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AN ANALYSIS OF ERRORS IN ENGLISH ABSTRACTS OF
SRINAKHARINWIROT UNIVERSITY GRADUATE STUDENTS

A THESIS
BY
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Presented in partial fulfillment of the requirements for the
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The Thesis Committee and Oral Defense Committee have approved this thesis as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University

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Chapter 1

Introduction

Background

Thai graduate students in various disciplines such as Thai literature, educational measurements, etc. usually write their theses in Thai. Nevertheless, an English abstract is one requirement in writing the thesis. In writing the English abstract, they have to translate the Thai abstract into English. Certainly, the translation skill is significantly concerned. However, Thai and English languages are extremely different. Thus, they make errors and can hardly translate their abstracts accurately and effectively. The errors they make in translation may cause international readers to misunderstand Thai research.

Errors in translation occur because translation is a process of learning, as Larson (1994: 3) defined it as follows:

Translation, then, consists of studying lexicon, grammatical structure, communication situation and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Similar to errors found in the process of learning a second language (Dulay, Burt and Krashen. 1982: 138), errors in texts translated between English and Thai have been found abundant (Ubol. 1981 and Sonjirapanit. 1985). These errors are

significant in three different ways. First, they tell the teacher how far the learner has progressed and what he/she must learn. Second, they provide the researcher evidence of how language is learned i.e., strategies and procedures used. Third, they are used by the learner as a device to test out hypotheses concerning the language he/she is learning (Corder. 1981: 10-11). Likewise, Littlewood (1984: 22) claims that “errors need not be seen as signs of the learner’s failure; on the contrary, they are the clearest evidence which shows the learner’s developing systems and can offer us insights into how they process the data of the language.” Moreover, Lee (1983: 149) points out that “the close observation of students learning problems as evidenced by their errors and an analysis of the errors based on adequate material show clearly what is most troublesome for them and where they most need support.”

The study of errors has advantages in second language learning. First, an error analysis is as a tool of general linguistics in order to elicit information on second language information. Second, it is a technique of applied linguistics dedicated for linguistic research and improvement of teaching material. Moreover, an error analysis will be more practical and theoretically helpful if researchers classify the types of errors in the target language, identify the points of difficulties, explain the causes of errors with respect to cross linguistic influence and suggest the ways of correction (Haded. 1998: 56). Likewise, Choi (1996: 88) states that “an error analysis enables us to classify and explain errors and to take steps to correct them.” Nevertheless, research on errors especially in translation between Thai and English has rarely been undertaken in Thailand. Hence, the researcher is interested in investigating errors in English abstracts in Srinakharinwirot University (henceforth SWU) graduate students’

theses which represent English translated from Thai by SWU graduate students. The results in errors analysis can help Thai translators understand their problems and improve their tasks more effectively. They can also help both teachers and students to improve their teaching and learning English in Thailand.

Objectives of the Study

This study attempted to answer the following research questions:

1. What types of errors were present in English thesis abstracts of SWU graduate students?
2. What was the frequency of each type of error found in English thesis abstracts of SWU graduate students?
3. What were the plausible sources of those errors?

Significance of the Study

The results of the study are beneficial for the following reasons:

1. They revealed types of errors occurring in English abstracts in SWU graduate students' theses. The types of errors can be guidelines for the instructors of translation to improve their curricula or syllabi. The contents of teaching should cover the structures or words which were found problematic to the Thai translators.

2. They revealed the frequency of each type of error found in SWU graduate students' thesis abstracts. The most frequent type of error should be focused by the instructors or in the teaching material in translation. It may be the most difficult problem for the instructor to address. Being aware of it, the instructor may develop teaching strategies to address it.

3. They may help give explanatory accounts for the source of each type of error. By this means, the instructor may gain insights into the translator's problems, and may be aware of the difficulty the translator faces when translating from Thai into English. Consequently, they may develop appropriate teaching methods and techniques to address the problems.

Scope of the Study

The study covered the following tasks:

1. Forty English abstracts of SWU graduate students attached to their thesis were analyzed.
2. The abstracts were in the disciplines of Thai literature and educational measurements written from 1994 to 1997 because they were the most recent abstracts while the researcher was conducting research.
3. The classification of errors was of two levels: sentential and word.
4. The analysis criteria were based on the linguistic features proposed by Graetz (1985), for example, the use of the full sentence, the past tense, the impersonal passive, etc. at the sentential level and spellings and diction at the word level.

5. The errors were identified but they were not corrected.

Definitions of Terms

1. A “t-unit” is “ an independent clause and all its dependents clauses (Polio. 1997: 138). For example:

I go to school (1 t-unit).

I go to school, but my sister stays home (2 t-units).

“A t-unit analysis was seen to provide an objective and reliable method of determining the overall syntactic complexity of language samples” (Gaies. 1980: 53). Moreover, a t-unit measurement has been recognized and adopted by many recent researchers, for example, Polio (1997), Ishikawa (1995), Casanave (1994), and Kobayashi and Rinnert (1992) in studies of second language learning to assess the syntactic maturity of a learner’s written product.

2. “Interference” refers to “a direct transfer of a rule in language learners’ mother tongue to second language acquisition”(Chaika. 1982: 228). For example: “He go to school everyday.” The main verb does not agree with the subject. It can be interfered by Thai which does not have this grammar rule.

3. “Errors” refer to the sentential structures and words which were wrongly used in the SWU abstracts.

4. “Sentential errors” consist of subject-verb agreement, participial phrase, relative clause, passive voice, parallel structure, punctuation, run-ons or fragments.

5. “Errors at the word level” consist of modifiers, articles, prepositions, diction, and misspelling.

6. “Diction” is defined as “the choice of words employed by the writer, particularly the extent to which the words the writer uses are thought suitable and effective for different kinds of writing” (Richards, et al. 1992: 108).

Chapter 2

Review of the Literature

In this chapter, the related literature is divided into three sections. First, the abstract writing with its approaches and linguistic features is concluded in order to show guidelines in writing international abstracts. Next, some previous research related to error analyses is discussed. Finally, the classification of errors which is employed in this study is presented..

Abstract Writing

Actually, there are three kinds of abstracts: a conference abstract, which is a report, an abstract in a journal, which is often used in special conventions and is written by professional abstractors, and a research paper abstract, which is placed in research and based on a text that has already been written (Swales and Feak. 1994: 210).

In the present study, only research paper abstracts were concerned. This type of abstract is a very short summary of a paper, usually consisting of one tenth to one twentieth the length of the whole (Hult. 1996: 161). The abstract in research is an important part because it may affect the number of people who read the paper. If the abstract is brief and precise, it will enable the reader to understand the major points of the paper without actually reading the paper.

According to Swales and Feak (1994), there are two major approaches to write abstracts in research. The first is the “result-driven” abstract concentrating on the research findings and what might be concluded from them. The second is “a research paper summary,” an abstract in which the writer has summarized each section of the research such as purposes, methods, findings, and conclusion and discussion. The research paper summary abstract has widely been employed by Thai researchers.

Linguistic features of an abstract

According to Graetz (1985)’s research on abstracts in a wide range of fields, she concluded that an abstract usually had particular linguistic features. For example, it was found that full sentences, the past tense, impersonal passive were used whereas negatives were not. Moreover, abbreviations, jargons, symbols and other language shortcuts that might lead to confusion were rarely used.

The following example shows linguistic features in an international abstract (Henry. 1995:1590-A).

The purpose of the study was to determine, among Michigan certified school board members, the perceived effectiveness of the Certified Boardmember Award (CBA) program.

Four specific research questions were investigated:

- (1) What topics do CBA certified school board members believe to be the most important within the CBA program?
- (2) How do CBA certified school board members rate the quality of the CBA courses?
- (3) How often do CBA certified school board members use the knowledge gained from CBA courses in making decisions as members of the board of education?
- (4) How valuable do CBA certified school board members believe the CBA courses are to their effectiveness as members of the board of education?

The study utilized a descriptive research design. An 18-item survey questionnaire was developed from a modified

Dillman procedure. The survey instrument was reviewed by a seven person expert review panel and pilot tested. The survey population included in the main study was a stratified random sample of 275 CBA certified school board members. The return rate was 80.3%.

Results indicated that school finance was ranked first in importance among the eight CBA courses and school law was rated first in quality. The leadership class was rated as the most useful and, overall, it was also ranked as the most effective. The legislation class was rated as the least effective class of the eight CBA courses.

The conclusions were (a) overall, respondents believed that the CBA program was effectively meeting their school board member training needs; (b) respondents rated the use of the CBA knowledge from all eight courses lower than they rated the importance of the CBA course topics; and (c) the high return rate (80.3%) indicated that respondents saw value in the subject of the study and in school board member training.

From the above example, the abstract consists of the summary of four sections of the research. Moreover, it shows linguistic features corresponding to those that Graetz (1985) has proposed. Paragraph 1 and 2 are the purposes; paragraph 3 is the method; paragraph 4 shows the findings, and the last one is the conclusion of the study. In this abstract, the writer uses the past tense in full sentences. Moreover, it should be noted that there is absence of negatives. Though an abbreviation (CBA) is used, it has earlier been mentioned in full words.

