GRAMMATICAL ERRORS IN ENGLISH ESSAYS

WRITTEN BY THAI EFL UNDERGRADUATE

STUDENTS

Sirilak Khumphee

A Thesis Submitted in Partial Fulfillment of the Requirements for

the Degree of Master of Arts in English Language Studies

Suranaree University of Technology

Academic Year 2015

ข้อผิดพลาดทางไวยากรณ์ในเรียงความภาษาอังกฤษของนักศึกษาไทยระดับปริญญาตรีที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

นางสาวศิริลักษณ์ คำภีร์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษศึกษา
มหาวิทยาลัยเทคโนโลยีสุรนารี
ปีการศึกษา 2558

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

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ระดับปริญญาตรีที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ (GRAMMATICAL
ERRORS IN ENGLISH ESSAYS WRITTEN BY THAI EFL
UNDERGRADUATE STUDENTS) อาจารย์ที่ปรึกษา : อาจารย์ ดร.บุษกร ยอดคำลือ,
178 หน้า

วัตถุประสงค์ของงานวิจัยนี้ คือ เพื่อตรวจสอบชนิดของข้อผิดพลาดทางไวยากรณ์และ
ปริมาณความถี่ในการปรากฏข้อผิดพลาดในการเขียนเรียงความภาษาอังกฤษ ที่เขียนโดยนักศึกษา
ชั้นปีที่ 2 สาขาวิชาภาษาอังกฤษ ของมหาวิทยาลัยราชภัฏนครราชสีมา (NRRU) นอกจากนี้ งานวิจัย
นี้ยังมีวัตถุประสงค์เพื่อตรวจสอบว่า มีข้อผิดพลาดใดบ้างที่ได้รับอิทธิพลมาจากภาษาแม่ของ
นักศึกษาเหล่านี้

ผู้เข้าร่วมงานวิจัยนี้ ประกอบด้วย นักศึกษาไทยชั้นปีที่ 2 สาขาวิชาภาษาอังกฤษ ของ
มหาวิทยาลัยราชภัฏนครราชสีมา จำนวน 83 คน ข้อมูลที่ใช้ในงานวิจัยนี้ได้รับการรวบรวมมาจาก
การเขียนเรียงความเชิงบรรยายภาษาอังกฤษ ซึ่งเขียนโดยนักศึกษาที่เข้าร่วมวิจัย จำนวน 83 ฉบับ
จากนั้น ข้อมูลดังกล่าวได้ถูกนำมาจำแนกออกเป็นชนิดต่างๆตามโครงร่างการวิเคราะห์การศึกษาที่
ได้รับการประยุกต์มาจากอนุกรมวิธานข้อผิดพลาดของนางาม (2005) และ สารบัญข้อผิดพลาดของ
ริชาร์ดส (1971) โดยโครงร่างประยุกต์นี้ประด้วยข้อผิดพลาดทางไวยากรณ์ จำนวน 26 ชนิด
จากนั้น ข้อผิดพลาดทั้งหมดที่พบจะถูกนำมาวิเคราะห์เพื่อหาปริมาณความถี่และเปอร์เซ็นการ
ปรากฏข้อผิดพลาดในแต่ละชนิด

ผลการศึกษาพบว่า ภายในข้อผิดพลาดทั้ง 26 ชนิดนี้ มีข้อผิดพลาดที่ปรากฏในเรียงความ
ภาษาอังกฤษของผู้เข้าร่วมงานวิจัยนี้มากที่สุด 5 ชนิด ได้แก่ 1) ข้อผิดพลาดในการใช้เครื่องหมาย
วรรคตอน (17.15%) 2) การใช้คำนาม (15.81%) 3) การใช้คำบุพบท (11.75%) 4) การใช้คำกริยา
(8.23%) และ 5) การใช้คำนำหน้าคำนาม (5.95%) ตามลำดับ นอกจากนี้ ยังพบว่า มีข้อผิดพลาดที่
ได้รับผลกระทบมาจากภาษาที่หนึ่งของผู้เข้าร่วมงานวิจัยนี้ จำนวน 13 ชนิด โดยข้อผิดพลาดที่
ได้รับผลกระทบมากที่สุด 5 ชนิดแรก ได้แก่ 1) ข้อผิดพลาดในการใช้รูปแบบของคำนามพหูพจน์
(11.88%) 2) การละเครื่องหมายวรรคตอน (4.09%) 3) การเขียนประโยคความซ้อน (2.95%) 4) การ
ละส่วนประกอบต่างๆของประโยค (2.49%) และ 5) การเขียนประโยคที่ไม่สมบูรณ์ (1.95%)
ตามลำดับ

สาขาวิชาภาษาต่างประเทศ   ลายมือชื่อนักศึกษา_____

ปีการศึกษา 2558   ลายมือชื่ออาจารย์ที่ปรึกษา_____

SIRILAK KHUMPHEE : GRAMMATICAL ERRORS IN ENGLISH
ESSAYS WRITTEN BY THAI EFL UNDERGRADUATE STUDENTS .
THESIS ADVISOR : BUTSAKORN YODKUMLUE, Ph.D., 178 PP.

GRAMMATICAL ERRORS/INTERLINGUAL ERRORS/ERROR ANALYSIS/
SECOND LANGUAGE WRITING

The purpose of this study was to investigate the types of grammatical errors
and their frequency of occurrence in English essay writing produced by second-year
English-major students of Nakhon Ratchasima Rajabhat University (NRRU). In
addition, this study aimed to examine the effects of L1 interference on grammatical
errors found, in particular, to find out whether there are any errors influenced by the
students' mother tongue.

The research participants were 83 second-year Thai undergraduate students
majoring in English at NRRU. The data were collected from 83 English descriptive
essays written by the participants of the study. The data were categorized into types
based on the study analysis framework adapted from Na-ngam's (2005) error
taxonomy and Richards' (1971) error categories, and the adapted framework
consisted of 26 types of grammatical errors. The overall errors were, then, analyzed to
find the frequency and percentages in each type of them.

The results of the study indicated that of all 26 types of grammatical errors,
the five most common types of them occurred in the students' English essay writing
were: errors in the use of 1) punctuation (17.15%), 2) nouns (15.81%), 3) prepositions
(11.75%), 4) verbs (8.23%), and 5) articles (5.95%) respectively. In addition, 13 types

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of interlingual errors were found, and the five most frequent types were: errors in the use of 1) plural forms of nouns (11.88%), 2) omission of punctuation (4.09%), 3) wrong structure of complex sentences (2.95%), 4) omission of some parts of a sentence (2.49%), and 5) fragment (1.95%) respectively.

School of foreign Languages   Student's Signature_____

Academic Year 2015   Advisor's Signature_____

ACKNOWLEDGEMENTS

Ms. Khanistha Khumphee, who have always given me pure love, believed in me and understood me. I am so thankful for their warm and kind encouragement and support to all the things I have done throughout my life time.

Sirilak Khumphee

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CHAPTER 1

INTRODUCTION

This chapter gives a brief introduction to the present study which aims to investigate grammatical errors in English essay writing produced by second-year English-major students; and to examine whether those errors are caused by the students' L1 interference. It consists of the research background and the statement of the problems. The objectives of the study and the research questions are also presented. This chapter, moreover, provides the significance of the study, the scope and limitations of the study, and the definitions of important terms related to the study. Finally, it ends with the summary of this chapter.

1.1 Background of the Study

Research in the field of English as a second language writing (SLW) during the past decade has sought to identify various aspects of ESL writing problems (Maros, Hua, and Salehuddin, 2007; Boonpatanaporn, 2008; Bootchuy, 2008). For example, Maros et al. (2007) examined English essay writing with the analysis of interference effect among rural Malay secondary school students in Malaysia and found that the students mostly had difficulties in using correct grammar in their writing. Later, Boonpatanaporn (2008) investigated English essay writing strategies and difficulties as perceived by English major students at University of the Thai Chamber of Commerce and found that the students had difficulties in organizing

essays, and in writing accurately. In addition, Bootchuy's (2008) study found that Hong Kong University students had problems in L2 writing particularly in conveying their ideas appropriately and in writing accurately and smoothly.

According to Brown (1980), "the principal barrier to second language acquisition (SLA) is the interference of the first language (L1) system and the second language (L2) system…" (p. 148). Darus (2009) also claims that L1 influences L2 writers in their process of writing in L2. That is, L2 writers always make use of their L1 when composing the L2, which leads to errors in their writing. Moreover, Na-ngam (2005) analyzes English writing assignments produced by Prince Songkla University students focusing on grammatical errors and the findings indicated that the possible major cause of errors in students' written products was the interference of students' mother tongue. Recently, Farooq, Ul-Hassan, and Wahid (2012) examine writing difficulties in L2 writing and found that the major cause of students' difficulties in writing English was L1 interference.

In the context of second language learning in Thailand, Thai students' errors on English writing are also caused by L1 interference (Junpui, 2007). According to Pengpanich (2002), the interference of Thai language in Thai students' English writing occurs in three features: grammatical structures, vocabulary items and discourse. In terms of the grammatical structures, there is no tense in Thai language, so Thai students often make errors on English tenses when they write in English. For example, the students write "She *go* to Bangkok last month" instead of "She *went* to Bangkok last month". Moreover, Thai students often omit articles when they speak or write in English. For example, they write "The J.B. hotel is comfortable and beautiful hotel in Hat Yai" instead of "The J.B. hotel is *the* comfortable and beautiful hotel in

Hat Yai". As for the vocabulary use, Thai and English have different uses of words, so this may have some effects on Thai students' written English. For example, Thai students usually write "The price is *cheap*" instead of "The price is *low*". This is because Thai people use the word 'cheap' rather than 'low' when dealing with price.

Errors are inevitable in second language learning. However, learners' errors should be identified, categorized, and analyzed in order to investigate the causes of errors and to find out the ways to reduce errors (Pongsiriwet, 2001). Therefore, there is a very useful tool to discover what types of errors frequently occur and why the learners make those errors which is called error analysis (EA). It focuses on a comparison between errors made in the target language (TL) and within that TL itself (Darus, 2009).

In conclusion, research on errors in L2 writing enables L2 learners to better understand their problems and produce better written texts (Darus, 2009). Many research studies on L2 writing show that one of the most important problems in L2 writing is grammatical errors (Na-ngam, 2005; Maros et al., 2007; and Boonpattanaporn, 2008). However, one of the biggest influences which cause L2 writers to produce errors is L1 interference (Junpui, 2007; Farooq et al., 2012). The examination of the effects of L1 interference on second language writing can provide some pedagogical implications on second language learning and teaching in ESL/EFL context (Corder, 1967). Therefore, it is worth investigating errors in L2 writing with a focus on the interplay of grammatical errors and L1 interference.

