lives, these students had no chance to write English. In addition, two students stated that after the instructor identified their errors found in all writings, they did not read or correct their errors. In their daily lives, these two students had a chance to speak English but they did not concentrate on grammar when they were communicating with others.

The responses of five students who made a few mistakes were discussed as follows:

All students stated that after the instructor identified their errors found in all writings, they always read and concentrated on those errors. Also, their current works were an important part that supported their writings. They wrote English every day such as writing memo, letter, e-mail, etc.

The most frequent errors found in graduate students' writings were Verbs, and the second most errors found was Sentence Structure.

Discussions

The results of the study reveal that although these first year graduate students have high level of English competence and good knowledge about grammar, they still make a lot of grammatical mistakes. The most frequent grammatical mistakes found in

their writings were Verbs (177 words or 30.94%). The use of Verbs, almost of the students chose wrong word to specify the time in their writings. They might not have the solid grammatical background. Translation is another barrier that delays students' writing development. Past Participle was the second most frequent mistakes that the researcher found in this part 1. Most students were used to arranging sentences beginning with Subject as same as in Thai language. The Subject in Thai language means the person or thing has an action. Sentence Structure (172 words or 30.06%) were the second most errors. In this part, the students used the wrong additional remarks on conjunctions. Because the students were used to writing their ideas in simple sentences and when they started to write compound sentences or two adjoining sentences, they were confused and used the wrong conjunctions and prepositions. When they had to choose these words, they translated from Thai words. Another most errors found in this study was Nouns (148 words or 25.87%). Using wrong definite and indefinite article was mostly found in this part. The students were confused to use the article and did not know the article pattern. They also thought in Thai language. Other two errors were Adjectives and Adverbs (8.91%) and Pronouns (4.02%). These two errors were a few errors found in the students' writings.

The errors that were found in the graduate students' writings might be that they did not concentrate or understand how important the grammar was. When they were assigned to write, they thought in Thai and then translated into English. After finishing

correction, they were not serious and did not correct of their errors. These results are making the same mistake.

Although graduate students have high level of education and study in International Communication Program, background and career also are important factors that affect their English competence. Some graduate students did not frequently use English for communication, so these students are weak when comparing with the students who communicate in English every day.

Limitations of the Study

This study focused only on First Year Graduate Students studying Business English for International Communication and all writings that the researcher found were only on free compositions. These all writings were not directly concerned with business communication. Therefore further studies should extend the scopes that cover other barriers that underpin students' limitations.

Recommendations

1. This research focused on one group of students. Therefore, there should be another investigation on other groups of students to understand the nature of Thai students' weaknesses.
2. There should be an experimental research on writing ability.

3. Further studies should be undertaken on other related areas that are barriers for Thai students' writing ability.
4. There should be a comparative study on the grammatical errors of English majors and non English majors.

Application in Language Teaching

The researcher believes that this survey of writing errors will help the students or concerned parties develop effective programs to enhance the students' writing skill.

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APPENDIX

The 1st Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1	1	1	1	4
1.2 Gerund and Present Participle	1	1	1		3
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	2	1	1	1	5
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms	2	1	1	1	5
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1	1	1	1	4
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns		1			1
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns		1			1
Part 4 Adjectives and Adverbs					
4.1 Adjectives			1		1
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	2	1	1	1	5
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions					

This table shows the major frequency of errors of the 1st informant in Part 1 –

Verbs (12) were Present, Past and Perfect Tenses. The minor frequency of error was

Part 2 – Nouns (9).

The 2nd Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle		1			1
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	3	2	2	2	9
2.4 Use of the Indefinite Article	2	2	2	1	7
Part 3 Pronouns					
3.1 Personal Pronouns	1			1	2
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives	1	1		1	3
4.2 Adverbs	1				1
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence		1	1	1	3
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	4	2	1	1	8

This table shows that the major frequency of error of the 2nd informant was Part 2

- Nouns (16) showing that the Definite Article was the major error. The minor frequency of error was Part 5 – Sentence Structure (11).

The 3rd Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1				1
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms				1	1
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1				1
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns	1				1
3.2 Possessive Pronouns			1		1
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives	2	1	1		4
4.2 Adverbs	1	1			2
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	2	1	1	1	5
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	3	3	3	1	10

This table shows that the major frequency of error of the 3rd informant was Part 5

– Sentence Structure (15) showing that Sentence Structure was found the major error

with Additional Remarks on Conjunctions. The minor frequency of error was Part 4 –

Adjectives and Adverbs (6).

The 4th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1	1	1	1	4
1.2 Gerund and Present Participle	1	1			2
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	3	2	2	1	8
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms		1			1
2.2 Use of the Genitive					
2.3 Use of the Definite Article		1		1	2
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns	1		1		2
3.2 Possessive Pronouns	1				1
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives		1		1	2
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1	1		1	3
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	3	2	2	1	8

This table shows that the major frequency of error of the 4th informant was Part 1

– Verbs (14) showing that the major errors were Present, Past, and Perfect Tenses. The

minor frequency of error was Part 5 – Sentence Structure (11). Identifying Additional

Remarks on Conjunctions were common errors.