Previous Research on Error Analyses

The investigation of errors made by second language learners is not new. It has emerged both as theory and method since the failure of contrastive analysis to account for all learners' errors (Haded. 1998: 56). The number of errors found either in a learner's essay or in a translated text has been argued to be a reversal indication of

the learner's progress in the process of learning (Thep-Ackrapong. 1990: 23). For a long time, error analyses have been applied to study the acquisition processes in writing, listening, reading and translating of learners who have different backgrounds and/ or with different native languages. There have been many approaches employed in error analyses. Errors produced by the learners can be categorized in many ways as we can see from the studies below:

Error Analyses in ESL Students

Bardov-Harlig and Bofman (1989) examined differences in syntactic complexity, and error distribution and type, between ESL students who had passed a university examination and those who had not. The samples were native speakers of six different languages. Errors were classified in three superordinate categories: syntactic, morphological, and lexical. Spelling and punctuation were not counted as errors. The research results revealed that there was a significant difference in errors per clause between the pass and non-pass groups for lexical errors but not for syntactic errors. The level of significant difference for morphological errors was $p < .066$ which was weakly significant. Moreover, there was no significant difference among native language groups. The distribution of the three types of errors was the same for the pass and non-pass groups.

✓ ~~X~~ Kroll (1990) gave accuracy scores on the basis of total number of words/total number of errors in order to examine differences between students' writing in class and at home. When the students wrote their essays in class, they wrote under a time constraint. But they could write without a time constraint at home. Kroll categorized errors into 33 different types such as whole sentence or clause aberrant, verb missing

(not including auxiliary), run-on sentence (including comma splice), parallel structure, relative clause information, word order, tense/aspect, subject-verb agreement, lexical/phrase choice, word form, preposition, article, punctuation, etc. From the results, she found no significant differences in terms of error ratios. Regarding distribution of errors, there was a high correlation of errors between in class and at home essays.

Kobayashi and Rinnert (1992) studied differences in Japanese university students' essays written in Japanese and then translated into English, and their essays composed directly in English. The researchers also examined the relationship between the two writing processes and the students' language proficiency. The informants consisted of 48 Japanese university students (six first-year students, 27 sophomores, 11 juniors and four seniors), who participated in English Composition I and II at Hiroshima University. The participants were divided into 2 groups of language proficiency levels, higher (33 students) and lower (15 students). The data were analyzed in four different approaches. First, the quality of the students' written texts based on the content, organization and style was studied. Second, the syntactic complexity was analyzed considering overall number of words in each composition, mean length of t-units, and average number of sentence-nodes per t-units. Third, the frequency of errors was investigated. Errors were categorized into three kinds: lexical choice (inappropriate and incorrect use of word), awkward form (grammatically and/or semantically deviant phrases or sentences), and transitional problems (inappropriate or incorrect use of transitions, either in a sentence or a discourse level). Finally, the relationship between the language proficiency and composing processes

was analyzed. With regard to the quality of writing, the results revealed that the lower-level writers tended to benefit from translation, but the higher-level ones did not much. In terms of syntactic complexity, sentences in translation were more complicated than those in direct writing. Regarding the quantity of errors, higher-level students made more errors that interfered with the intended meaning in translation than in direct writing. But there was no quantitative difference between errors in translation and direct writing of lower-level writers. In terms of correlation between the language proficiency and composing processes, oral skills were related more closely to writing quality than was grammar knowledge, particularly in direct writing.

✓ Duskova (1995) studied errors of adult learners of English in order to examine the influence of their background language--Czech-- on their English learning. The results revealed that the interference from Czech was explicit in errors in word order and English sentence construction. That is Czech adult learners made word-order errors by placing the direct object after the adverbial modifier, the object before the finite verb, and a temporal modifier before a local one, as in the following illustrations:

A.: I met there some Germans. (the direct object—some Germans—is after the adverbial modifier—there)

Correction: I met some Germans there.

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

(the object—The solution suggested in this paper—is before the finite verb --take)

Correction: The solution suggested in this paper cannot be taken as a definitive.

C.: I returned last month from Paris. (the temporal modifier—last month—is before a local one- from Paris)

Correction: I returned from Paris last month.

Duskova (1995) concluded that although the characteristics presented in the examples were unacceptable in English, they could be in Czech.

Polio (1997) studied three different types of measures of linguistic accuracy on second language writing. The measures were a holistic scale, number of error-free units, and number of errors. The participants were 38 undergraduate and graduate ESL students. The number of the participants from the two levels was equal: 19: 19. They were assigned to write an essay in one hour. The same 38 essays were used for each measure. A holistic scale was firstly tested, followed by error-free units identification and error classification respectively. Each essay was rated twice by the researcher and her graduate-student assistant. The results showed that holistic measures might not be suitable for homogeneous population if one could not come up with a better measure used in his/her study. Both error-free units and error counts were more reliable measures for the range of proficiency examined in the study. Regarding the error classification, errors were categorized into 38 types of errors classified i.e. dangling/misplaced modifier, wrong case, verb formation, singular for plural, quantity words, deixis problem, etc. Moreover, Polio provided suggestions of what was involved in using the measures and what issues other researchers might need to consider when they chose a measure of linguistic accuracy in ESL studies. First,

she suggested that researchers should give more detailed information on measures of linguistic accuracy in order to help others anticipate problems when using a similar method. Second, she proposed that studies should more consistently report interater reliability even if only a portion of the data was used.

✓ The five studies above gave potentially useful information in the analysis of errors particularly in classifying types of errors made by ESL learners. Nevertheless, the studies still had a few weaknesses. First, most of them, with the exception of Polio's (1997), gave only a few guidelines how to determine an error or how to deal with cases that could be considered more than one kind of errors. Second, most of them did not give explanatory accounts for the source of each type of errors.

✓ In Thailand, most research did not reveal wrong sentential patterns. Usually the researchers reported wrong parts of speech used by Thai informants such as the tense, adjective, adverb, and determiner (Ubol. 1981 and Songjarapanit. 1985).

✓ Ubol (1981) analyzed errors in English compositions and texts translated from Thai into English of the first-year students and the third-year English majors at Prince of Songkhla University. The informants in this study consisted of 150 first-year students and all of the third-year English majors studying at Prince of Songkhla University in 1978. The 150 first-year students were assigned to write an English composition for about 200 words in 50 minutes. Four months later, 100 first-year students and the third-year English majors were asked to translate a Thai article the title of which was "My Future Plan" into English. They had 50 minutes in translating the article for about 200 words into English. It was found that errors in punctuation of the third-year English majors (1.5 %) was less than those of the first-year students

(3.2%) probably because they had learned English longer than the first-year students had. On the other hand, it seemed that the third-year English majors had more errors regarding parts of speech such as the tense, pronoun, conjunction, and adjective than did the first-year writers because they produced more complex sentences than did the other.

* ✓ Songjarapanit (1985) studied errors in three reports translated from Thai into English. The errors in the reports were analyzed at two levels: structural and lexical. The structural errors were divided into four categories: intralingual—errors occurred because the target language's structure was wrongly used due to its difficulties, interlingual—errors resulting from the interference of the learner's mother tongue, dual errors—errors occurred because the learner did not apply the target language's rules, and finally, lack of transfer—errors resulting from wrong use of the target language structure. The lexical errors were categorized as wrongly translated words, wrong choice of words and common confusing words. The results indicated that the intralingual errors were the most frequently found. The percentage was 79.91 percent. Dual errors, interlingual errors and lack of transfer were 9.01, 8.15, and 2.93 percent respectively. The frequency of lexical errors was wrong choice of words (64.72 percent), wrongly translated words (20.59 percent), and common confusing words (14.71 percent).

* ✓ The Thai research seems to illustrate the negative influence of the mother tongue. That is the typological difference may have induced Thai students to make errors. Thai is in the Austro-Tai family, (Ruhlih. 1976 cited in Fromkin and Rekman. 1983: 312-313) which is predominantly a topic-prominent language (Tp language)

whereas English is in the Indo-European family, which is predominantly a subject-prominent language (Sp language). According to Li and Thompson (1976), in a Sp language, the basic sentence structure is subject-predicate while in a Tp language, the basic sentence structure is topic-comment. In the subject-predicate construction, Li and Thompson (1976) point out that the subject is normally determined by the verb, and is selectionally related to the verb, and it often obligatorily controls verb agreement. These features are rarely employed in the Tp languages. For example:

- | | |
|---------|-----------|
| 1. John | hit Mary. |
| Subject | Predicate |

(Li and Thompson. 1976:459)

- | | |
|---------------------------------------|---------|
| 2. south of Thailand have Muslim many | |
| ภายใต้ ของ ไทย มี มุสลิม เยอะ | |
| Topic | Comment |

In English: In the south of Thailand, there are many Muslims.

Moreover, the dummy subject and the passive construction are common in a sentence in a Sp language; however, the subject can be simply deleted in a Tp language. For example:

3. It is believed that humans should be virtuous.

4. believe that actor classifier for people that he suicide
 เชื่อกันว่า ดารา คน นั้น เขาฆ่าตัวตาย

In English: It is believed that the actor committed suicide.

In a Tp language, there will be a surface structure as NP + NP + VP which codes for the double subject construction. For example:

donkey	a classifier for animals	that	I	see	at	foot	hill
1. ลา	ตัว	นั้น	ฉัน	เห็น	ที่	เชิง	เขา
	NP		+	NP	+	VP	

In English: I saw that donkey at the foot of the hill.

Weaknesses have been found with the Thai error analysis studies. First, the classification of errors was not effectively dealt with. Second, the researchers did not account for errors based on the typological differences between Thai and English. In Ubol's (1981), for example, the category of the wrong tense can hardly explain erroneous patterns produced by the informants. If the category was changed into the subject-verb agreement, for example, errors fallen in this classification can be explained in such a sense that the Thai informants were not aware of the sentential concept; therefore, the main verb did not agree with the subject and, at the same time, did not indicate the tense as required in the grammatical rules in English. Moreover, in Songjiarapanit (1985)'s research, errors in one classification overlapped with those in another. For example:

All of them had trainings in areas related to their responsibilities.