1.2 Statement of the Problems

In Thailand, English has been taught as a foreign language both in schools and universities, but Thai students still mostly have problems in English writing (Arakkitsakul, 2008). Much of the research on L2 writing has indicated that grammatical errors are the major cause of Thai students' writing (Pongpairoj, 2002; Tawilapakul, 2002; Na-ngam, 2005). For example, the study of Pongpairoj (2002), which analyzed errors in English writing by Thai undergraduates in terms of syntactic errors, morphological errors, and errors in word usage, indicated that errors which frequently found in the students' writing were the syntactic errors since the grammatical structures of Thai and English did not correlate.

Likewise, the researcher, as a former part-time English lecturer with over 2-year experiences at Nakhon Ratchasima Rajabhat University (NRRU) had noticed and found that most of NRRU students usually had problems in learning English especially when they wrote in English. The students always made errors on grammatical structures. For example, they used present simple tense instead of past tense when describing their past experience. They wrote "I *meet* my girlfriend in June last year" instead of "I *met* my girlfriend in June last year". Moreover, they did not put an auxiliary verb to make a negative sentence. They wrote "We not often meet" instead of "We don't often meet". Although they were English major students who had already completed the fundamental courses in reading, writing, and English grammar, they still had a lot of difficulties and made many grammatical errors in their English writing. This leads the researcher to become interested in examining the types of grammatical errors made by NRRU students, and whether such errors are influenced by L1 interference. The second-year English major students at NRRU were

drawn to be subjects of the study. The reasons why these students were selected were that 1) their major of study was English; 2) they were second-year students, and they had already taken two courses of English Grammar and structures, two courses of English for communication, and a paragraph writing course; and 3) they were taking an academic writing course at that time. For these reasons, it is interesting to find out if they still make some grammatical errors when writing in English, and in what ways they make those errors and why they make them. The results of the current study, therefore, can provide deep understanding on students' errors and the pedagogical implications for improving their L2 writing.

1.3 Objectives of the Study

As the problems stated in the previous section, the current study was conducted regarding to these following purposes:

1) To investigate the types of grammatical errors and their frequency of occurrence in English essay writing produced by second-year English-major students of NRRU, in order that the problems of their writing could be identified.

2) To examine the causes of errors and to find out whether there are any errors influenced by their L1 interference.

3) To provide some essential pedagogical implications for second language learning and teaching.

1.4 Research Questions

Based on the background of the study, the statement of the problems and the objectives of the study, this study investigated the following research questions:

1. What are the common features and degrees of grammatical errors in English essay writing produced by NRRU English major students?

2. Are there any certain types of errors caused by L1 interference in students' writing? If so, to what extent?

1.5 Significance of the Study

This study was designed to contribute to the research on second language writing, focusing primarily on the types of grammatical errors and their L1 interference. Therefore, the study contributed to a more understanding of the types of grammatical errors produced by Thai students in their English writing. In addition, as the study focused on the grammatical errors in students' writing and in relation to the L1 interference, it was expected that the findings would provide the pedagogical implications for second language instruction, particularly in teaching English writing in foreign language classrooms. Thus, the significance of the current study was specified and described as follows:

The research findings would help Thai English teachers, especially those English teachers of NRRU, to develop effective teaching methods and activities to improve the students' writing. Hopefully, the findings would be able to raise the teachers' awareness on common students' errors in their L2 writing, so that they could find appropriate approaches to improve their writing. Furthermore, teachers could apply the implication from the study to solve the students' English writing problems.

In addition, since the study provided the insights into some of the difficulties that Thai students often have in writing English, it would be able to raise students' awareness and provided a better understanding of L1 interference and types of errors

in their writing. Hence, this would help the students to be more careful when writing in English. Moreover, it would enable the students to avoid making errors and be able to write accurately.

The current study, finally, gave the conceptual basis of error analysis and L1 interference to the researchers on second language writing. Therefore, the researchers on L2 writing could use the current study as a model for their further studies to see whether there were similar findings.

1.6 Scope and Limitations of the Study

The current study focused on investigating grammatical errors caused by L1 interference in students' English essay writing. The students, as the subjects of the study, were drawn from the second-year English major students at NRRU. They were assigned to write an English descriptive essay on a topic provided by the researcher. Then, their writings were analyzed to find out whether there were any grammatical errors occur and whether those errors were caused by L1 interference. However, the study had some limitations listed as follows:

The first limitation was related to the generalization of the findings. As the subjects were drawn from only one university in Nakhon Ratchasima, Thailand; thus, the results of the study could be generalized only to this group but not to the entire population of all Thai learners.

Another limitation involved the size and the scope of data collection of the study. As the subjects used in the present study were 83 second-year English-major students of NRRU, thus, the findings of the study probably could not be generalized to non-English major students. Moreover, the present study examined the types of

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errors on written texts. Therefore, the findings of this study would not be the same as those found in studies on spontaneous speech.

The final limitation was the limited form of the study which centered on grammatical errors and its relation only to L1 interference in L2 writing. In fact, L1 interference does not cause errors in writing only on grammatical structures, but it also causes errors on vocabulary items and discourse. To examine more effects of L1 interference in writing on these three features, therefore, the researchers on second language writing could further conduct the similar studies to provide larger fruitful findings for second language learning and teaching.

1.7 Definitions of Terms

There were some important terms related to the current study which could be defined as follows:

1. **Contrastive Analysis** refers to the study on the similarities and differences of linguistic systems between two languages – the first language (L1) and the target language (TL). Namely, it particularly compares grammatical structures and sounds of the two languages, in order to discover the drawbacks and their solutions in second language learning and teaching. According to Beebe (1988) and Spolsky (1989), the similarities of the two languages can streamline the process in learning the target language. In contrast, the differences between the two languages can cause some problems and evoke difficulties in the process of second language learning.

2. **Developmental errors** refer to errors which are produced during the learning process of the target language (TL) at a stage that the learners try to build up hypothesis about TL with their limited knowledge. For example, the developmental errors are errors in the wrong insertion of the –ed morpheme for regular past verbs (*She teached us last year*); and errors in the wrong structure of indirect question (*Could you tell me what time is it?*).

3. **Errors** refer to all type of grammatical errors made by the subjects of the present study which are found in 83 writing pieces of their English writing assignments. The errors in the present study can be errors which identified following the analysis framework of the present study (See Appendix K). For example, if the student used the infinitive instead of gerund after the preposition 'for' (e.g., "I need some eggs for make cake" instead of "I need some eggs for making cake"), so that he made an error. Therefore, this error can be categorized as a misuse of infinitives for gerunds.

4. **Error analysis (EA)** refers to the type of linguistic study that focuses on errors that learners make. In the present study, EA is used as a tool to identify, categorize, and analyze errors which occur in 83 writing pieces of the subjects' English writing assignments to find out certain types of errors that the students frequently make.

5. **Grammatical errors** refer to errors on the language structures that the learners make in writing in L2. According to James (1998), there are two types of grammatical errors: morphology errors and syntax errors. For

example, if the learner wrote a sentence to describe past action by using the regular past forms of the verb instead of the irregular one, and then he made a morphological error, such as "He *putted* a plate on the table" instead of "He *put* a plate on the table". Moreover, if the learner used the simple past tense form of the verb in a context which called for the base form of the verb, he then committed a syntactic error, such as "They *learned* English every day" instead of "They *learn* English every day". However, the sub-types of those two main types will be identified and explained in the part of theoretical frameworks in Chapter Two.

6. **Interlingual errors** refer to errors which influenced by the learners' first language during the process in learning the target language. Namely, the learners try to formulate the hypothesis in learning the target language as they learn their first language. For example, the interlingual errors are errors in the omission of plural markers (*I have two sister*); and errors in the misuse of present tenses for past tenses (*We go to Spain for vacation last summer*).

7. **Intralingual errors** refer to errors which are created by second language learning without any references to their mother tongue. This kind of errors reflects general characteristics of the rule learning in the target language such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules are applied. Namely, second language outcomes produced by second language learners are non-existent in the second language but resulted from misapplication of language rules. For example, the intralingual errors

are errors in the overgeneralization of rules (*There are fifty <u>mans</u> and forty <u>womans</u> in this hall*); and errors in the ignorance of rule restrictions (*The man whom I saw <u>him</u> yesterday is our new teacher*).

8. **L1 interference** refers to the influence of the first language in the process of learning the target language. In the current study, L1 interference represents to the effects of Thai language interfere within the process of writing English of the subjects. As stated by Bennui (2008), L1 interference in written English by Thai and other ESL/EFL students are divided into three categories: L1 lexical, syntactic and discourse interference. For example, Thai language does not need any verbs when dealing with feeling words such as happy, hungry, and tired, but it is necessary to use these words with the verb to be in English. As the result, when Thai students describe feeling, they often omitted the verb to be (e.g., "She happy" instead of "She is happy"). Therefore, this error is caused by syntactic interference.

9. **L1 transfer** refers to the influence affecting from the similarities and differences between the first language and other languages. Transfer can be the positive transfer and negative transfer. Positive transfer occurs in which L1 supports the acquisition of L2. For example, Thai and English share the same structure of sentences, "subject + verb + object". So, when Thai students write in a simple sentence of English, they transfer the form (e.g., "I eat pizza" or "They play football"). In contrary, negative transfer occurs in which the influence of L1 imposes a difficulty in the acquisition and, even worse, the misuse of L2 (Odlin, 1989). For example, unlike

English, Thai language does not have the plural form of noun. So, when Thai students write nouns in a sentence, they often write in the singular form (e.g., "I have two pen" instead of "I have two pens"). More explanations of L1 transfer will be also presented in the next chapter.

10. **Students** refer to 83 second-year English-major students of Nakhon Ratchasima Rajabhat University (NRRU) who are taking an Academic Writing course in the second semester of the academic year 2013 and are selected to use as the subjects of the current study.

Therefore, accurate L2 writing is very crucial for language learners. Since writing is one of the important ways in communication, the learners should be aware of the correct language structures while writing. Namely, they have to write accurately in order to transfer the correct meanings of messages in their writing. However, language learners still face the difficulties in L2 writing. Therefore, the current study aimed to investigate grammatical errors on the students' essay writing in Thai EFL context. It was hoped that the results of this study would be useful to English teachers and learners at NRRU and at some of other educational places in Thailand if possible.