The 5th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1			1	2
1.2 Gerund and Present Participle	1	1			2
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	2	2	2	1	7
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms		1			1
2.2 Use of the Genitive					
2.3 Use of the Definite Article	3	2	2	1	9
2.4 Use of the Indefinite Article	3	1	2	2	7
Part 3 Pronouns					
3.1 Personal Pronouns			1		1
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns			1	1	2
Part 4 Adjectives and Adverbs					
4.1 Adjectives					
4.2 Adverbs		1			1
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	2	1	1	1	5
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	1	1	1		3

This table shows that the major frequency of error of the 5th informant was Part 2

– Nouns (17) discovering that the major errors were Definite and Indefinite Articles. The

minor frequency of error was Part 1 – Verbs (11) and the most common errors were

Present, Past and Perfect Tenses.

The 6th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle	1		1	1	3
1.3 Past Participle – Passive Voice	2	2	1	1	6
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms	2		1	1	4
2.2 Use of the Genitive					
2.3 Use of the Definite Article			1		1
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns		1			1
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives	4	3	3	3	13
4.2 Adverbs	2	2	1	1	6
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	2	1	1		4
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	1	1			2

This table shows that the major frequency of errors of the 6th informant was Part 4

– Adjectives and Adverbs (19). The minor frequency of errors was Part 1 – Verbs (9)

showing that the error were Past Participle or Passive Voice.

The 7th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1				1
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1	1	1		3
2.4 Use of the Indefinite Article	1				1
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns	1	1			2
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives				1	1
4.2 Adverbs		1			1
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1	1			2
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	4	2			6

This table shows that the major frequency of errors of the 7th informant in Part 5 – Sentence Structure (8) was the major error. Additional Remarks on Conjunctions were the common mistakes. The minor frequency of errors in Part 2 – Nouns (4) was mis-use of Definite and Indefinite Article.

The 8th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1	1		1	3
1.2 Gerund and Present Participle			1		1
1.3 Past Participle – Passive Voice	3	2	2	1	8
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	2	1	1		4
2.4 Use of the Indefinite Article	2	1			3
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns	1				1
Part 4 Adjectives and Adverbs					
4.1 Adjectives	2		1		3
4.2 Adverbs	1	1			2
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence		1		1	2
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions		1			1

This table shows that the major frequency of errors of the 8th informant in Part 1 – Verbs (12) was the major error and Present, Past, and Perfect Tenses were the most common mistakes. The minor frequency of errors in Part 2 – Nouns (7) were the use of the Definite and Indefinite Article.

The 9th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle	1	1		1	3
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	3	2	2	1	8
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms	1				1
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1				1
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns	1				1
Part 4 Adjectives and Adverbs					
4.1 Adjectives		1			1
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence			1		1
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	2	2	1		5

This table shows that the major frequency of errors of the 9th informant in Part 1 –

Verbs (12) was the major error. Present, Past, and Perfect Tenses were wrongly used.

The minor frequency of errors in Part 5 – Sentence Structure (6) was the errors on

Additional Remarks on Conjunctions.

The 10th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle	1	1	1		3
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	4	2	2	2	10
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	2	1	1	1	5
2.4 Use of the Indefinite Article	2	1	1		4
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives	1	1		1	3
4.2 Adverbs	1				1
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	2	1		1	4
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions		1			1

This table shows that the major frequency of errors of the 10th informant in Part 1

– Verbs (13) was the major error, based on the mistake on the use of Present, Past, and

Perfect Tenses and Past and Present Participle was also found. The minor frequency of

error in Part 2 – Nouns (9) was the use of the Definite and Indefinite Article.

The 11th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	2	1	1		4
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms	1				1
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1				1
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns		1			1
Part 4 Adjectives and Adverbs					
4.1 Adjectives					
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1		1		2
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	3	3	2	1	9

This table shows that the major frequency of errors of the 11th informant in Part 5

– Sentence Structure (9) were Additional Remarks on Conjunctions. The minor frequency of errors in Part 1 - Verbs was Infinitive.

The 12th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle	1	1	1		3
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	3	2	2	3	10
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1	1	1	1	4
2.4 Use of the Indefinite Article	1	1	1		3
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns	1				1
Part 4 Adjectives and Adverbs					
4.1 Adjectives					
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1	1	1		3
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	1	1		1	3

This table shows that the major frequency of errors of the 12th informant were the use of Present, Past, and Perfect Tenses. The minor frequency of errors were Nouns and the use of the Definite and Indefinite Article.

The 13th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1				1
1.2 Gerund and Present Participle	1	1			2
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	3	3	2	2	10
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	4	3	3	2	12
2.4 Use of the Indefinite Article	2	2	2	1	7
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives					
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	2	1	1		4
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	1	1	1	1	4

This table shows that the major frequency of error of the 13th informant was Part

2– Nouns (19). Part 2 – Nouns found that the major errors were the use of the Definite

and Indefinite Article. The minor frequency of error was Part 1 – Verbs (13). This Part 1 –

Verbs reveals that the errors were Present, Past and Perfect Tenses and Gerund.