The error trainings can be classified as intralingual—an error as results of the difficult grammar rule of the target language. At the same time, it can be categorized as lack of transfer-- an error resulting from wrong use of the target rule. The error is classified as intralingual because the grammar rule to account for the plural form in English is difficult for Thai translators. Food is usually an uncountable noun; however, it can become foods if one wants to signify different types of food. At the

same time, the error can be categorized as lack of transfer because the rule of plural form *s* is wrongly applied to an uncountable noun.

In terms of sources of errors, it has been argued that the main source of errors is the typological difference between English and Thai. Errors occur because the translators do not often notice that the rules of the new language differ from those in the original language, and they may not be certain how and under what conditions all of grammar rules of the new language apply (Chaika.1982). There are some linguists who have the same idea as Chaika, for example, Richards (1983: 207) who argues that “interference from the mother tongue is clearly a major source of difficulty in second language learning,” and Basil and Mason (1990: 29) who say:

Language is the mould of thought, so that our ways of thinking and conceptualizing are determined by the language we speak. In its strongest form, this linguistic determinism would suggest that we are, in fact, prisoners of the language we speak and incapable of conceptualizing in categories other than those of our native language.

The statement above explicitly claims language learners are familiar with the concept of their native language. Therefore, the typological difference between the source and target languages can greatly influence one’ s learning of other languages because the learner usually follows the rules of their native language in learning others.

Classifications of Errors

In this study, errors were categorized into two levels: sentential and word. Most errors at the sentential level were further classified into subject-verb agreement, participial phrase, relative clause, passive voice, parallel structure, punctuation and boundaries of sentences, and run-on sentences or fragments. Moreover, there were five categories of errors at the word level: modifiers, articles, prepositions, diction, and misspelling. The classification is elaborated as follows:

1. Subject-verb agreement

In English, the verb in the English sentence must agree with the subject. Moreover, the learners have to use the tense appropriately. The same tense should be used throughout a text. For example:

He is a school teacher.

(Thep-Ackrapong. 1992:24)

The verb is agrees with the subject he, and it indicates the present tense. In contrast, in Thai, there is no indication to show that the verb agrees with the subject. There is no tense. For example:

อีกา จิก กิน นก เขา ที่ เขาดิน
crow peck eat bird dove at (a zoo name)

English translation: The crows beat and ate the doves at Khao Din.

The verb จิกกิน-- eat-- does not have any marker to show its agreement with the subject อีกา, the crows.

A Thai sentence sometimes has a subject –predicate pattern. Other times it is similar to fragments and run-ons in English. (Thep-Ackrapong. 1994: 25) Therefore, if Thai translators employ a Thai structure in an English sentence, the sentence can be erroneous. For example:

1. In Nonthaburi have a lot of durians.
2. In Nonthaburi, there are a lot of durians.

The first example above is not correct in English because there is no subject. In Nonthaburi can not be a subject of the verb have. Therefore, the dummy subject--there and its verb are--are added in the second example to make the sentence grammatical in English.

2. Participial Phrases

In English, participial phrases are short forms of relative clauses. In participial phrases, the relative pronouns such as which, who, that and the verb are deleted. There are two forms of participial phrases: past and present. The concepts of the present and the past participles are different. The present participle is verb +ing , indicating an action someone does or is doing. For example:

4. The defendant, remaining silent most of the time, all of a sudden burst into tears.

In this sentence, the relative pronoun that is deleted, and the verb is changed into verb-ing to indicate that the defendant does the action described in the non-finite remaining verb.

In the past participial phrase, for example:

5. The victim, badly wounded by his car driving, was rescued by the police.

The relative pronoun who and the verb to be had been have been deleted, leaving only the past participle wounded to indicate that the subject had received the action described in the verb (Thep-Ackrapong.1992:29).

However, in Thai, this characteristic is not found. Therefore, many Thai translators do not understand the difference between the participial phrases ing and ed. For example:

6. The sentence mostly uses are question.

In the above sentence, the verb uses is wrong. It should have been used.

Correction: The sentence type mostly used is the question.

3. Relative Clause

In English, the relative clause can be applied in order to combine two short sentences that share a particular noun phrase to make a longer sentence. The essential component in the relative clause is the relative pronoun such as who, which, whom and that. Moreover, the tense used in the main and the relative clause should be related. For example:

7. The thief was a woman.
8. The thief stole my money. (Thep-Akrapong,1997:296)
9. The thief who stole my money was a woman.

In Thai, the relative clause is less complex than that in English. The Thai relative pronouns are ที่ ซึ่ง อัน, which are devices to combine two short sentences which share at least a certain noun phrase. For example:

10. หล่อน ชอบ ดอกไม้
She like flower

11. ดอกไม้ หอม
Flower fragrant

The sentence can be combined as follows:

12. หล่อน ชอบ ดอกไม้ ที่ หอม
She like flower that fragrant.

In English: She likes flowers that are fragrant. (Thep-Ackrapong. 1992:27)

In Thai, the tense is not marked. Therefore, the different characteristics may confuse the Thai translators and may affect their translation.

4. Passive Voice

In English, one can change the active sentence into the passive voice. The basic structure of the English passive voice is verb to be + past participle. The verb to be signifies the subject-verb agreement while the past participle signifies the action received by the grammatical subject.

The Thai passive voice is less complicated than its English counterpart. There are two structures which are close to the English passive voice:

1. Put the object as the topic in the initial position of the structure, then followed by the comment. For example:

13. ข้าว ฉัน กิน แล้ว
Rice I eat already

Rice (meaning a meal), I have already eaten.

In English: I have already eaten a meal.

Sometimes the subject is deleted; therefore, the structure becomes:

14. ข้าว กิน แล้ว
Rice eat already (I is deleted)

I have already eaten a meal .

2. Put the passive voice particle ถูก or โดน in front of the verb. Usually this type

indicates the adversity. For example:

15. ฉัน ถูก ค
I passive particle scold

I have been (was) scolded.

เขา โดน ขโมย เงิน
He passive particle steal money

His money has been (was) stolen.

In short, the English passive voice is more complicated because it involves many steps in changing the active voice into the passive voice. The Thai passive has two types: first, placing the object in the initial position of the structure, and second, using the particle such as ถูก โดน in front of the verb.

Moreover, Thai translators may produce this kind of error involving the passive voice. This kind of error indicates that Thai translators are not aware that the

verb in the passive voice must be a transitive verb. If an intransitive verb is used in the passive sentence, the sentence will be meaningless. For example:

*The event was occurred.

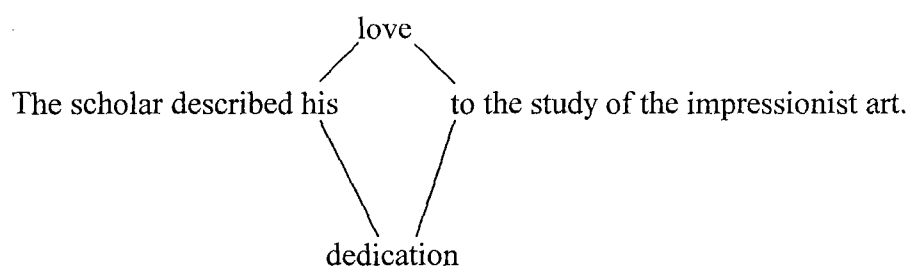
(Thep-Ackrapong. 1997:294)

5. Parallel Structure

In a formal composition, similar or coordinate elements in a sentence should be parallel in form. Parallelism reinforce the equal importance of coordinate parts in a sentence. If a sentence composes of parallel elements, the sentence would be read smoothly. For example:

The scholar described his love and dedication to the study of impressionist art.

The sentence can be analyzed as follows:



It does not make sense to say his love to the study, so the parallelism must be corrected as the following sentence.

The scholar described his love for and dedication to the study of impressionist art. (Forman. 1990:821)

However, Thai translators are not well-aware of this structure. Therefore, they may make many errors violating the rule of parallelism.

6. Punctuation

In English, there are a lot of punctuation marks such as period, colon, comma, hyphen, apostrophe, etc. The punctuation has many functions. For example, a period is used to determine the end of the sentence; a colon is used to indicate that what follows will illustrate, explain, or clarify; and a comma is used to separate dependent clauses and independent clauses, to set off most introductory and clauses, to separate a series of adjective when they modify the same nouns (Forman. 1990: 808-813). For example:

He was an overbearing, oppressive, and power-hungry personality.

(Forman, 1990: 813)

In this sentence, a comma was used to separate a series of adjectives and the period was employed to indicate the end of the sentence. If a punctuation is wrongly applied in a sentence, a error will emerge. However, Thai does not have the sentence boundary; therefore, most of the punctuation marks are not needed.

7. Run-on and or fragment

A run-on sentence usually consists of two main clauses without using any punctuation. For example:

They graduated from business school, all they could think of was a long vacation.

The following shows alternatives for the above:

They graduated from business school, and all they could think of was a long vacation. Or

They graduated from business school; all they could think of was a long vacation. Or

They graduated from business school. All they could think of was a long vacation.

(Forman. 1990: 817)

A sentence fragment is a group of words that looks like a sentence – it begins with a capital letter and ends with a period – but it is not a sentence. It lacks either a subject or a verb, or it is a dependent clause attached to no main clause. Most fragments emerge because the writer improperly punctuates parts of the sentence preceding or following them. For example:

Faulty: The design reflects the work of fifty years. Basic engineering and safety research.

Correct: The design reflects the work of fifty years of basic engineering and safety research.

Since Thai does not have specific sentence boundary, many translators may make errors concerning run-ons and fragments.

There are five types of errors at the word level investigated.