1.8 Summary

This chapter provided a brief introduction of the present study. First, it started with the background of the study. The statement of the problems, the objectives of the study, the research questions, the significance and the limitations of the study were also presented respectively. Then, it gave some brief explanations of the important terms related to the present study. Finally, it ended with the summary of this chapter.

In the next chapter, the theoretical framework consisting of the contrastive analysis (CA), the error analysis (EA), and the analysis of interlanguage (IL) including the review of related literatures on L1 interference and grammatical errors will be described.

CHAPTER 2

RELATED LITERATURE REVIEW

This chapter mainly presents the literature review and related research studies on error analysis, grammatical errors, L1 interference, and second language writing. It consists of four sections: 1) the review of related approaches to grammatical errors and L1 interference in second language writing – contrastive analysis (CA), error analysis (EA), and analysis of interlanguage (IL); 2) the definitions of errors and other issues related to errors – errors and mistakes, causes of errors, types of errors, and significance of errors in language learning; 3) the brief overview of second language writing; and 4) the related research studies to error analysis in second language writing.

2.1 Theoretical Framework

In this study, three approaches, relating to grammatical errors and L1 interference are described respectively: contrastive analysis (CA), error analysis (EA), and analysis of interlanguae (IL).

2.1.1 Contrastive Analysis (CA)

Contrastive analysis (CA) was founded by Charles Fries in 1945 and developed by Robert Lado in 1957. It was considered to be "a competence model" for studying the influence of L2 learners' first language on learning the target language (Bootchuy, 2008). Based on the contrastive analysis hypothesis, the similarities of the

two languages can facilitate the learning process of the target language. In contrast, if the two languages are different, they can cause some problems and reflect difficulties in second language learning processes (Beebe, 1988; and Spolsky, 1989).

According to Richards and Schimidt (2002), contrastive analysis (CA) refers to the comparison of linguistic systems between two languages – the first language (L1) and the target language (TL). In other words, it compares the two languages especially on their grammatical structures and sounds, in order to find the problems and solutions in second language instruction. In addition, CA is based on these following premises: 1) interference from the first language or language transfer is the main difficulty in learning a new language; 2) such difficulty can be identified by contrastive analysis; and 3) Contrastive analysis can be used as a tool for creating instruction materials to eliminate the interference effects. With regards to this theory, therefore, Ellis (1997) proposes that the learners had necessarily been taught to see the differences between L1 and L2 in order to enable them to predict errors which were influenced by the differences of two languages when producing L2.

In the 1970s, however, the creditability of CA came into question, since many studies have proved that L2 errors did not come from only L1 interference and the findings were not like the prediction from using CA (Ellis, 1997). Odlin (1989) claims that the weak point of CA is its theory that not always practical by its definition. Namely, the difficulties in learning a second language do not always result from the differences of the two languages, but sometimes the similarities of those two languages can cause more difficulties in learning a second language than the differences do (Beebe, 1988).

Despite its weaknesses, contrastive analysis is still useful to explain why such specific errors appear (Oldin, 1989). At the beginning of the 1970s, therefore, another theory, extending from contrastive analysis which helps to identify the sources of errors called "error analysis", was launched (Reid, 1993).

2.1.2 Error Analysis (EA)

Error Analysis (EA) was introduced and established in the 1970s by Corder, the "father" of EA, in an article entitled "The Significance of Learner Errors". Since then, EA has become a recognized part of applied linguistics (Ellis, 1997). According to Ekmekci (1984:262; cited in Hahn, 1987), error analysis is the study to examine the actual errors of the learners which produced in the process of learning the target language. Similarly, Brown (2000) also defines error analysis as the study of learner errors, which produced during the process of language learning, to reveal how the target language system operates within the learner.

2.1.2.1 Steps in Error Analysis

Ellis (1997) divides the process of EA into 4 steps: 1) identification, 2) description, 3) explanation, and 4) evaluation. The first step of error analysis is to identify and recognize errors by comparing the language structures the learners produce with the correct structures of the target language. If the structures are incorrect, they are marked as errors. The second step is to describe and classify all errors into types such as grammatical errors, phonological errors, lexical errors, and morphological errors and to count the frequency of occurrence for each type of errors. The third step of EA is to explain why errors occur, or to describe the sources of errors. This step is considered to be the difficult task in EA since there are varying sources of errors. Finally, the last step of EA is to define errors. Some errors can be

considered more serious than others because they are likely to hinder the comprehensibility in communication. For example, global errors which occur in the use of the overall structure of the sentence can bring more difficulties and lead to misunderstanding of the sentence than local errors which affect the single element of the sentence do. Hence, global errors seem to need more attention and treatment than local errors (Srichai, 2002).

According to the 4 steps of EA above, the identification and the description are the significant steps in EA. Na-ngam (2005) claims that without these two steps, errors cannot be categorized and causes of errors can be difficult to explain. However, she also states that explanation and evaluation are also valuable steps; they can help learners become more aware of their problems in producing the pieces of writing and speech in a second language, and they can help language teachers improve the teaching methods and materials to facilitate more effective language learning for their students.

2.1.2.2 Error Analysis Frameworks

In the step of error identification, error analysis frameworks play an important role in it. The frameworks were mostly formulated differently by the researchers or even adapted/adopted from the frameworks used in the previous related studies according to the purposes of the studies. The frameworks were used as models identifying errors, so that the researchers of L2 studies could follow the models and identify the errors more easily. In this section, some of error analysis frameworks will be reviewed by giving the descriptions and the explanations of what types of errors were gathered in each framework and how those frameworks were employed.

(1) Hendrickson's (1981) Global/Local Error Taxonomy

Hendrickson (1981) proposed an error taxonomy that provides a clear and straightforward method for categorizing errors. Of the available taxonomies, it seems the most suitable for syntactic parsing, in spite of the fact that this taxonomy is intended for use in the evaluation of students' oral production of language. According to this taxonomy, types of global and local errors found in students' compositions were classified into four categories that are lexicon, syntax, morphology, and orthography. All types of errors in these categories were based on misuse, omission or misspelling of forms and structures of English lexicon, syntax, and morphology. The orthographic categories included misspellings of lexical, syntactic, and morphological features. However, this taxonomy was extended by many second language researchers in a past decade such as Srichai (2002) and Juozulynas (2012). According to Srichai (2002), she studied the types and frequency of global and local errors in students' written works and she adapted Hendrickson's (1981) global/local taxonomy to use as her study's analysis framework. The description of Srichai's (2002) framework will next be presented.

(2) Srichai's (2002) Global/Local Error Taxonomy

This taxonomy was adapted from Hendrickson's (1981) taxonomy. In Hendrickson's taxonomy, errors were classified into 4 categories, i.e. lexicon, syntax, morphology, and orthography. However, it was found in Srichai's (2002) pilot study that there were some types of errors overlapped among those 4 categories. That is, errors of misspelling of forms and structures in lexicon, syntax, and morphology categories were overlapped with those in orthographic categories. Therefore, Srichai has adapted this taxonomy in order to avoid this overlap.

In Srichai's (2002) study, errors were first identified and evaluated as a global or local error. Then they were classified according to the adapted taxonomy which consists of 4 categories: lexicon, syntax, morphology, and orthography. The lexicon category includes the misuse, omission, or insertion of any free morpheme of nouns, verbs, adjectives, or adverbs. The syntactic category consists of misused, omitted, and inserted articles, demonstrative and possessive adjectives, pronouns, modals, quantifiers, prepositions, conjunctions, sentence connectors, subordinators, question words, and word order. The morphological category comprises the misuse, omission, or insertion of a bound morpheme. The orthographic category includes misspelling of bound and unbound morphemes and capitalization.

(3) Na-ngam's (2005) Error Analysis Framework

Na-ngam's (2005) framework was refined from Srichai's (2002) error taxonomy and also developed on the basis of her teaching experience in marking written assignments and the findings of grammatical errors reported in previous studies. The framework included useful sub-types of misuse, omission, wrong form and unnecessary insertion of English structures. Then all the four sub-types were added to 16 main categories. Moreover, Swan's (1984) taxonomy was employed for the conclusion of sub-types of spelling in this framework. They were misspelling concerning grammatical rules, e.g. doubling final consonants, the suffix – ful and words ending in **y** or **f**, and other problems that could not be classified were placed into the other sub-type. Therefore, this framework consists of 21 grammatical types; that are incomplete sentences, word order, there-be, tenses, voice, agreement, infinitives and gerunds, nouns, verbs, adverbs,

adjectives, pronouns, modal/auxiliary, possessive ('s), conjunctions, prepositions, articles, punctuation, capitalization, and spelling.

However, it was later found that the refined framework still could not adequately accommodate the errors frequently occurred in the written work. Thus, there were 4 types of modified errors added to the framework to cover all grammatical problems that are comparison, infinitives and gerunds, past tenses and spelling, and parts of speech of nouns, verbs, adverbs, and adjectives. Therefore, all the modifications described before covered 23 types of grammatical categories.

(4) Richard's (1971) Error Taxonomy

Richards (1971) divides errors into three main categories which are interlanguage errors, intralingual errors and developmental errors. Interlanguage errors refer to errors which are caused by the interference of the learner's mother tongue. Intralingual errors refer to errors which reflect the general characteristics of rule learning. It can be subdivided into three types which are over-generalization, ignorance of rule restrictions, and incomplete application of rules. Developmental errors refer to errors which appear because the learners try to build up hypotheses about the English language from his or her limited experiences of it in the classroom or textbook. This refers to false concepts hypothesized which means the learner misunderstands about certain rules of structures in the target language.

This taxonomy was employed by one of the second language studies in Thai context that is the study of Bootchuy (2008). Bootchuy examined different types of errors in terms of ill-form sentences in Thai graduate students' academic English writing. It found that there were 8 types of interlanguage errors occurred in this study, i.e. incomplete sentences, omission, serial verb construction,

word order, compound /complex sentences, "there" structure, run-ons, and word-by-word translation.

Those are the review of some analysis frameworks dealing with errors in the context of second language learning. However, two frameworks mentioned above were adapted and employed to analyze grammatical errors which were found in students' writing in the current study. The two selected frameworks were Na-ngam's (2005) error analysis framework and Richard's (1971) error taxonomy. These frameworks were selected because of these following reasons:

Na-ngam's error analysis framework was chosen because it consists of 23 types of grammatical errors and it used to be employed to investigate errors in English writing produced by Thai learners. Therefore, it hopefully could cover all possible errors which might be occurred in Thai students' writing. Nevertheless, the current study also needed a framework to deal with errors caused by L1 interference. Therefore, Richard's error taxonomy was chosen for this reason. Although this category was formulated by a non-Thai native speaker, it was also employed in one of the error studies in Thai context. The detail of the current study's framework, thus, will be discussed in chapter 3.