The 14th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive		1	1	1	3
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	4	2	2	2	10
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms	1	1			2
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1	1	1		3
2.4 Use of the Indefinite Article				1	1
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns	1		1		2
Part 4 Adjectives and Adverbs					
4.1 Adjectives		1			1
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1	1	1	1	4
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	2	2	2	2	8

This table shows that the major frequency of error of the 14th informant was Part

1 – Verbs (13). Part 1 – Verbs shows that the major errors were Present, Past, and

Perfect Tenses and Past Participle or Passive Voice. The minor frequency of error was

Part 5 – Sentence Structure (12). Part 5 – Sentence Structure found that the error was

Additional Remarks on Conjunctions.

The 15th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	2	1	1	1	5
1.5 Auxiliaries	1	1	1		3
Part 2 Nouns					
2.1 Use of the Number Forms	1	1			2
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1			1	2
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns		1			1
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives					
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1	1			2
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	1				1

This table shows that the major frequency of error of the 15th informant was Part

1 – Verbs (8). Part 1 – Verbs especially in relation to Present, Past, and Perfect Tenses

and Auxiliaries were also found. The minor frequency of errors in Part 2 – Nouns (4).

Nouns were the use of Definite and Indefinite Article.

The 16th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive		1			1
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice	2	2	2	1	7
1.4 Present, Past, and Perfect Tenses	2	1	1	1	5
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1		1	1	3
2.4 Use of the Indefinite Article	2	2	1		5
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives	1				1
4.2 Adverbs		1	1		2
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	2	1	1		4
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions		1	1	1	3

This table shows that the major frequency of errors of the 16th informant include

Verbs (13) and the major errors were Present, Past, and Perfect Tenses and Past

Participle or Passive Voice was also found. The minor frequency of error was Part 2 –

Nouns (8). Part 2 – Nouns found that the errors were Use of Definite and Indefinite

Article.

The 17th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle		1			1
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	2	1	1	1	5
1.5 Auxiliaries	3	2	2	2	9
Part 2 Nouns					
2.1 Use of the Number Forms	1	1	1		3
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1	1		1	3
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns		1			1
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives					
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1	1		1	3
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	3	3	3	2	11

This table shows that the major frequency of error of the 17th informant was Part

1 – Verbs (15) consisting of Present, Past, and Perfect Tenses and Auxiliaries. The minor

frequency of errors in Part 5 were Additional Remarks on Conjunctions.

The 18th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle	1		1		2
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses	2	2	1	1	6
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	2	1	1	1	5
2.4 Use of the Indefinite Article					
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives	1				1
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence		1			1
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	4	3	3	2	12

This table shows that the major frequency of errors of the 18th informant in Part 5

– Sentence Structure (13) were Additional Remarks on Conjunctions. The minor

frequency of errors in Part 1 – Verbs were Present, Past, and Perfect Tenses.

The 19th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive					
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice	2	1		1	4
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	2	2	1		5
2.4 Use of the Indefinite Article	1			1	2
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives	1				1
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1		1	1	3
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	3	3	1	1	8

This table shows that the major frequency of error of the 19th informant was Part

5 – Sentence Structure (11). Part 5 – Sentence Structure shows that the errors consist of

Additional Remarks on Conjunctions. The minor frequency of error was Part 2 – Nouns

(7). This Part 2 – Nouns was found that the error was Use of Definite and Indefinite

Article.

The 20th Informant

Type of Error	1 st Essay	2 nd Essay	3 rd Essay	4 th Essay	Total
Part 1 Verbs					
1.1 Infinitive	1				1
1.2 Gerund and Present Participle					
1.3 Past Participle – Passive Voice					
1.4 Present, Past, and Perfect Tenses					
1.5 Auxiliaries					
Part 2 Nouns					
2.1 Use of the Number Forms					
2.2 Use of the Genitive					
2.3 Use of the Definite Article	1	1		1	3
2.4 Use of the Indefinite Article	2	2	2	1	7
Part 3 Pronouns					
3.1 Personal Pronouns					
3.2 Possessive Pronouns					
3.3 Compound Personal Pronouns					
3.4 Demonstrative Pronouns					
3.5 Interrogative Pronouns					
3.6 Relative Pronouns					
Part 4 Adjectives and Adverbs					
4.1 Adjectives					
4.2 Adverbs					
Part 5 Sentence Structure					
5.1 The Simple Sentence					
5.2 The Compound Sentence	1		1	1	3
5.3 Sentence Groups					
5.4 Additional Remarks on Conjunctions	2	2	1	1	6

This table shows that the major frequency of error of the 20th informant was Part 2 – Nouns (10). The errors included the use of Definite and Indefinite Article. The minor frequency of error was Part 5 – Sentence Structure (9) on Additional Remarks on Conjunctions.

VITAE

VITAE

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