1. Modifiers

Modifiers in English and Thai are placed differently. Most Thai modifiers are after the head noun whereas the English counterparts are usually in front of the head noun. For example:

A taxi meter

From the example, a taxi is the head noun and meter is the modifier. This phrase is not correct in English because the modifier should precedes the head noun.

Therefore, if a Thai translator places English a modifier wrongly, an error will occur.

2. Articles

There are no Thai articles in the same sense as the English ones. In English, there are three articles: a, an, the. A and an are indefinite articles while the is a definite article. In contrast, there is no article in Thai. Therefore, Thai translators are very confused by the English article.

3. Preposition

The English preposition is also one of rules differing from Thai's. Some verbs need particular preposition. The verb that has a different preposition gives different meaning such as look at and look for. For example:

He always looks at me.

He has looked for me.

These sentences have different meanings because the verb look is followed by different prepositions. Hence, Thai translators should carefully choose prepositions because if they misuse prepositions, the meaning of the verb is changed.

4. Diction

A diction is the choice of word employed by the writer, particularly the extent of which the words the writer used are thought suitably and effectively for different kinds of writing. Diction always causes difficulties in translating Thai into English because an English word often has a lot of meanings in Thai, and some Thai translators choose some wrong words.

5. Misspelling

Actually, a misspelling is an error caused by the writer's unfamiliarity with such a word. People who do not write a lot usually misspell words. However, the misspelling word may affect the meaning of the sentence and the quality of writing.

In conclusion, the chapter consists of the abstract writing, the previous research in error analyses, and the classification of errors. The abstract writing is composed of its approaches and linguistic features in writing international abstracts. The previous research concerns the ESL studies conducted by international and Thai researchers. Finally, classification of errors at the sentential and word levels are discussed. The classification includes the sentential errors which consist of the subject - verb agreement (tense, the verb did not agree with the number of the subject, and misuse of tense and agreement of the verb and the subject), participles (past, present), relative clause, parallelism, punctuation, and fragment or run-on. Errors at the word level are classified into five categories: modifiers (adjective, adverb), article, preposition, diction, and misspelling.

Chapter 3

Methodology

In this chapter, the procedures to conduct the research are presented. The steps taken included an accumulation and an analysis of information. Guidelines to parse the text into t-units, classifications' errors and word count are given.

Procedures

The following steps were taken to conduct the research.

1. Accumulation of Information

1.1. The data in this study were collected from Srinakharinwirot University graduate students' thesis abstracts in the disciplines of Thai literature and educational measurements written from 1994 to 1997. The whole population of the abstracts was 140.

1.2. Then the abstracts in each disciplines written in each year were alphabetically ordered and then numbered. Only the abstracts receiving number 2 were selected to be studied.

1.3. Finally, errors in 40 abstracts comprised of those in 12 Thai literature and 28 educational measurements were investigated.

2. Information Analysis

The procedures to analyze the data were as follows:

2.1. Each abstract was divided into t-units.

T-units were counted under the condition proposed by Gaies (1980).

a. A simple sentence was counted as one t-unit.

For example: I have known this woman for a long time. We can rely on her. I am confident of that. She'll get the job done (4 t-units).

b. A compound sentence combined by coordinating conjunctions such as "and," "so," and "but" was counted as two t-units.

For example: This woman will get the job done. I've known her for a long time, so I am confident we can rely on her (3 t-units).

c. A complex sentence combined by subordinating conjunctions was counted as one t-unit.

For example: This man will get the job done. I am confident that we can rely on him, because I've known him for a long time (2 t-units).

d. A run-on sentence and comma splices were counted as two t-units with an error in the first t-unit.

For example: My school was in Saudi Arabia (1 error), it was the best school there (error-free).

e. Sentence fragments such as missing verbs or subjects were counted as one t-unit.

For example: Can be identified from the connotation (1 t-unit).

f. T-units in parentheses were counted as individual t-units.

2.2. Errors found in the abstracts were analyzed at two levels: sentential and word. Four Thai instructors teaching English at the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University, supervised the analysis.

2.3. Finally, each type of error at the sentential and word levels in all the data was calculated in percentage using the following formulas:

$$\text{Percentage of each type of errors} = \frac{\text{Total number of errors}}{\text{Total of t-units of each sentence structure used}} \times 100$$

$$\text{Percentage of each type of errors} = \frac{\text{Total number of errors}}{\text{Total number of occurrences of that particular type of word}} \times 100$$

2.4. The plausible source of the errors was discussed.

2.5. The percentage of errors at the two levels was individually shown in tabular form.

In brief, the chapter presents classification of errors as follows:

1. Subject-verb agreement

- 1.1. The tense was wrong.

- 1.2. The verb did not agree with the number of the subject.

- 1.3. The tense and the agreement of the verb and the subject were wrong.

2. Participial phrase
 - 2.1. Present participle
 - 2.2. Past participle
3. Relative clause
4. Passive voice
5. Parallel structure
6. Punctuation
7. Run-ons and fragments

Types of errors at the word level were classified as follows:

1. Modifier
 - 1.1. Adjective
 - 1.2. Adverb
2. Article
3. Preposition
4. Diction
5. Misspelling

Word counting was as follows:

- a. The title of an abstract was not included in the word count.
- b. A proper noun in Thai was counted as a single word.
- c. A number was counted as an individual word.
- d. An abbreviation was counted as one word.

- e. A hyphenated word was not counted as a single word. (e.g. well-constructed = 2 words).
- f. A preposition was counted as a single word.
- g. An article was counted as a single word.
- h. The word in parentheses was included in word counting.
- i. An apostrophe was not counted as an individual word.
- j. A wrong word was also counted as a single word.

Chapter 4

Findings

In chapter 4, the tables which show types and frequency of errors both at the sentential and word levels are shown. Table 1 shows total types and frequency of errors at the sentential level found in Thai literature abstracts. Tables 2-7 show examples of errors at the sentential level in Thai literature abstracts. Table 8 shows total types and frequency of errors at the word level in Thai literature abstracts. Tables 9-13 show examples of errors at the word level found in Thai literature abstracts. Moreover, table 14 reveals total types and frequency of errors at the sentential level in educational measurements abstracts. Table 15-21 give examples of errors at the sentential level found in educational measurements abstracts. Next, table 22 shows the total frequency and type of error at the word level. Table 23-27 show examples of errors at the word level found in educational measurements abstracts. Under each table, plausible explanations to account for sources of the error are presented.

Table 1: Errors at the sentential level in Thai literature thesis abstracts

Type of Error	Frequency of Occurrence	Frequency of errors	%
1. Subject-verb agreement	110	67	60.90
1.1. The tense was wrong	110	61	55.45
1.2. The verb did not agree with the subject	110	-	-
1.3. The tense and the subject- verb agreement were wrong	110	6	5.45
2. Relative Clause	17	10	58.82
3. Parallel Structure	24	14	58.33
4. Punctuation	110	55	50.00
5. Participial Phrase			
5.1. Present Participial Phrase	-	-	-
5.2. Past Participial Phrase	19	7	36.84
6. Run-ons and Fragments	110	22	20.00
7. Passive Voice	31	-	-

Table 1 shows that the major types and the frequency of errors at the sentential level were subject-verb agreement (60.90%), which included the wrong tense (55.45%) and the wrong tense and agreement of the verb with the subject (5.45%), relative clause (58.82%), parallel structure (58.33%), punctuation marks (50.00%), past participial phrase (36.84%), and fragments and run ons (20.00%).

Examples of errors at the sentential level in Thai literature abstracts are presented in the table below. In some examples, many errors exist; however, the error to be discussed is underlined. Under the table is the explanation of the source of error.

Table 2: The illustration of the erroneous subject-verb agreement found in Thai literature abstracts

Type of error	No.	No.	%
	of Occurrence (T-units)	of errors	
1. Subject-verb agreement	110	67	60.90
1.1. The tense was wrong	110	61	55.45
For example:			
1. The results <u>reveal</u> that actor's biography, behavior, and role <u>are</u> corrslate. 2. This thesis <u>is aimed</u> for studying and analysing the concept in Phiboonsak Lakornpol's literary works. 3. The study <u>has found</u> that the chosen nurses <u>will be</u> of good character.			
1.2. The verb did not agree with the number of the subject	110	-	-

Table 2 (continued) : The illustration of the erroneous subject-verb agreement found in Thai literature abstracts

Type of error	No. of Occurrence (T-units)	No. of errors	%
1.3. The tense and the agreement of the verb with the subject were wrong.	110	6	5.45
For example:			
1. <u>The purposes</u> of this thesis <u>is</u> to analyzed the image of women in novels and the relationship between the image of woment in novels and the image of women in the society from thirty-six novels during the years B.E. 2528 by Suwat Voradilok.			
2. <u>H.H. Sodat Pra Byansumvara</u> <u>use</u> this to explain the wors by translation, expansior and definition for clear understanding.			
3. <u>The style</u> of oratory writing applied <u>are</u> mostly expression, explanation as definition, compare, example and expression to create understanding from easy too difficult of each important issue.			

From the errors in table 2, it can be assumed the translators were not aware of the fact that the past tense is usually applied in abstract writing. Regarding the agreement of the verb and the number of the subject, it seemed that the verb disagreed with the subject because the translator did not precisely understand what the real subject of the sentence was. Another plausible explanation was the translator did not notice that there was a difference between English and Thai sentential concepts. In Thai, the verb does not have to agree with the subject. It can be assumed that the mother tongue interfered with translating the Thai abstract into English.

Table 3: The illustration of the erroneous relative clause found in Thai literature abstracts

Type of error	No. of occurrence (T-units)	No. of errors	%
2. Relative Clause	17	10	58.82

For example:

- 1 Biography is the important factor drawing upon actors' behavior and role which exprees with words, fellings, and actions.
2. This thesis study aim is to analyze strategies in Rachathirat which written by Chao Phaya Pra Clang (Hon)
3. Which use in opening the important issue, reasoning and by naming the sentence.