2.1.2.3 Significance of Error Analysis

Error Analysis has provided some advantages to both language teachers and language learners including SLA researchers. According to Weireesh (1991), EA is a valuable aid to identify and to explain errors of language learners, and EA also serves as a reliable feedback to the remedial teaching method design to correct those errors. Similarly, Richards, Platt, and Platt (1993) state that error analysis can be used to identify learners' strategies in learning a language, learners' errors, and causes of errors, and to get

information about common difficulties in language learning. Such information can be used as an aid to the instruction or in the preparation of teaching materials.

In the early of 21st century, Sercombe (2000: cited in Darus, 2009) explains that EA serves three major purposes: 1) to find out the level of language proficiency of the learner, 2) to obtain information about common difficulties in language learning, and 3) to examine how people learn a language. Moreover, Srichai (2002) states that EA also gives an advantage to the language pedagogical use; it enables teachers to diagnose specific linguistic features of the target language in the learners' speech or writing which learners have not mastered yet.

2.1.2.4 Disadvantages of Error Analysis

Although error analysis provides many advantages to both second language learning and teaching, error analysis has turned to be problematic in its methodologies for various reasons (Lennon, 1991). First, there are problems of identification of errors. Especially, the distinction between "errors" and "mistakes" is considered highly problematic since the correct and incorrect linguistic structures of the target language often occur side by side.

Second, the classification of errors is also seen to be a tough stage. In fact, to classify errors into types is not always difficult, but to count errors seems to be more problematic when various errors occur in a close approximate number or one error occurs within an already erroneous element.

Third, there are difficulties behind the stage of error explanation. In practice, it seems to be not easy to decide what the cause of an error is since there are various factors tend to interact to make errors such as first language influence, intrinsic difficulty of the target language system, as well as communicative strategies.

Finally, the stage of evaluation is also considered unmanageable because there are great differences in studies of errors which are ranging among individual judges who may employ different criteria. For example, native speakers of the target language judges who are not language teachers tend to employ communicative criteria. While language teachers, particularly who are not native-speakers of the target language but are native-speakers of the learners' mother tongue, tend to employ formal criteria which reflected from serious rules taught explicitly in the formal instruction.

Despite these problems, error analysis remains the most widespread practice since it has proven to be the most effective approach to deal with L2 learners' errors. Therefore, it is then employed to be one of the approaches investigating errors which are going to be found in the current study.

2.1.3 Interlanguage

The term 'interlanguage' (IL) was first used by Selinker in 1969 in reference to "the interim grammars constructed by second language learners in their ways to the target language" (McLaughlin, 1987, p. 60). According to Corder (1971), interlanguage is a system of the native language and the target language that has a structurally intermediate status. To him, every L2 learner creates an interlanguage which is unique to this individual and he called this phenomenon as "idiosyncratic dialect" (Brown, 1980, p. 163). In the case of idiosyncratic dialect, "some of the rules required to count for the dialect are not members of the set of rules of any social dialect; they are peculiar to the language of that speaker" (Coder, 1971, p. 15).

McLaughlin (1987) terms 'interlanguage' in two ways: 1) IL is the learner's system in learning the target language at a single point of time, and 2) it is the range

of engaging systems that characterizes the learners' development of learning the target language over time. Similarly, James (1998) proposes that IL occupied "a halfway position…between knowing and not knowing the target language" (p. 3). On the teaching stage, for example, IL provides the description in need of the learners learning the target language to see whether they have produced something right or wrong. Although previous interpretations stress different aspects of interlanguage, all of them share the basic idea that interlanguage is an independent language system lying somewhere between the mother tongue and the target language (Powell, 1998).

Contrastive analysis (CA), error analysis (EA), and interlanguage (IL) stress similarly to linguistic study regarding to phonology, syntax, morphology, and semantics, to improve second language and foreign language instruction. CA compares two languages – the first language and the target language on their linguistic systems to find the problems and solutions on second language instruction. EA aims at investigating learner's errors produced during the stage of learning the target language, to reveal the learner's operating system of the language. IL is a development of linguistic system resulting from learners attempting to produce the target language norm. Therefore, CA, EA and IL are vital tools for studying errors of ESL/EFL learners because they are significant in their characteristics which serve for using in evaluating the learners' success in learning the target language. However, EA is set as the main approach to the current study since the study aims at investigating learners' errors. The steps in EA will be operating strictly orderly in order to get the most accurate results.

2.2 Errors in Language Learning

2.2.1 Definitions of Errors

In the process of learning a second language, learners develop their knowledge of interlanguage (Ellis, 1997), and it is natural and unavoidable that language learners usually commit errors while developing their language (Srichai, 2002). Error, as defined by Brown (1980), is "a noticeable deviation from the adult grammar of a native speaker, reflecting the learner's interlanguage competence" (p. 217). Similarly, Richards et al. (1993), also define error as "the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning" (p. 127).

In addition, Hahn (1987), Olsen (1999), Ancker (2000) and Yaowaret (2000) had shared the same notion of learners' errors; learners' errors are defined as the indicators of what the learners are able to do or not to do in the target language. To them, errors reflect the learners' progress and success in learning a language, and they can indicate the proficiency level of a leaner in relation to L2 norms by concerning lexical items or linguistic structures (Srichai, 2002).

Errors, moreover, can be described into two types: systematic and non-systematic errors. As pointed out by Brown (2000) and Richards (1974), systematic errors are the sort of errors which might be expected from any learners who learn English as a second language, and they also persist or recur within any groups of learners. Errors under this category seem to occur in case that the learners reveal more frequently in producing the second language; the learners would produce incorrect language because they did not know what the correct form of the language is (Na-ngam, 2005). Non-systematic errors, according to James (1998), are the slips –

failures to utilize known systems correctly – of the tongue or pen caused by psychological conditions such as intense excitement, or psychological factors such as tiredness, which change from time to time and from situation to situation. Errors under these circumstances are unsystematic and may be called 'mistakes'; they can occur when learners produce incorrect language although they know the correct form of the language. The good sign of why learners produce non-systematic errors is their carelessness (Na-ngam, 2005).

2.2.2 Errors and Mistakes

In order to study and to understand learners' language in an appropriate perspective, it is vital to make a distinction between mistakes and errors because these two terms are technically very different phenomena (Brown, 1980). According to James (1998), the basic distinction between errors and mistakes is based on the concept of intentionality and corrigibility. Firstly, based on the intentionality concept, James states that, "an error would arise only when the learner does not have an intention to commit it" (p. 77). That is, an erroneous utterance would be made unintentionally. However, if there was an intention to produce an unusual utterance, that utterance simply would be called 'deviance' or a mistake. On the other hand, the concept of corrigibility draws the distinction between errors and mistakes by focusing on learners' self-correction. If the learners are able to self-correct their incorrect expression or utterance, they then make a mistake. But if the learners unintentionally produce a deviant utterance and they are not able to self-correct it, they tend to commit an error.

In addition, Corder (1967) also associates the error and mistake distinction in regarding to the issue of competence and performance. To him, errors are seen as failures

of competence and mistakes are seen as failures of performance. For example, a learner of English who asks, 'Does John can sing?' are likely revealing a competence level in which all verbs require a 'do' auxiliary in front of question formation. Thus, this failure can be called "an error" because it reflects the learner's competence in the target language. On the other hand, if a learner faces some sort of temporary breakdown or imperfection while producing speech, he is making a mistake because this failure reflects his performance in the target language (Brown, 2000: 217). For example, if a learner says, "We always ate dinner at 6 o'clock", he is revealing a performance level in case that the habitual nature of the action does not need to be explicitly marked on the verb, so that the simple past is used (Comrie, 1985).

In conclusion, errors and mistakes are different phenomena as seen from these sum assumptions. An error reflects a competence failure. It would be produced unintentionally by an L2 learner and he/she would not be able to correct it. On the other hand, a mistake reflects a performance failure. It would be made when an L2 leaner does not pay attention while producing L2. However, it can be self-corrected by the learner. In the context of second language learning and teaching, an error is then seen as a more serious caution which both L2 teachers and learners should be concern. So that, it is worth investigating to find out some more findings on how and why an error is made in a specific context as set in the current study. Therefore, to identify types of errors is then first necessary. The types of errors, thus, will be next classified and described.

2.2.3 Types of Errors

Errors, in second language learning, can be classified into various types (Srichai, 2002): overt and covert errors, competence and performance errors,

interlingual/intralingual errors and developmental errors, global and local errors, and errors in language components: phonological, morphological, lexical, and syntactic errors (Corder, 1967; Richards, 1974; Brown, 1980; Touchie, 1986). In this study, however, the distinctions and descriptions of 1) interlingual/ intralingual errors and developmental errors; and 2) global and local errors will be presented respectively.

2.2.3.1 Interlingual/Intralingual Errors and Developmental Errors

Many researchers in the field of applied linguistic make the distinctions between interlingual errors, intralingual errors and developmental errors in different ways (Heydari and BAgheri, 2012). Richards (1971) defines three types of errors in this group separately. To him, interlingual errors refer to the errors resulting from the use of elements of one language in speaking or writing another language. While intralingual errors refer to the errors which reflect general characteristics of the rule learning in the target language such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules are applied. Finally, developmental errors are also defined by Richards as the errors which occur when learners try to build up hypothesis about the target language on the basis of their limited experiences.

However, Schacheter and Celce-Murcia (1977) claimed that the distinction between intralingual and developmental errors proposed by Richards (1971) is ambiguous in their terms. As a result, Schacheter and Celce-Marcia pointed out these types of errors into the clearer views as follows: 1) interlingual errors are the errors caused by interference of the learners' mother tongue; and 2) intralingual and developmental errors are the kinds of errors which occur during the learning process

of the target language at a stage that the learners have not really acquired the knowledge.

Likewise, Dulay and Burt (1972) also believe that the distinction between interlingual/intralingual errors and developmental errors is not always clear as described by Richards. Therefore, other definitions of these types of errors are proposed by Dulay and Burt as follows: 1) interference errors refer to errors which reflect the structure of learners' native language; and 2) developmental errors refer to errors similar to those made by children learning the target language as their first language.

Although many researchers give different definitions of interlingual/ intralingual errors and developmental errors, there are some views overlapped in between those definitions (Heydari et al, 2012). Clearly, interlingual errors can be errors influenced by the learners' native language within the learning process of the target language. Intralingual errors, on the other hand, can be errors caused by the target language itself. Finally, developmental errors can be errors which are similar to those in learners' process of learning their first language.