Table 3 illustrates the relative pronoun which was correctly used but the verb tense in the relative clause was not. The tense in the t-unit was the present tense although it should be the past tense. It seems that the error was caused by the wrong tense of the main verb. Generally, the English relative clause is wrongly used by the Thai learner because it is usually complicated for them. Thai learners always forget the subject-verb agreement.

Table 4: The illustration of the erroneous parallel structure found in Thai literature abstracts

Type of error	No. of occurrence (T-units)	No. of errors	%
3. Parallel Structure	24	14	58.33

For example:

1. The words applied are repeated, various words, create words and choosing the word good for the text.
2. It was found that the words mostly applied by H.H. Sodek Pra Nyansumvara The Supreme Patriarch in this thesis are common, generally use as easy to understand.
3. The style of oratory writing applied are mostly expression, explanation as definition, compare, example and expression to create understanding from easy too difficult of each important issue.

From the examples in the table, it can be assumed that the Thai translator was not well- aware that parallelism was an important structure in formal writing. In example 1, there are many unparallel structures. For example:

adj adj NP VP Np and Ving Np adj. Prep. NP
repeated, various words, create words and choosing the word good for the text,

there are many parts of speech. One way to correct it may be to put them as adj, adj, adj NP.

Table 5: The illustration of the erroneous punctuation marks found in Thai literature abstracts

Type of error	No. of occurrence (T-units)	No. of errors	%
4. Punctuation Marks	110	55	50

For example:

1. In the aspect of world views towards the nature__it was found that the human-beings realized that nature could be advantageous and dis advantageous to human-beings.

2. The academic thesis has been designed to analyze the influence and roles of the nursery nurses in the Drama of the Early Rattanakosin Era, on the theme of 6 stories,.....

3. The good way to use the strategies successful is to adapt of the persons, landscape and situation_

From the examples in table 5, it seems that there are two plausible explanations to account for the error. First, errors may emerge because of the translator's carelessness. Second, in the translator's mother tongue, Thai, there is no specific boundary of a sentence. Therefore, punctuation marks such as a period and a comma are rarely needed. As a result, the translator made errors of this type in their translation.

Table 6: The illustration of erroneous participial phrases in Thai literature abstracts

Type of error	No. of Occurrence (T-units)	No. of error	%
15. Participial Phrase			
5.1. Participial Phrase	-	-	-
5.2. Past Participial Phrase	19	7	36.84

For example:

1. The sentence mostly uses are question.
2. The oratory uses by His Holiness are discussion the concept of thesis that is appropriate for the reader.

From in table 6, one plausible explanatory account for this type of error is that the translators may not explicitly understand the difference between the past—verb + ed-- and the present—verb + ing-- participles. The source of confusion was the difference between English and their mother tongue—Thai. In Thai, new words are usually formed using compound words. There are few derivative morphemes to form words into nouns or adjective. There are no inflectional morphemes such as -ed or -ing as in English (Thep-Ackrapong, 1997: 29). The second explanation for the scarcity of this type of error might be that few participial phrases were found probably because the translators might avoid using them. They might not want to take a risk.

Table 7: The illustration of fragments or run-ons found in Thai literature abstracts

Type of error	No. of occurrence (T-units)	No. of errors	%
6. Fragments or run-ons	110	22	20.00

For example:

1. The characteristic in using the words continuously, and abbreviation each paragraph smoothly.
2. Secondly, to study the writing techniques and the writer's role in preserving natural resources and the environment.
3. Can be identified from the connotation.

From the examples in the table above, it is plausible that the translator's Thai language affected the translation. In Thai, a sentence without a subject can be considered a complete sentence. However, if this Thai characteristic is employed in English, it will not be acceptable in a written text. Due to the different characteristics between the two languages, the translator produced an English phrase in stead of a sentence.

In brief, table 1 gives major types and frequency of errors at the sentential level in Thai literature abstracts. Table 2-7 illustrate the examples of errors at the sentential level.

Then, the following table show the total categories as well as the frequency of errors at the word level found in Thai literature abstracts.

Table 8: Errors at the word level in Thai literature thesis abstracts

Type of Error	Frequency of Occurrence	Frequency of Errors	%
1. Modifiers			
1.1. Adjective	132	16	12.12
1.2. Adverb	30	9	30.00
2. Article	215	29	13.49
3. Preposition	287	26	9.06
4. Diction	1,309	109	8.33
5. Misspelling	1,973	22	1.12

Table 8 shows that the errors at the word level in Thai literature abstracts were as follows: modifiers which included adjective (12.12%), and adverb (30.00%), the article (13.49%), preposition (9.06%), diction (8.33%), and misspelling (1.12%).

Further details of each type of error are presented in tables 9-13. Under each table, the account for each error is discussed.

Table 9: The illustration of erroneous modifiers found in Thai literature abstract

Type of Error	No. of Total Words	No. of Errors	%
1. Modifiers			
1.1. Adjectives	132	16	12.12
For example:			
1. The purpose of this thesis was to study connotations <u>five</u> in Lakhornnok Plays written by King Rama II: Sangthong, Chaiyachet, Kraithong, Maneephichai and Khawee. 2. The good way to use the strategies <u>successful</u> is to adapt to the persons, landscape and situation 3. The results of the study indicate that the image of women in Suwat Voradilok's novelscould be analyzed <u>two</u> into categories:			
1.2. Adverbs	30	9	30.00
For example:			
1. Congruent world nature for human being is a society <u>fully</u> with fertile natural resources and should also comprise a peaceful human living group. 2. The characteristic in using the words continuously, and abbreviation each paragraph <u>smoothly</u> .			

From the examples above, it is apparent that most of the erroneous modifiers occurred because the modifiers were wrongly placed. In English, most modifiers are in front of the head noun, such as a meter taxi. In contrast, in Thai, most modifiers come after the head noun, for example, taxi meter, meaning a taxi with a meter. The adverbs in examples 1-2, did not modify the verb.

Table 10: The illustration of the erroneous article found in Thai literature abstracts

Type of error	No. of Total Words	No. of Errors	%
2. Articles	215	29	13.49

For example:

1. The purpose was to use the Suwannahong as the lyric within the villages.
2. The analysis is based on__relation between concepts of _litterary works and a society
3. __Actors' bahavior in the romance of Three Kingdom is relevant to moral doctrine.....

From the erroneous articles in table 10, it is assumed that the article was wrongly used because of the difference between English and Thai. In Thai, there are no clear markers for the article. In contrast, there are in English. It is plausible that the Thai translator did not clearly know how to use the article properly.

Table 11: The illustration of the erroneous preposition found in Thai literature abstracts

Type of error	No. of Total Words	No. of Errors	%
3. Preposition	287	26	9.06

For example:

1. The study and analysis was resulted that concept towards Phiboonsak Lakornpol's literary works was humanism;
2. However, most characters were to static type.

From the examples above, the preposition was over and wrongly used. One plausible account for this type of error is that the translator did not explicitly know how each preposition was appropriately employed. Moreover, the main difficulty of the use of English prepositions is that some verbs can have a different meaning with a different preposition. Therefore, this English grammatical rule made Thai translators use the preposition inaccurately .

Table 12: The illustration of the erroneous diction found in Thai literature abstracts

Type of error	No. of Total Words	No. of Errors	%
4. Diction	1,309	109	8.33

For example:

1. This study aims to analyze behavior of 15 actors in the Romance of Three Kingdoms according to moral
2. The study revealed that the connotations concerned were of five types imagery symbols, dictation the connotation signified social-relationships rule of social behaviour and job recruitment, political principles, love, and the way of living.
3. The sources are from 12 fiction, 7 books of short stories and 7 books of collective poems.

From the examples in table 12, it can be assumed that one plausible cause of the errors was that one English word have several Thai meanings. Therefore, the Thai translator, who did not have the background knowledge of the disciplines, made wrong choices of words.

Table 13: The illustration of the misspelling found in Thai literature abstracts

Type of error	No. of Total Words	No. of Errors	%
5. Misspelling	1,973	22	1.12

For example:

1. He can compose the article as topic in various names with out repeatel point.
2. The outcome study apeared that naming of articles mostly derived directly per significont of the text in each concept and meaning, follo in naming the topic to elucidate the relationship between Buddhism and other aspect.
3. The results reveal that actors' biography, behavior, and role are corrslated.

It seems that the misspelling resulted from carelessness. Moreover, the translator or the typist was not familiar with the words used in the abstract.

In sum, there were six types of errors at the sentential level in Thai literature abstracts. They were the subject-verb agreement, which included the wrong tense (55.45%) and the wrong tense and agreement of the verb with the number of the subject (5.45%), relative clause (58.82%), parallel structure (58.33%), punctuation marks (50.00%), past participial phrase (36.84%), and run-on and fragment (20.00%). Moreover, the errors at the word level were modifiers which included the adjective (12.12%) and adverb (30.00%), article (13.49%), preposition (9.06%), diction (8.33%), and misspelling (1.12%).

The types and frequency of errors at the sentential level in educational measurements abstracts are shown in the following table.

Table 14: Errors at the sentential level in educational measurements thesis abstracts

Types of errors	Frequency of Occurrence	Frequency of errors	%
1. Participial Phrase			
1.1. Present Participial Phrase	8	4	50.00
1.2. Past Participial Phrase	56	7	12.50
2. Relative Clause	36	13	36.10
3. Punctuation Marks	251	50	19.92
4. Parallel Structure	42	3	7.14
5. Run-ons and Fragments	251	17	6.77
6. Subject-verb agreement			
6.1. The tense was wrong	251	-	-
6.2. The verb did not agree with the subject	251	11	4.38
6.3. The tense and the subject- verb agreement were wrong	251	-	-
7. Passive voice	85	3	3.53

Table 14 reveals that the errors at the sentential level in educational measurement abstracts found were the present participial phrase (50.00%) and past participial phrase (12.50%), relative clause (36.10%), punctuation marks (19.92%), parallel structure (7.14%), fragments and run ons (6.77%), subject-verb agreement

which included the disagreement of the verb with the subject (4.38%), and the passive voice (3.53%).

Examples of each type of error are given in the tables below. Moreover, the plausible explanations to account for the sources of errors are given under the tables.

Table 15: The illustration of the erroneous participial phrase found in the educational measurements abstracts

Types of Error	No. of Occurrence (T-units)	No. of Error	%
1. Participial Phrase			
1.1. Present participle	8	4	50.00
For example:			
1. The judges <u>have experiences 1-5 years</u> defined cutting score higher than the judges <u>have experiences over 5 years</u> when they determined with the Angoff and the Ebel method.			
2. The judges <u>have experiences 1-5 years</u> defined lower cutting score than the judges <u>have experiences over 5 years</u> when they determined with the Ebel method.			
3. <u>Using Pearson product moment correlation coefficient to compare concurrent validity of Likert and Osgood scales with different formats of six scale</u> , there were significant different at the .01 level.			
	56	7	12.50
1.2 Past Participle			
For example:			
1. The purposes of this research were to compare the amount of item bias <u>detectings</u> by three different approaches in classical test theory.			

One plausible source of the wrong participle errors was the confusion between the form and the meaning of the past and the present participial phrases. The confusion may be caused by the different characteristics between English and Thai. This grammatical rule is not found in Thai.

Table 16: The illustration of the erroneous relative clause found in the educational measurements abstracts

Types of error	No. of Occurrence (T-units)	No. of Error	%
2. Relative Clause	36	13	36.10

For example:

1. The construct validity of subtests, determined by using known-group technique, indicated the construct validity ranged from 2.01 to 3.03 which significant at .05 and .01 level.
2. The purposes of this research were 1) to study of cutting scores in criterion-referenced test that was determined the cutting score by the Angoff, the Nedelsky methods and the Ebel method when determined the cutting scores by judges have experiences 1-5 years and over 5 year.

From the examples, the plausible cause of the wrong relative clause in the educational measurements abstracts was the difficulty of the English relative clause. The English relative clause is more complicate than the Thai one. In English, the subject-verb agreement is significant. In contrast, it is not necessary in the Thai relative clause.

Table 17: The illustration of the erroneous punctuation marks found in the educational measurements abstracts

Types of error	No. of Occurrence (T-units)	No. of Error	%
3. Punctuation Marks	251	50	19.92

For example:

1. When the sample size was 1,000 students Mantel-Haenszel approach (MH) gave the largest number of biased items while Transformed Item difficulty approach (TID) was not found the biased item.
2. Two-stage stratified random sampling technique was used to selected 2,268 Mathayom Suksa II students of academic year 1996 in Trang Province as subjects of the study.

Table 17 indicates that most of the erroneous punctuation marks found were commas between two sentences or clauses. The plausible explanation of the error is the difference between English and Thai. In English, the punctuation is important in the sentence. In Thai, sentences can be continuously connected without any punctuation.

Table 18: The illustration of the erroneous parallel structure found in the educational measurements abstracts

Type of error	No. of Occurrence (T-units)	No. of Error	%
4. Parallel Structure	42	3	7.14

For example:

1. Both test were composed of 7 traits: Emotional,
Self-conterac, overconcerned about approval from
others, Ego centricity-insincere, Dependent,
Consistently uses physical appearnce to draw
attention to oneself, Fliratious

From table 18, the plausibly explanatory account for the erroneous parallelism is that the translator who translated the text did not understand parallel structure in English.

Table 19: The illustration of the fragments and run -ons found in educational measurements abstracts

Type of Error	No. of Occurrence (T-units)	No. of Error	%
5. Fragments/run-ons	251	17	6.77

For example:

1. For the student qualification were appropriated in the moderate level.
2. ..., there were significant different at the .01 level revealed Attitude Likert and Osgood scales with different response formats and state ments at measured the same traits was not equivalence and effected the resonse of the students.

According to the examples, it is plausible that the translator used the literal translation without considering English grammatical rules. Another account for this error is the interference of Thai language.

Table 20: The illustration of the erroneous subject-verb agreement found in educational measurements abstracts

Types of error	No. of Occurrence (T-units)	No. of Error	%
6. Subject-verb agreement			
6.1. The tense was wrong.	251	-	-
6.2. The verb did not agree with the number of the subject.	251	11	4.38
For example:			
1. <u>The comparison</u> of item biases <u>were</u> to determine the number of biased items and the - Coefficient of the test after the deletion of biased item.			
2. <u>The purpose</u> of this research <u>were</u> to study the relationship between some factors and extrovert personality and to study factors that effect the extrovert personality.			
3. <u>The equating standard errors</u> of the four sample size <u>was</u> different slightly while the score was near the mean score (38.8204).			
6.3. The tense and the agreement of the verb with the subject were wrong.	-	-	-

From most errors in table 20, it seems that the verb did not agree with the subject because the translator did not understand what was the real subject of the

sentence when the subject was a noun phrase. Moreover, it is plausible that the subject -verb agreement was ignored because of the influence of the Thai language. In Thai, there is no subject-verb agreement and the verb has only one form.

Table 21: The illustration of the erroneous passive voice found in the educational measurements abstracts

Type of error	No. of Occurrence (T-units)	No. of Error	%
7. Passive Voice	85	3	3.53

For example:

1. The samples selected by simple random sampling.
2. A science process skills test composed of Measuring and Canculating, Thinking, Prediction, Interpreting Data,.....

From the examples in table 21, it is plausible that the translators did not explicitly understand that the verb to be was very necessary in the passive voice.

In sum, tables 15-21 show the illustration of errors at the sentential level found in educational measurement abstracts. Under the tables, the plausible sources of errors are presented.

In the following tables, the total types and frequency of errors at the word level in educational measurements abstracts are shown.

Table 22: Errors at the word level in educational measurements thesis abstracts

Type of Error	Frequency of Occurrence	Frequency of Errors	%
1. Modifiers			
1.1. Adjective	377	37	9.81
1.2. Adverb	86	9	10.47
2. Article	589	52	8.83
3. Preposition	802	67	8.36
4. Diction	4,12	50	1.22
5. Misspelling	5,966	22	0.37

Table 22 shows that the errors at the word level in educational measurements abstracts were modifiers which were the adjective (9.81%) and adverb (10.47%), article (8.83%), preposition (8.36%), diction (1.22%), and misspelling (0.37%).

The example of each type of error is presented in tables 22-26. Under each table, an account for each error is discussed.

Table 23: The illustration of erroneous modifiers found in educational measurements abstracts

Type of error	No. of Total Words	No. of Error	%
1. Modifiers			
1.1. Adjective	377	37	9.81
For example:			
1. The Sample Group Consisted of 900 Mathyom Suksa II students of <u>different 10</u> schools in Changwad Nonthaburi of the 2 nd semester.....			
2. The reliability between the following test were <u>statistical</u> different at .01 level.:.....			
1.2. Adverb	86	9	10.47
For example:			
1. They were found that no <u>significantly</u> of each approach.			
2. Four types of estimations were the most difficulty of item answer <u>correctly</u> ,.....			

From the examples above, it can be assumed that this type of error occurred because the translator ignored the English grammatical rules. Moreover, the translator might be confused, especially, when there were two adjectives or adverbs to modify one head noun.

Table 24: The illustration of the erroneous article found in educational measurement abstracts

Type of Error	No. of Total Words	No. of Error	%
2. Article	589	52	8.83

For example:

1. The reliability of the Likert scale with _numerical response format and _negative statement was the highest and the reliability of the Osgood scale with ___numerical response format was the lowest.
2. The purpose of this research was to compare__ standard error of estimate, relative efficiency of estimate and examinee's ability in __ Mathematics achievement test using different types of estimation.

Regarding the examples in the table, it seems that the translators did not use any article preceding the countable and definite noun because they applied Thai language's rules in translation. The article is not a marked characteristics in the Thai language. It is plausible that the translators were confused. They did not know when an article (a, an, the) was or was not used.

Table 25: The illustration of the erroneous preposition found in educational measurements abstracts

Type of Error	No. of Total Words	No. of Error	%
3. Preposition	802	67	8.36

For example:

Errors:

1. The instrument used of was the Leadership Personality Inventory.
2. The instruments for collecting the data were the Mental Abilities Tests composing 5 subtests: Verbal Comprehension, Mathematics, Spatial Relation, Reasoning, Perception, and the Learning Abilities in Physics Test.

The prepositions given in table 25 were not consistent and confusing. The translators probably did not understand the use of English prepositions and did not consult a dictionary.

Table 26: The illustration of the erroneous diction found in educational measurements abstracts

Type of Error	No. of Total Words	No. of Error	%
4. Diction	4,112	50	1.22

For example:

1. The first group (forty persons) was used to try-out the tests in order to find out the difficulty and discrimination the test.
2. The procedure of study consisted of six testings.

From the examples in table 26, it seems that literal translation was employed by the translators. It is also possible that the translator used the wrong choice of word because he/she did not check the correct meaning of the word that was used. Moreover, it is plausible that the translators chose wrong choices of words because they did not have the background knowledge concerning the educational measurements.