2.2.3.2 Global Errors and Local Errors

Global and local errors and considered according to the degree of reader's difficulty in understanding the writer's intended message (Srichai, 2002). To identify global and local errors, therefore, some researchers distinguish them in different ways. Burt and Kiparsky (1972) proposed that errors which hinder the communication and disrupt the meaning of an utterance are called global errors; while errors which do not hinder communication and do not affect understanding on the meanings of an utterance are called local errors. For example, global errors involve

wrong word order in a sentence. Local errors involve noun and verb inflections, and the use of articles, prepositions and auxiliaries (Touchie, 1986).

In addition, Hendrickson (1981) defines global errors as communicative errors which make a foreign language speaker misinterpret a spoken or written message. On the contrary, he defined local errors as linguistic errors which cause accuracy in a form or sentence structure but give a foreign language speaker little or no difficulty in understanding the intended meaning of a sentence.

Moreover, Richards et al. (1993) also makes a distinction between global and local errors. Global errors are defined as the errors in the use of a major element of sentence structure which make a sentence or utterance seem to be difficult to understand. Local errors, on the other hand, are the errors which affect a single element of the sentence and usually do not cause problems in comprehension.

Although global and local errors cause difficulty in understanding the meaning of a message, global errors are considered more serious than local errors (Srichai, 2002). In any pieces of written work, therefore, global errors can cause the reader to give more attention to overcome difficulty in understand the writer's intended meaning (Norrish, 1983).

As mentioned above, global errors seem to be considered more important than the local ones. However, the current study is focusing more on local errors since it aims at investigating the accuracy of English grammar in students' writing. Therefore, the local errors are the one of error types reflecting the study purposes.

2.2.4 Causes of Errors

In the process of language learning, there are two main reasons causing the occurrence of errors; they are 1) interlingual transfer – the occurrence of errors caused by the first language of the L2 learners and 2) intralingual transfer – learners' errors are not caused by their L1 (Na-ngam, 2005). These two causes will be thoroughly described as follows:

2.2.4.1 Interlingual Transfer

Interlingual transfer refers to the mother tongue influence of a language learner causing errors in their process of learning a second language (Srichai, 2002). Brown (1980) states that interlingual errors are very frequent at the initial stages of second language learning. Since L1 is the only language system the learners perceive and they are able to draw upon during the learning process of second language, so that interference or negative transfer takes place. Namely, when learners' first language knowledge interferes within learning process of a second language and those two languages are different, this interference has the influence from negative transfer which can become the source of errors in second language learning (Brown, 2000; James, 1998; Ellis, 1997; Norrish, 1993; and Richards, 1974: cited in Na-ngam, 2005)

2.2.4.2 Intralingual Transfer

Errors, committed by second language learners which are not caused by their L1, are in a reference to intralingual transfer (Na-ngam, 2005). Intralingual errors refer to errors created by second language learners without any references to their knowledge of first language (James, 1998). That is, second language outcomes produced by second language learners are non-existent in the second language but resulted from misapplication of language rules. For example, learners might learn

adding the suffix '-ed' to signify past tense, but they might apply it at inappropriate time, such as, "Raffele hitted my head, so I throwed the truck at his head". Nevertheless, intralingual errors are caused by various sources involving overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized (Richards, 1971; James, 1998, Na-ngam, 2005; and Ratnah, 2013). The descriptions of each source causing intralingual errors are presented as follows:

2.2.4.2.1 Overgeneralization

According to Richards (1974), overgeneralization occurs frequently when learners act within the target language; it can be defined as extensions of general rules to specific items where the general rules do not apply. For this reason, learners create a deviant structure based on their experience of other language structures in the target language and they generalize a particular rule or item based on partial knowledge of the target language. However, errors caused by overgeneralization help language teachers to reveal how their learners learn the language. For example, learners use 'mans' instead of 'men' when they create their own rules for the plural form of noun, and this is an overgeneralization error.

2.2.4.2.2 Ignorance of Rule Restrictions

Ignorance of rule restrictions refers to learners' failure in perceiving the restrictions of existing structures or the application of rules in the contexts the learners do not apply yet (Tawilapakul, 2002). In this case, the learners apply the rule in the context of a sentence where actually it is not necessary. For example, the learners write a sentence, "The man whom I saw him yesterday" instead of "The man whom I saw yesterday"; they do not know that it is not necessary to put

an object pronoun to refer to the subject of the sentence after using a relative pronoun (Ratnah, 2013).

2.2.4.2.3 Incomplete Application of Rules

Incomplete application of rules occurs when learners tend to have a successful communication in a second language, but they fail to achieve complete knowledge of the language by using simple rules instead of producing more complex as well as acceptable ones (Na-ngam, 2005). For example, an error caused by incomplete rule application is seen in the deviant order of subject and verb 'be'. As the learners write: "Nobody knew where was Barbie" instead of "Nobody knew where Barbie was", it shows the learners have applied only two components of the question formation rule. So, they have selected and fronted a wh-element, but they have omitted to invert subject and verb (James, 1998).

2.2.4.2.4 False Concept Hypothesized

False concept hypothesized refers to learners' errors derived from faulty knowledge of the target language or inaccurate ideas about its rules (Ratnah, 2013). For example, as shown in James' (1998), the learner wrongly assumes that the two items in a language behave alike. As he/she knows that the plural form of 'boy' is 'boys', they then assume that the plural form of 'child' using likewise as 'boy'. So, he/she pluralizes 'child' into 'childs'. They do not know that the word 'child' is irregular and its plural form must be changed into 'children'.

2.2.5 Significance of Errors in Language Learning

Errors of language learners can provide some advantages to language teachers, language researchers, and also language learners. According to Corder (1971), errors are good indicators to prove if the learning is taking place; they can provide

significant insights into how a language is actually learned by a language learner. Moreover, he also agrees that there is an important practical application for language teachers in studying learners' errors (Cited in Darus, 2009).

In addition, Ellis (1997) pointed out that learner errors are significant in three main reasons. First, language teachers need to know what types of errors the learners make, so that they can know what they need to teach and how to help their learners dealing with those errors. Second, specific errors help language teachers to know how learning proceeds and to understand causes of learners' errors; this can tell the teachers what skills the learners have achieved and what remains for them to learn. Finally, learners' errors are an important part of a learning process to prove or disprove their hypotheses of the language. Learners can learn from errors particularly when they take part in correcting their own errors, so that they hopefully might not make the same errors again.

Therefore, language teachers, learners as well as researchers cannot neglect the learners' errors. To create more efficient language learning, pointing out errors can benefit all these related people. Specific errors can help language teachers understand their learners' needs and problems more. Also, language learners can learn from their errors. They should realize what their drawback of learning the language is, so that they can improve themselves by trying to overcome this problem. Language researchers, moreover, should know the common problems of unsuccessful language learning in order that they can do a study to find out the better ways to help the learning accomplish its goals.

2.3 Second Language Writing

2.3.1 Background of Second Language Writing

Second language (L2) writing has always been a difficult area for L2 learners and a popular topic for L2 researchers (Jun, 2008). In the past, the field of L2 writing originally focused on the teaching of writing in order to increase international ESL writers at institutions of high education in North America in the late 1950s and the early 1960s. Over around the last 50 years, the number of inquiries into L2 writing issues has grown rapidly and produced fruitful results (Leki, Cumming, and Silva, 2008).

During the late 1980s and the early 1990s, L2 writing began to evolve into an interdisciplinary field of academic study with its own disciplinary infrastructure. It has established links with other various fields of inquiry such as composition studies, applied linguistics, teaching English to speakers of other languages (TESOL), foreign language education, and bilingual education (Matsuda, Canagarajah, Harklau, Hyland, and Warschauer, 2003). Researchers from various linguistics fields, therefore, have carried out inquiries into various issues in these five areas: L2 writers' characteristics, L2 writing process, L2 writing feedback, L2 writing instruction, and L2 writers' texts (Jun, 2008). However, in the present study, L2 writing inquiry will be carried out in a relation of L2 writing process and L2 writers' characteristics: undergraduate English major students and the influence of their L1.

2.3.2 Influence of L1 in L2 Writing

In second language writing, according to Darus (2009), there can be a great difference between English writing by native speakers (NS) and English writing by English as second language (ESL) learners because ESL learners have more than one

language at their disposal while they are composing as compared to NS. The ESL learners tend to switch two languages interactively, and this can bring some difficulties in their L2 writing: it can cause some confusion in language structure and meaning. Therefore, it is crucial to give a clear point how the learners' native language affects their second language in writing, and how the analysis of causes of a confused writing enable learners to produce better written texts.

As several studies have reported, L2 writers use their L1 to plan their writing for text generation (Cumming, 1989; Jones & Tetroe, 1987); transfer their L1 knowledge to L2 writing contexts (Edelsky, 1982; Friedlander, 1990; Lay, 1982); and develop ideas and produce text content and organization (Lay, 1982). Namely, L2 writers always make use of their L1 first by translating it to L2 while composing in the L2. This shows that L1 influence the L2 writers in their process of writing in L2 and the influences can be positive or negative (Darus, 2009).

2.3.3 Related Studies on Second Language Writing

In the past, the focus of attention in L2 writing research had been focused mainly on the similarities between L1 and L2 writing processes despite the "salient and important differences" between them (Silva, 1993). However, since the beginning of 21st century, the research on L2 writing has been rather focused on the differences between L1 and L2 (Wang and Wen, 2002; and Wang, 2003).

The study of Wang and Wen (2002) investigated how ESL/EFL writers used their L1 - Chinese when composing in their L2 - English, and how such L1 use was affected by L2 proficiency and writing tasks. In this study, sixteen Chinese EFL learners were asked to compose aloud on two tasks, narration and argumentation. As the result, analyses of their think-aloud protocols revealed that these student writers

had both their L1 and L2 at their disposal when composing in their L2. They relied more on their L1 when they were managing their writing processes, generating and organizing ideas, but they relied more on L2 when they were undertaking task-examining and text-generating activities. Additionally, more L1 use was found in the narrative writing task than in the argumentative writing. Finally, the think-aloud protocols reflected that L1 use in individual activities varied. Thus, this study showed that L1 influences were very crucial in L2 writing. However, the result of this study had received limited attention from second language acquisition researchers, resulting in little understanding of the unique features of L2 writing and a lack of a coherent, comprehensive L2 writing theory (Bootchuy, 2008).