Table 27: The illustration of misspelling found in educational measurements abstracts

Type of Error	No. of Total Words	No. of Error	%
5. Misspelling	5,966	22	0.37

For example:

1. Sample sizes of 30, 60, 120 and 250 were examineed.
2. The students were divied into two group.

Apparently, the above examples illustrate that the misspellings were of a small number. However, the misspelling might confuse the readers they may not understand the whole text.

In short, table 22 shows the overall errors at the word level found in educational measurements abstracts. Furthermore, tables 3-27 present the illustrations of errors at the word level. The explanations to account for their plausible sources are given under the tables.

After the abstracts in the two disciplines were studied, it was found that the writing style of Thai literature and educational abstracts was different. In writing Thai

literature abstracts, the descriptive analysis was used. Therefore, there was no specific pattern in reporting the research results. However, most research in educational measurements was quantitative. The results were statistically reported.

In conclusion, the errors at the sentential level which were found in educational measurements 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 which included adjectives (9.81%) and adverbs (10.47%), articles (8.83%), prepositions (8.36%), diction (1.22%), and misspellings (0.37%).

In sum, this chapter shows types and frequency of errors at the sentential and the word level in Thai literature and educational measurements abstracts. Moreover, the illustrations of errors are presented. The plausible sources of errors are discussed under the table.

Chapter 5

Conclusion and Discussion

The study aimed at answering the following research questions:

1. What types of errors were present in English thesis abstracts of SWU graduate students?
2. What was the frequency of each type of error found in English thesis abstracts of SWU graduate students?
3. What were the plausible sources of those errors?

In this chapter, the data which have been analyzed are discussed to answer the above questions. Then, the discussion, applications as well as limitations of the study are presented respectively. Finally, the chapter concludes with suggestions for further studies.

1. What types of errors were present in English thesis abstracts of SWU graduate students?

It was found that the types of errors mostly found in Thai literature and educational measurements abstracts were as follows:

1. Subject-verb agreement

In Thai literature abstracts, not only the tense was wrongly used but also the subject did not agree with the main verb. Regarding the tense, the present tense was always used in stead of the past tense despite the fact that the past tense was

recommended in writing an abstract. Moreover, there were some t-units in which the verb did not agree with the number of the subject

With regard to educational measurements abstracts, there was no wrong tense used. However, the verb in some t-units did not agree with the number of the subject.

2. Participial phrases

In Thai literature abstracts, only the erroneous past participle was found. Most of the erroneous past participles occurred because of the wrong verb form. The past participle in most t-units was presented in the present participial form.

There were both erroneous present and past participles found in educational measurements abstracts. All of the present participial errors were presented in the infinitive verb in stead of verb+ing. Moreover, most past participial errors were in the present participial form.

3. Relative clause

In both Thai literature and educational measurements abstracts, erroneous relative clauses were found. In some t-units, the passive relative clause lacked the verb to be. Most of the wrong relative clauses was found with a wrong tense.

4. Passive voice

The passive voice was not wrongly used in Thai literature abstracts. However, in educational measurement, the wrong passive voice was applied. It had only the past participial verb without the verb to be.

5. Parallel structure

Actually, the erroneous parallelism was present in both the Thai literature and educational measurements abstracts. In most of the t-units which were found with the erroneous parallel structures, they consisted of groups of words which were not parallel.

6. Punctuation

The erroneous punctuation was found in the abstracts in both disciplines. Some t-units lacked proper punctuation marks, for example, a period, comma, apostrophe, etc. Moreover, some punctuation marks were improperly used such as the capitalization, and semicolon.

7. Fragment /run-on

Incomplete and run-on sentences were found in both Thai literature and educational measurements abstracts. More fragments were found than run-ons.

8. Modifier

In this study, the modifiers consisted of adjectives and adverbs. Regarding Thai literature abstracts, it was found that the adjective and adverb were placed in the wrong position. Moreover, the translator sometimes chose wrong words to be used as modifiers.

In educational measurements abstracts, both the adjective and adverb were incorrectly used. That is the adverb was used although there was no adjective or verb which it was supposed to modify. The adjective sometimes was used instead of the noun and adverb.

9. Article

It was found that there were erroneous articles in both disciplines. Most of the erroneous articles were caused by the lack of the definite article the.

10. Preposition

Both Thai literature and educational measurements abstracts were found with erroneous prepositions. That is the preposition was overused. For example, "The purpose of this study was to evaluate of the 1990 curriculum of bachelor degree program in social work at HuaChiew Chalermprakiet University." Sometimes, wrong prepositions were used.

11. Diction

The wrong choice of word was found in both Thai literature and educational measurements abstracts.

12. Misspelling

In both disciplines, misspellings were found.

In summary, there were 11 major types of errors found in Thai literature abstracts. Six errors -- the subject-verb agreement, participles, relative clause, parallelism, punctuation and fragments or run-ons--were at the sentential level. Five errors at the word level were the modifier, article, preposition, diction and misspelling. The same types of errors at the sentential level plus the passive voice were found in educational measurements abstracts. Errors at the word level found in educational measurements abstracts were also the same as those found in Thai literature ones.

2. What was the frequency of each type of error found in English thesis abstracts of SWU graduate students?

In Thai literature abstracts, the most frequent error at the sentential level found was the relative clause (58.82%). The other errors were the parallelism (58.33%), tense (55.45%), past participle (36.84%), fragment and run-on (20.00%), punctuation mark (18.18%), and subject-verb agreement (5.45%) respectively. Regarding errors at the word level, the adverbial error was the most frequently found (30.00%). The frequency of other errors were 13.49% of the article, 12.12% of the adjective, 9.06% of the preposition, 8.33% of the diction, and 1.12% of the misspelling respectively.

With regard to the errors in educational measurements abstracts, it was found that the most frequent error at the sentential level was the present participial phrase (50.00%). The other errors found were the relative clause (36.10%), punctuation (19.92%), past participle (12.50%), parallel structure (9.52%), fragment and run-on (6.77%), subject-verb agreement (4.38%) and tense (1.60%) respectively. The frequency of errors at the word level was 10.47 % of the adverb, 9.81% of adjective, 8.83% of article, 8.36% of preposition, 1.22% of diction, and 0.37% of misspelling respectively.

3. What were the plausible sources of those errors?

Most of the types of errors were based on the differences between English and Thai. It can be assumed that the main source of the errors was the different characteristics between English and Thai. For example, the subject-verb agreement, punctuation, preposition and article are very necessary in an English sentence; however, such characteristics in the Thai language do not exist or if they do, they are

different. Therefore, the graduate student translators might not explicitly understand under how these English structures were used. There were other errors that occurred in the abstracts although there were such structures in Thai namely the relative clause, passive voice and modifier. However, the English structures are usually more complicated than those in Thai. Thus, it can be summarized that the complication of the English rules caused difficulties for the graduate students.

Other plausible sources are speculated. First, the graduate students might not exactly know the appropriate linguistic features required in writing abstracts. For example, the past tense was recommended. However, most of the tense found was in the present tense. Second, some errors such as the boundary of the sentence, misspelling were typal errors caused by the unfamiliarity with such structure and words. As a result, the readers might not understand or misunderstand the overall text. Third, diction errors might emerge because the translators did not know the background knowledge and technical terms required in the texts.

Regarding the frequency of each type of error between Thai literature and educational measurements abstracts, errors both at the sentential and word levels in Thai literature abstracts were more frequently found than those in educational measurements abstracts. The plausible explanation may be the writing style. The Thai literature research was usually descriptive. There was no specific pattern in reporting the study. In contrast, most research in educational measurements was quantitative. It seems that there was a pattern of writing in statistic reports. Therefore, it can be summarized that another plausible source affecting the frequency of each type of error was the writing style.

In conclusion, the major plausible account for of each type of error was the typological differences between English and Thai as Thep-Ackrapong (1994) claims that the differences between the original and target languages may cause errors in the Thai basic translators' translation. Other sources of errors may be the translator did not precisely understand what linguistic features should be employed in writing abstracts, and they were careless when they translated and/ or typed their tasks. Another source affecting the frequency of error between Thai literature and educational measurements abstracts was the different style in reporting the results of the study. Certainly, the translator's background knowledge also played a role in making some errors such as diction.

Discussion

The results of the study revealed that the difficulties of Thai translators in translating Thai into English were the English grammar rules, for example, the rules concernig the subject-verb agreement, punctuation, article, preposition, etc., which are different from the Thai language. Therefore, the present study's results supported both Songjiarapanit (1985) and Ubol(1981)'s research results. Thus, it can be assumed that the problems in translating Thai into English are common in ESL/EFL learning. For ESL/EFL learners, it may be assumed that the difficulties caused by the differences between the native and target languages, are the fossilizing grammatical errors-- errors that have become ingrained language habits after prolonged usage (Selinker and Lamendella. (1980), Wasanasomsithi. (1998).

Application

1. The EFL/ESL teachers should emphasized on the problematic structures such as the relative clause, participial phrase, parallelism, etc., when they teach translation between Thai and English.

2. The teachers should assign their students to write a draft and correct the errors.

Limitations of the study

The study has the following limitations:

1. Some errors were not identified , for example, errors which occurred because the overall text was not translated, redundant words which carried one meaning, and words which did not convey any messages.

2. The organization of the abstracts was not investigated in the study.

3. The abstracts might not be translated by the graduate students, so it could not be assumed that most of those errors made by them.

4. The differences of errors in the two disciplines --Thai literature and educational measurements-- were not examined.

Suggestions for further studies

1. In this research, only errors at the sentential and word levels were analyzed; therefore, there should be a study analyzing the organization of the English abstract of the Thai graduate students against the international abstract.

2. There should be an investigation of error free t-units in English abstracts in various disciplines in order to assess the Thai graduate students' proficiency level in writing the abstract.