Another study on second language writing which examined the differences between L1 and L2 was carried out by Wang (2003); he studied the switching to L1 among writers with differing L2 proficiency. It had been recognized as one of the salient characteristics of L2 writing. However, it was not clear how switching between languages was related to L2 proficiency or how switching to the L1 assisted writers with differing L2 proficiency in their composing processes. The study investigated these issues with eight adult Chinese speaking ESL learners with two different levels of proficiency in English performing two writing tasks: an informal personal letter and an argument essay. The students' L1 was Chinese and their L2 was English. The data were collected by using the students' think-aloud protocols, retrospective interviews, questionnaires, and written compositions. Quantitative and qualitative analyses of these data showed that the participants' frequencies of language-switching varied slightly by their L2 proficiency, and suggested that L2 proficiency might determine writers' approaches and qualities of thinking while composing in their L2.

Therefore, this study showed that Chinese students with Chinese as their L1 faced issues on the interference from their L1 while composing in L2.

However, there was a study on second language writing carried without a focus on comparing writing in L1 and L2, for example, a study by Lo and Hyland (2007). Lo and Hyland studied a new ESL writing program focusing on the learners' own socio-cultural context as essay topics to enhance Hong Kong primary students' motivation and engagement in writing. The study found that the students used more expressions in the essays which were direct and inappropriate translations from Chinese to English: they asked for direct translation of a phrase or sentence from Chinese to English while writing.

In most previous research studies on analyzing the problems of writing in English, on the other hand, the researchers' aims were to identify errors that occurred, and to analyze the errors to find out the cause and worked out possible solution to overcome the problems (Lim, 1990; Bootchuy, 2008; and Darus and Subramaniam, 2009). For example, Lim (1990) analyzed grammatical errors made by Mandarin speaking students from a private community college in Kuala Lumpur. The data were obtained from 50 ESL compositions produced in a test. The researcher used free writing and guided writing tasks to compare the results. The findings indicated that the errors made were classified under eight grammatical types: tenses, articles, prepositions, spellings, pronouns, wrong choice of words, singular and plural forms and agreement. Two major causes of error occurrence in students' written works were interlingual and intralingual transfers.

Research works on second language writing have been varied in various areas of academic studies for years. The most popular studies are to analyze writing errors

and to investigate the effects of learners' native language on the L2 writing (Jun, 2008). Since L2 writing is not an easy task, L2 learners often face much difficulty while writing in L2. The research findings on L2 writing enable L2 learners pay more attention in writing in L2. They have been more concern about the language accuracy of their writing and the ways to avoid effects of confusing by their L1.

2.4 Review of Related Studies

There are several studies conducted on Error Analysis in second language writing with regarding to L1 interference both in Thai and other ESL/EFL contexts (Haded, 1998; Bhela, 1999; Khaoural, 2002; Chan, 2004; Bennui, 2008). The studies conducted in ESL/EFL context are first reviewed, and then following with the review of the studies conducted in Thai context.

2.4.1 Related Studies on Errors in L2 Writing in Other ESL/EFL Contexts

In other ESL/EFL contexts, studies on errors in L2 writing seems to fall into different groups; one focusing on types of errors (Darus & Subramaniam, 2009), one investigating grammatical errors (Abushihab, El-Omari, and Tobat, 2011), one examining written errors in terms of the possible sources of errors (Kirkgoz, 2010), one analyzing the influence of students' L1 on producing L2 writing errors (Maros et al., 2007), and other one examining errors in L2 writing and comparing those errors in types of interlanguage errors and L1 interference errors (Sarfraz, 2011).

In the study of Darus and Subramaniam (2009), they investigated the types of errors in English written essays made by 72 Malay students − 37 male and 35 female with non-English speaking background. The instruments used in this study were students' written essays and Markin software. All of the errors in the essays were

identified and classified into various categories. The results of the study showed that errors that the students committed were basically grammatical which ranging in six common types; singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order. The students also had a relatively weak vocabulary and they committed errors in applying sentence structure rules in English. The study concluded that the students had problems in acquiring grammatical rules in English.

To a more narrow focus, Abushihab et al (2011) investigated and classified grammatical errors in the writing of 62 students of the Department of English Literature and Translation at Alzaytoonah Private University of Jordan. The students were asked to write several times in different topics during the course of "paragraph writing", but the compositions analyzed in the study were the ones written in the final exam. The students were asked to write an essay in a topic, "Smoking is a bad habit". The errors in the study were first classified into six major categories and then they were divided into subcategories. It was observed that the category that included the largest number of errors was the errors of prepositions. The following most problematic areas were morphological errors, articles, verbs, active and passive, and tenses respectively.

Other written errors' study is of Kirkgoz (2010). She examined errors in writing in terms of the possible sources of errors: interlingual errors and intralingual errors. The data were collected from 120 essays written on three different topics and produced by 86 adult Turkish learners with low language proficiency in Cukurova University, Turky. Each essay contained 150 – 250 words. All the errors in the essays were then identified and categorized into types. The findings showed that most written errors students produced resulted from the interlingual errors indicating

interference of the first language. The interlingual errors were also grouped into types: grammatical interference, verb tense, prepositional interference, and lexical interference.

Similar to Kirkgoz's study, the study of Maros (2007) aimed at presenting the interference effect on young students' written errors in essay writing. The subjects used in this study were Form One students from 6 rural schools in three different states in Malaysia; 20 students from each school were selected. The data were collected and analyzed from an empirical study of errors in essay writing written by the subjects. The study indicated that although the students have gone through six years learning English in school environment, they still had difficulty in using English grammar in their writing. The findings, therefore, showed that the most three frequent errors found in students' writing were the use of articles, subject-verb agreement, and copula 'be'. Moreover, the study also stated that the problems of acquiring EFL for the students in rural areas in Malaysia still could be largely due to mother tongue interference.

Unlike above studies, Safraz (2011) conducted a study to examine errors in L2 writing and comparing those errors in the types of interlanguage errors and L1 interference errors. The study examined errors occurred in 50 English essay writings produced by 50 participants drawn from undergraduate Pakistani students. The occurrence of two types of errors; interlanguage errors and mother tongue (MT) interference errors were then compared. The results showed that the percentage of the occurrence of interlanguage errors was higher than those of errors resulting from the interference of MT. Moreover, the study also provided an insight into language learning problems which occurred when L2 learners internalized the rules of target

language in its production at a particular point resulting into errors in an unknown and a more natural way. These errors were served as a useful guide for English teachers to design an effective curriculum for teaching and learning English as a second language.

2.4.2 Related Studies on Errors in L2 Writing in Thai contexts

In Thai context, studies on errors in L2 writing were more focused on grammatical errors (Khaoural, 2002; Khamput, 2004; Na-ngam, 2005). Others were focused in analyzing specific types of errors – global and local errors (Srichai, 2002). Moreover, there were some studies focusing on interference - L1 interference features (Bennui, 2008).

Khaoural (2002) conducted a research study to find out grammatical, syntactical and lexical errors in English composition of English major students of Rajabhat Institute Nakhon Pathom. For grammatical aspects, errors found were: tenses, prepositions, determiners and verbs. For syntactical aspects, errors found were: contraction form, incomplete sentence structure, compound sentences, word order and punctuation. For lexical aspects, errors found were: spelling, translating from Thai to English, overgeneralization of translating and using general lexical items. The findings showed that the first three causes of errors were: the lack and incomplete application of restricted rules, L1 interference and false concept hypotheses. The results suggested that most of the students transferred their native language rule patterns into their English writings resulting in these types of errors: omission of subjects, the verb to be and do, using adjective as a main verb, omission of object and complements.

In addition, Khamput (2004) analyzed grammatical errors via diaries written by Thai high school students (Mattayomsuksa 5). The findings revealed that three types of error were found: interference, interlingual and developmental and uncategorized errors. Interlingual and developmental errors were classified by using Richards' table (1971) as criteria, such as overuse of verb "be" caused by overgeneralization, and omission of verb to be and main verbs caused by incomplete application of rules. For interference errors, it was found that the most common error the students made was word- by- word translation, having translated Thai into English directly such as omitting the subject, for example, "I think is very romantic". The second one was using adjectives as main verbs such as "I happy very much". The third one was using Thai constructions in English, having Thai word order in English sentences such as "I buy books a few."

Similarly, Na-ngam (2005) also investigated grammatical errors in English written assignments made by 30 university students with 2 groups of high and low English Entrance Examination (EEE) scores. The analysis framework of this study covered 23 types of grammar categories. The findings showed that grammatical errors that two groups of students had in common were ranging in six types: errors in incomplete sentences, nouns, agreement, spelling, tenses, and articles. The grammatical errors with the highest frequency of occurrence found in the written assignments of students with high EEE scores were errors in agreement, errors in incomplete sentences, nouns, articles, tenses and spelling. The most frequent types of errors made by students with low scores of EEE were errors in incomplete sentences, nouns, spelling, agreement, tenses and articles. Moreover, the findings also revealed that the possible major cause of errors in students' written assignments was mother

tongue influence. Besides, the other causes of errors found in students' written works in this study were on students' inadequate of knowledge, incomplete application of rules, false concept hypothesized, ignorance of certain rules, and avoidance strategy. In addition, another important cause of errors was the students' carelessness for writing in English accurately.

Unlike the above studies, Srichai (2002) analyzed the types and frequency of global and local errors as well as the comprehensibility of written works produced by 59 first year University students majoring in Business Administration at Prince of Songkla University. The students were given a writing task using three pictures and vocabulary items with Thai words translated as a research tool. The data analysis was conducted in two ways: analysis of types and frequency of global errors and local errors in syntactic, lexicon, morphology and orthography, and analysis of comprehensibility of students' written works. For analyzing types and frequency of errors, Hendrickson's theory (1981) was used. The findings revealed that global errors with a high frequency of occurrence found in all students' written works were errors of lexicon and syntax respectively. Global lexicon errors frequently found were ranking in the misuse of verbs and nouns. While the global syntactic errors most frequently found were errors in misuse and omission of prepositions of place or position, errors in incomplete structures (certain fragments used as a complete structures), and errors in word order or word position (two nouns in the wrong position). On the other hand, local errors with a high frequency of occurrence lied on syntactic errors and lexicon errors respectively. Local syntactic errors frequently found were the misuse and omission of determiners, misuse of simple past and past continuous, repetition of nouns in place of using subject or object pronouns, and

omission of prepositions as an adverbial particle of verbs. While local lexical errors frequently found were the misuse of verbs. In term of comprehensibility of students' written products, moreover, the findings showed that global errors frequently found in those written works which identified as more incomprehensible were global lexical errors and syntactic errors respectively.

For a more focused study, Bennui (2008) analyzed and described features of L1 interference in paragraph writing in the final exam paper produced by 28 third-year English-minor students of Thaksin University. Three levels of L1 interference, namely lexicon, syntactic and discourse were analyzed by considering four approaches: contrastive analysis, error analysis, interlanguage analysis, and contrastive rhetoric. The findings revealed that the features of L1 lexical interference were mainly presented in the students' written English by translating from Thai to English literally. Moreover, the features of L1 syntactic interference in those written works were indicated in structural borrowing from Thai language such as word order, subject-verb agreement and noun determiners. In addition, the features of L1 discourse interference were presented through the levels of language style and Thai cultural knowledge in written discourse. Bennui also suggested that chronic writing problems should be solved in an appropriate way for the quality of written product and ESL/EFL writing instruction.

Based on the review of all aforementioned research, all of the studies on Error Analysis conducted both in other ESL/EFL context and in Thai context revealed that the main errors in students' writing were grammatical and syntactic errors which consist of incomplete structures, articles, tenses, prepositions, subject-verb agreement, word order, active and passive, and spelling (Srichai, 2002; Khaoural, 2004; Na-

ngam, 2005; Maros, 2007; Darus and Subramaniam, 2009; Abushihab et al., 2011). This indicated that grammatical errors are still problematic for L2 learners. However, the major cause of errors in writing products made by Thai learners was mother tongue interference or interlingual transfer (Khamput, 2004; Bennui, 2008; Kirkgoz, 2010; Safraz, 2011). As for intralingual errors, ignorance of rule restrictions, incomplete applications of rules, overgeneralization and false concepts hypothesized were also marked as causes of the errors (Khaoural, 2002).

2.5 Summary

This chapter presented an overall picture of literature review related to the theoretical framework, errors in L2 writing, second language writing, and related research studies. Firstly, the review of theoretical framework which consisted of CA, EA, and IL were introduced. Then, it provided the definitions of errors and other issues related to errors: significance of error in writing, errors and mistakes, causes of errors, and types of errors. Next, the brief overview of second language writing with its relation to L1 and its related studies were also presented. Finally, it ended with providing the related research studies on errors in L2 writing. In the next chapter, it will concentrate on the research participants, research instruments, methods of data collection and data analysis in the current study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methods employed to conduct the study. It consists of the descriptions of the subjects and the research instruments. Moreover, the details of the data collection and the data analysis will be provided. Finally, the inter-rater reliability will also be described.

3.1 Subjects of the Study

The subjects for this study were 83 second-year Thai undergraduate students majoring in English at Nakhon Ratchasima Rajabhat University (NRRU). In fact, there were 5 classes of second-year English major students at this university. The total number of these students was 268 students. However, only students from 2 classes – 83 students were drawn to be used as the subjects of the study because their average grade was higher than the rest of students in those other 3 classes.

Of these 83 subjects, 71 were female and 12 were male. All the subjects were between 19 and 21 years of age. Their average numbers of year studying English was 14 years; however, none of them had been exposed to a native English-speaking context. Their average grade of the English subjects lining up from 2.2 to 3.9 was 3.18. Thus, the subjects could be placed into two groups of L2 proficiency according to their grade range. The subjects whose grade ranging from 2.2 – 2.9 were defined as students with medium English proficiency. While other subjects whose grade ranging

from 3.0 – 3.9 were grouped in the high level of English proficiency. The results from demographic questionnaires showed that 58 students were in the high level with the average grade of 3.42, and 26 students were in the medium level with the average grade of 2.65. A copy of the demographic questionnaire and its overall results are presented in Appendix A-D. Table 3.1 summarizes the results of the questionnaire.

In addition, the subjects were separated into 2 groups because their grade range from the lowest to the highest was very large, 2.2 – 3.9 = 1.7 different. However, when the students were divided into 2 groups – medium and high English proficiency, the numbers of students in each group were also very different - 26 and 58. Therefore, it could be assumed that the majority of the students used in this study had a high English proficiency. This assumption was used as a reference for setting criteria of a research instrument of this study.

Moreover, these subjects were chosen as the sample group because they were enrolling in a writing course, Academic Writing, and had taken all 5 required English courses: English for Communication (EC) 1, Basic English Structure (BES), English for Communication (EC) 2, Paragraph Writing (PW), and English Usage and Structures (EUS). Therefore, they were assumed to have similar background in L2 grammar and writing.

Table 3.1 A Summary of the Overall Results of the Demographic Questionnaires

Levels	Gender		Age	Average Grade						# of Years Studying English
	Male	Female		EC1	BEC	EC2	PW	EUS	Average	
Medium	4	22	20	3.56	2.54	2.73	2.29	2.12	2.65	14
High	8	50	20	3.98	3.42	3.67	2.90	3.14	3.42	14
Overall	12	72	20	3.85	3.15	3.38	2.71	2.82	3.18	14

3.2 Research Instrument

The data collection instrument was a descriptive essay written on the topics: "How can Thai students be successful in Learning English?" This topic was chosen because it was related to the subjects' interest and background; they were undergraduate students majoring in English of education. It was hoped that the topic could lead to more motivations for them and enable them to write comfortably and effectively.

In the current study, the students performed the task as a classroom assignment with the length of 250 – 300 words and the time limit of 60 minutes. Moreover, the task was assigned as the classroom assignment in order to gain the most reliable and authentic results. Namely, the researcher could control the subjects to follow the task instruction restrictedly. The subjects were not allowed to talk with their friends and they were not allowed to use a dictionary while writing the task. Moreover, they were asked to write 250 – 300 words in 60 minutes because it was not too short for them to write intentionally and not too long to make them get stressed and confused during writing in a fix time.

3.3 Data Collection

Data was obtained from students writing samples on a related topic: "How can Thai students be successful in learning English?" The topic was assigned to write in the form of a descriptive essay. Although the data collection stage was held in the Academic Writing course, the study aimed to examine only grammatical errors in students' writing. Moreover, the essay samples were produced under a time limit; it was assured that each sample was essentially unassisted and original piece of writing.

All of the samples were collected by one day. The time table of data collection and its

details is shown in table 3.2.

Table 3.2 A Time Table of the Data Collection

Activities	Duration
- The subjects filled out their personal information in demographic questionnaires.	15 minutes
- The researcher gave the subjects the writing assignment on the topic "How can Thai students be successful in learning English?"	-
- The subjects wrote the first essay writing.	60 minutes
- The researcher collected all of the written essays and then made them photocopies.	-

In addition, the total number of essay writing was 83 samples. All of the

samples were collected and copied. The copies of the 83 writing samples were then

compiled and analyzed by 3analysts: the researcher of the current study, the

Academic Writing course teacher, and a native English-speaker. On the analyzing

stage, the study analysis framework was employed (See Appendix K).

3.4 Data Analysis

All the data was analyzed in order to answer the two following research

questions:

1) What are the common features and degrees of grammatical errors in English

essay writings produced by NRRU English major students?

2) Are there any certain types of errors caused by L1 interference in students'

writing? If so, to what extent?

3.4.1 T-Unit Analysis

In order to fulfill the aims of the current study, the analysis of T-unit will be employed as a guide for analysis procedure. The T-unit, or terminable unit, was introduced by Hunt (1965) to measure development of sentences in the writing of grade school children (Bofman, 1988). The T-unit consists of one independent clause and its dependent clauses (Polio, 1997). Similarly, Palmer (2006) proposes that a T-unit is a main clause with its subordinate clauses or nonclausal structures added to it or embedded in it. Hunt (1970) described T-unit as "the shortest units into which a piece of discourse can be cut without leaving any sentence fragments as residue". A sentence is analyzed as two (or more) T-units when two (or more) dependent clauses (with subjects and finite verbs) are conjoined as in (1a), but a single T-unit when one or more clauses are embedded in an independent clause as in (1b) (Bofan, 1988).

(1a) $[\text{ S and S }]_S$ $=$ 2 T-units

(1b) $[\text{ S and } [\text{ S }]]_S =$ 1 T-unit

Examples (1) and (2) illustrate cases (1a) and (1b), respectively.

(1) There was a man next door and he was a taxi driver. $=$ 2 T-units

(2) There was a man next door who was a taxi driver. $=$ 1 T-unit

According to the above examples, they show how to count and categorize the sentences in term of T-unit analysis, which was in the initial stage of analysis procedure. After analyzing sentences, errors were identified. At this stage, the study analysis framework was employed. For more information about the framework, it will be described in details in the next section.

3.4.2 Analysis Framework

In relation to research questions, two types of data analysis were conducted: analysis of overall types and frequency of grammatical errors, and analysis of L1 interference errors. To do these two analyses, therefore, the study analysis framework was formulated by combining and adapting two following analysis frameworks: Na-ngam's (2005) error taxonomy and Richards' (1971) error categories.

Na-ngam's (2005) error taxonomy was employed to identify grammatical errors into types. This framework was used because it provided 23 types of grammatical errors which ranging from a sentence level to word level. Therefore, it was hoped to cover all possible grammatical errors which were going to occur in every written assignment produced by the subjects of the study. The types of grammatical errors contained in the framework were incomplete sentences (fragments and omissions), run-on sentences, comparison, word order, there-be, tenses, voices, agreements, infinitives and gerunds, nouns, verbs, adverbs, adjectives, pronouns, modals and auxiliaries, possessive's, conjunctions, prepositions, articles, punctuations, capitalization and spelling (See Appendix H).

In addition, Richards' (1971) error categories were manipulated to identify interlingual errors or L1 interference errors. The categories consisted of interlingual errors, intralingual errors, and developmental errors. Interliangual errors was classified into 9 types: omission of subject/ verb/ object/ complement, incorrect verb construction (serial verb construction), plural form of nouns, compound/ complex sentence structure, word order, "there" structure, fragment, run-on sentence, and word-by-word translation. Besides classifying interlingual errors, intralingual errors and developmental errors were also categorized into these following types: over-

generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized (See Appendix I).

However, there were 6 types of interlingual errors in Richards' error categories that overlapped with some of error types in Na-ngam's error taxonomy. The 6 overlapped error types were omission of subject/ verb/ object complement, plural form of nouns, word order, "there" structure, fragment, and run-on sentence. Since the current study aims at investigating both grammatical errors and interlingual errors, Richards' (1971) error categories and Na-ngam's (2005) error taxonomy were combined. Therefore, the combination version of these two frameworks consisted of 28 types of errors; they were incomplete sentences (fragments and omissions), run-on sentences, comparison, word order, there-be, tenses, voices, agreements, infinitives and gerunds, nouns, verbs, adverbs, adjectives, pronouns, modals and auxiliaries, possessive's, conjunctions, prepositions, articles, punctuations, capitalization, spelling, incorrect verb construction (serial verb construction), compound/ complex sentence, and word by word translation (See Appendix J).