3. Apparently, in the research, a Thai student still had difficulties in learning translation; hence, there should be a study investigating effective strategies in learning and teaching translation.

4. There should be a study of an English thesis abstract of the graduate students from other universities in Thailand.

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APPENDIX

THE SAMPLE DATA

The sample of Thai literature thesis abstracts

1. The purpose of this research was to study and analyze the Phatthalung's version of Suwannahong in terms of its composition literary technique, and social and cultural reflections. The results of the study were presented by using the descriptive analysis techniques.

Regarding the composition, it was found that the Suwannahong was composed by the local author of Phatthalung Province namely Luangputtarachasakda. It was composed during the beginning of Ratanakosin era. The purpose was to use the Suwannahong as the lyric within the villages. The orthography of the manuscript was written without considering the use of the standard Thai language, but it was mainly based on southern dialect. Therefore, the Suwannahong was famous in southern provinces of Thailand

The theme of the Suwannahong was presented by description of events and characters, beginning with conflict and ending with comedy. It presented concepts on confusion of the people on earth, entangled with love, anger, greediness, and misunderstanding. The characters were normally introduced by the author. However, most characters were to static type. They were both realistic and surrealistic setting, portrayed by the author himself or through the eyes of the characters. Also, this literary work clearly presented southern social and cultural aspects in terms of social life, politics, government, values, belief, traditions and morale.

2. This thesis study aim is to analyze strategies inv Rachathirat which written by Chao Phaya Pra Clang (Hon)

The result of this study found out that the aim of the actors uses strategies for five reasons : strategies for the result of administration, government war, lifestyle and solving the problems. Using strategies which the writer used by making the actors bring the similar bring the similar strategies to the other persons or the enemies to fullfill the aim. The good way to use the strategies successful is to adapt to the persons, landscape and situation

The summary of using strategies appeas both success and unsuccess. This thesis is cause of using the strategies in each time which has the difference results

The sample of educational measurements thesis abstracts

1. The purposes of this study were to investigate the construct validity of Cognition - Semantic - Implications Test according to Guilford's Structure of Intellect by using Exploratory factor analysis and Confirmatory maximum likelihood factor analysis methods of Joreskog and Sorbom (Joreskog and Sorbom. 1989) , and to evaluate congeneric reliability of Feldt - Raju coefficient.

The Sample Group Consisted of 900 Mathayom Suksa III students of different 10 schools in Changwad Nonthaburi of the 2nd semester of the academic year 1996 through Multistage Random Sampling Method, by dividing into 2 groups : the first group of 500 students using Exploratory factor analysis and the second one of 400 using Confirmatory factor analysis.

From the results of 5 versions of the construct validity of Cognition - Semantic - Implications Tests : Alternate Methods, Apparatus, Pertinent Questions, Seeing Deficiencies and Seeing problems by using Exploratory factor analysis, it was found that each kind of tests could measure 1 common element which had the common weight between .548 - .713. The construct validity which was from Confirmatory maximum likelihood factor analysis methods could be found that all 5 tests had validity to measure the factors of Cognition - Semantic - Implications which had the weight of factors statistically significant ($P < .01$) and validity of congeneric reliability between .784 - .887.

2. This purpose of this reasearch was to analuze the ways of life in folk tales of the vilagers residing in Khlong Yai District, Trat Province. The data were gathered From 83 Folk tales retold by 25 resource persons.

The main research findings were summarized as follow : In the living-condition aspect it was found that the villagers' ways of life were in line with reality in family, lielihood, traditional, norm and belief aspects. In the characters aspect it was found that the tales emphasized of the roles of males as sons, husbands, and social leaders ; while females as mothers, and wives which were in line with the real condition. In the aspect of the worldviews towards human-beings it was found that human-beings had to be benevolent to one another, be good members of society and strictly observe custom and tradition. In the aspect of world views towards the nature it was found that the human-beings realized that nature could be advantageous and dis adventageous to human-beings. In the world views towards the super-nature it was found that the human-beings believed in laws cf good and bad deeds and supernaturalism, which was in line with the ways of life of villagers in Khlong Yai District, Trat Province.

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AN ANALYSIS OF ERRORS IN ENGLISH ABSTRACTS OF
SRINAKHARINWIROT UNIVERSITY GRADUATE STUDENTS

AN ABSTRACT
BY
KANNIKA NOOJAN

Presented in partial fulfillment of the requirements for the

Master of Arts degree in English

at Srinakharinwirot University

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The purpose of this thesis was to analyze errors found in English thesis abstracts of 12 Thai literature and 24 educational measurements theses at Srinakharinwirot University. The errors were analyzed at two levels: sentential and word.

The research results revealed that there were 11 major types of errors found in the Thai literature abstracts. Six errors at the sentential level were the subject-verb agreement which included the tense (55.45%) and the agreement of the verb with the number of the subject (5.45%), the relative clause (58.82%), parallelism (58.33%), past participle (36.84%), fragment and run-on (20.00%), and punctuation (18.18%) respectively. Five errors at the word level were the modifier which consisted of the adverb (30.00%) and adjective (12.12%), the article (13.49%), preposition (9.06%), diction (8.33%), and misspelling (1.12%) respectively. In the educational measurements abstracts, there were seven types of errors at the sentential level, namely the relative clause (36.10%), punctuation (19.92%), past participial phrase (12.50%), parallel structure (9.52%), fragment and run-on (6.77%) and subject-verb agreement which included the agreement of the verb with the number of the subject (4.38%) and tense (1.60%) respectively. The errors at the word level were the modifier including the adverb (10.47%) and adjective (9.81%), the article (8.83%), preposition (8.36%), diction (1.22%) and misspelling (0.37%) respectively.

The major plausible source of the errors was the different characteristics between English and Thai. Moreover, the translators were not aware of the proper linguistic features, technical terms, and writing style required in writing abstracts concerning both disciplines.

การวิเคราะห์ข้อบกพร่องจากบทคัดย่อภาษาอังกฤษในปฏิญานิพนธ์ของนิสิตระดับปริญญาโท
มหาวิทยาลัยศรีนครินทรวิโรฒ

บทคัดย่อ
ของ
กรณีการ หนูจัน

เสนอต่อมหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต วิชาเอกภาษาอังกฤษ
มีนาคม 2542

ปริญญานิพนธ์ฉบับนี้มีจุดมุ่งหมายเพื่อวิเคราะห์ข้อบกพร่องจากบทคัดย่อภาษาอังกฤษของ
นิติตปริญาโท มหาวิทยาลัยศรีนครินทรวิโรฒ โดย ศึกษาจากบทคัดย่อของงานวิจัยที่ศึกษา
ด้านวรรณคดีไทย 12 ฉบับ และด้านการวัดผลการศึกษา 24 ฉบับ ที่เขียนในระหว่างปี 2537 ถึง
2540

จากการศึกษาพบว่าบทคัดย่อด้านวรรณคดีไทยมีข้อบกพร่องในระดับประโยค 6 ชนิดดังนี้
1. ความสัมพันธ์ของประธานและกริยา ซึ่งรวมถึงความสอดคล้องของกริยากับพจน์ของประธาน
(5.45%) และ กาลของกริยา (55.45%) 2. วิเศษณานุกรม (58.82%) 3. Parallelism (58.33%) 4.
กริยาวลี (past participle) (36.84%) 5. ประโยคที่ยังไม่สมบูรณ์ (20.00%) 6. การใช้เครื่องหมายวรรค
ตอน (18.18%) ในระดับคำมี 5 ชนิด คือ 1. คำขยาย ประกอบด้วย คำคุณศัพท์ (12.12%) และคำ
วิเศษณ์ (30.00%) 2. คำนำหน้านาม (13.49%) 3. คำบุพบท (9.06%) 4. การเลือกใช้คำ (8.33%) 5.
การสะกดคำผิด (1.12%)

สำหรับบทคัดย่อด้านการวัดผลการศึกษาพบว่า มีข้อบกพร่องในระดับประโยคดังนี้ 1. กริยา
วลี ประกอบด้วย present participle (50.00%) และ past participle (12.50%) 2. วิเศษณานุกรม
(36.10%) 3. การใช้เครื่องหมายวรรคตอน (19.92%) 4. parallelism (9.52%) 5. ประโยคที่ยังไม่
สมบูรณ์และยาวเกินไป (20.00%) 6. ความสัมพันธ์ของประธานและกริยา ซึ่งรวมถึงความสอ
คล้องของกริยากับพจน์ของประธาน (4.38%) และ กาลของกริยา (1.06%)
7. กรรมวาจก (3.53%) ในระดับคำประกอบด้วย 1. คำขยาย ประกอบด้วย คำคุณศัพท์ (9.81%) และ
คำวิเศษณ์ (10.47%) 2. คำนำหน้านาม (8.83%) 3. คำบุพบท (8.36%) 4. การเลือกใช้คำ (1.22%) 5.
การสะกดคำผิด (0.37%)

สาเหตุหลักที่พอจะคาดเดาได้ของข้อบกพร่องคือ โครงสร้างที่แตกต่างกันระหว่างภาษา
อังกฤษกับภาษาไทย ผู้แปลไม่รู้แน่ชัดว่าควรใช้โครงสร้างภาษาอังกฤษแบบไหนในการเขียนบทค
ย่อ และผู้แปลก็อาจไม่คุ้นเคยกับคำที่ใช้ในบทคัดย่อหรือไม่ก็ไม่มีความรู้พื้นฐานในเรื่องที่แปล ทั้งนี้
รูปแบบการเขียนก็น่าจะมีผลต่อความถี่ของข้อบกพร่องที่เกิดขึ้น