According to T-unit analysis, nevertheless, there were two types of errors in the merged framework that could not be considered as grammatical errors. These two error types were capitalization errors and spelling errors. Therefore, the study analysis framework was generated by combining the two frameworks of Richards' (1971) and Na-ngam's (2005) and cutting off those two ungrammatical types of errors. The framework, then, consisted of 26 types of errors; they were incomplete sentences (fragments and omissions), run-on sentences, comparison, word order, there-be, tenses, voices, agreements, infinitives and gerunds, nouns, verbs, adverbs, adjectives, pronouns, modals and auxiliaries, possessive's, conjunctions, prepositions, articles,

punctuations, incorrect verb construction (serial verb construction), compound/ complex sentence, and word by word translation (See Appendix K).

In addition, among the 26 types of errors in the study analysis framework, there were some types of them that were divided into sub-types as shown in Na-ngam's (2005) error taxonomy and Richards' (1971) error categories. In order to create a framework that could fit the possible errors found in the current study, therefore, some types of errors in the study analysis framework were adapted into more possible sub-types (See Appendix K). After the process of combining and adapting this framework, eventually, it was used to analyze overall types of grammatical errors to answer the first research question, and interlingual errors to answer the second research question.

3.4.3 Analysis Procedures

In order to answer the two research questions, the following analysis procedures were operated. Firstly, the analysis procedures to answer the first research question are described as follows:

(1) Identifying Sentences

The whole sentence structures in a written essay were firstly identified into two kinds of sentences: complete sentences and incomplete sentences. A complete sentence is a sentence which is written as an independent clause and a dependent clause; all kinds of complete sentences were counted as a single unit. Moreover, all complete sentences were also grouped into these types: a simple sentence, a compound sentence, a complex sentence, or a compound-complex sentence. An incomplete sentence, on the other hand, is a sentence which is written in a form of fragment and omission. The following examples show how to identify sentences.

> *Cap., SP*

Example 1: <u>*morever*</u>*, I'm really more interested in working with computers*

From example 1, the sentence can be marked as a simple sentence because it consists of one subject and one verb. Moreover, this sentence contains 2 errors: the lack of capital letter for the beginning of the sentence and misspelling.

> *SV*

Example 2: *It <u>bother</u> me when people aren't reliable (Na-ngam, 2005).*

This example contains 2 types of sentences counted: an independent clause (*It bother me*) with one subject-verb agreement error and a dependent clause (*when people aren't reliable)* with no errors. However, these two clauses are grouped as a complex sentence.

After that, all kinds of sentences in a written paper will be next identified errors separately according to the next step of data analysis.

(2) Identifying Errors

All the sentences in students' assignments will be next analyzed by identifying errors. To demonstrate this point, errors will be identified and coded as follows:

> *Cap., SP.*

Example 1: <u>*therefor*</u>*, I decided to move by the end of this month.*

> *SV.   Pl.   Pl.*

Example 2: *He <u>have</u> two <u>cat</u> and three <u>dog</u>.*

In the first example, the sentence contains two errors. The first one is lack of capitalization for the beginning of the sentence and the other one is misspelling. The second example contains three errors: an error in subject-verb agreement and two errors of incorrect plural form of nouns.

(3) Categorizing Errors

All errors in a sentence, which had already been identified, were then categorized into types by following the study analysis framework. The categorizing results were reported in the table. Table 3.3 shows the sample table of the classification of sentences and the identification of types of errors in students' essay writing assignments.

Table 3.3 The Classification of Sentences on Essay Writing Assignments

List of Sentences	Types of Sentences				Types of Errors			
	Complete Sentences		Incomplete Sentences					
	Independent	Dependent	Fragment	Omission	Agreement	Comparison	Word order	There be
1. He is more tall than his brother.	/					/		
2. When I were four.		/			/			

Student Code: S1P3#1

The overall errors found in the assignments were then counted to report the total amount of errors, and calculated the percentage of occurrence and the frequency of each type of errors as described in the next step.

(4) Calculation

All errors occurred in a paper were categorized into types. Then, a frequency of each type was identified and reported in percentage by using this formula:

$$\% \text{ of Error Frequency (By Type)} = \frac{\text{Total Number of Errors in One Type (n)}}{\text{Total Errors in a Paper (N)}} \times 100$$

$$ \text{Or} \qquad EF \quad = \quad \frac{n}{N} \text{ x } 100 $$

By using the above formula, the results were summarized into types of grammatical errors as a whole number of each type and its frequency derived from the students' written assignments to answer the first research question.

Secondly, the second research question was also answered by following these analyzing steps.

1) The overall errors gained from the first analysis type were used again to analyze whether there were any errors caused by the students' mother tongue.

2) The errors analyzed as interlingual errors were identified and classified into types by following Richards' errors categories. To demonstrate, the two sample sentences below were considered as interlingual errors (Bootchuy, 2008).

Obj Omis.

Example 1: *They might leave their children with her relatives or even bring (___) to work with them.*

This example contains one error of L1 interference. The student seems to omit the object of the sentence by following Thai sentence structure rules. The correct sentence should be, *"They might leave their children with her relatives or even bring them to work with them."*

Adj+N WO

Example 2: *After her long day, Sue took a bath hot and relaxed on her comfortable sofa.*

This sentence also contains one interlingual error in the consideration of word order. This error occurs because the student seems to use Thai word order in

producing English sentences. The correct sentence should be, *"After her long day, Sue took a <u>hot bath</u> and relaxed on her comfortable sofa."*

3) Each type of errors caused by L1 interference was counted and calculated the percentage of occurrence by using this formula:

% of Interlingual Error Occurrence (IEC) = $\dfrac{\text{Total Number of Interlingual Errors [n(IE)]}}{\text{Total Number of Overall Errors [N(E)]}}$ x 100

Or

$$IEC = \frac{n(IE)}{N(E)} \times 100$$

Therefore, the results of three above steps of analyzing interlingual errors were reported as the answer of the second research question.

3.4.4 Inter-rater Reliability

In order to see the reliability of the analysis's results, however, all the written assignments used in the study were identified by three individuals: the researcher of the study, the teacher of Academic Writing Course, and a native English speaker. Holsti's (1969) method, therefore, was used to calculate the inter-rater reliability between the three analysts.

$$CR = \frac{3M}{N_1 + N_2 + N_3}$$

Where   M = number of times the two coders agree

N_1 N_2 and N_3 = coding decision each coder made

The results from using the above formula were interpreted according to the inter-rater reliability chart which is shown in Table 3.4.

Table 3.4 Interpretation of Inter-rater Reliability (Landis & Koch, 1977)

Statistics	Strength of Agreement
<0.00	Poor
0.00 – 0.20	Slightly Poor
0.21 – 0.40	Fair
0.41 – 0.60	Moderate
0.61 – 0.80	Substantial
0.81 – 1.00	Almost Perfect

In order to get a reliable result, these steps were preceded. First, the data collected from the current study and the study analysis framework was handed to the three raters: it was employed as a rubric for analyzing data. Then, all the results gathered from each rater were calculated for an inter-rater reliability by employing the formula of Holsti's coefficient of reliability.

After the calculation, therefore, the result of inter-rater reliability between the three raters was 0.70. This means that the error analysis of this study is substantially reliable in agreement. For those errors which were not in the raters' agreement, they were taken into the step of discussion between the three raters and categorized with the most appropriate decisions.

3.5 Summary

In conclusion, this chapter provided the research procedures of the study. It firstly introduced the participants of the study who were selected from purposive

sampling technique. They were 83 Thai second-year undergraduate students majoring in English at NRRU. The students were asked to write an English essay on a given topic. Then, the students' written assignment was used as a research instrument of the study. The data collection was held during the Academic Writing course and it took two hours to collect the data. Moreover, the data analysis and the analysis framework were also provided by following two analysis types: analysis of grammatical errors and analysis of interlingual errors. Each analyzing step was described thoroughly and some sample coding was also provided. Finally, it ended with the summary of the chapter.
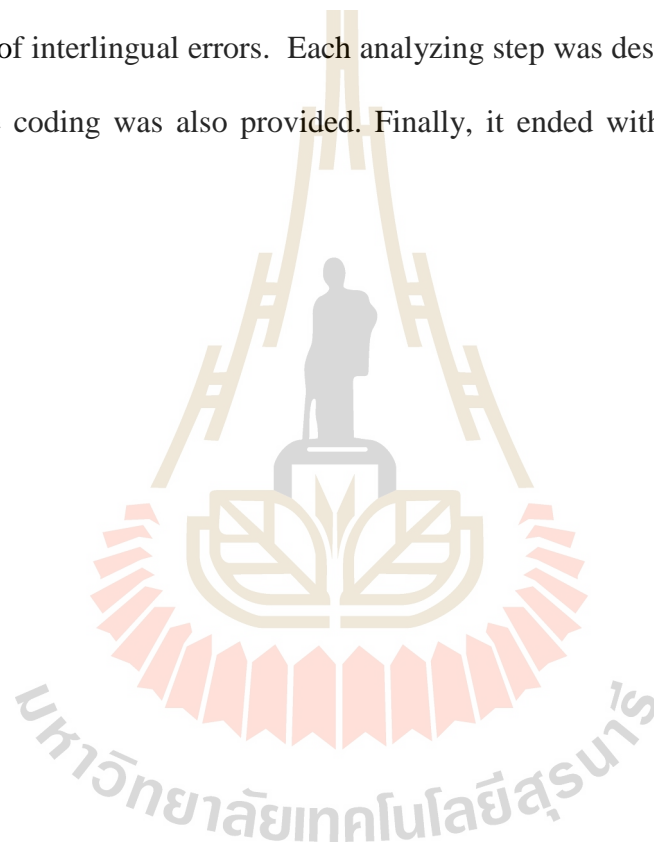
CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents and discusses the results of the study obtained from an English essay writing assignment written by 83 undergraduate students. The results are illustrated to investigate the following issues; the frequent types of grammatical errors and the effects of L1 interference in L2 writing. Each issue is reported thoroughly in details, and the number of frequency and percentages of its results are also presented in tables. The chapter, therefore, is organized into three main sections; 1) the report of number of grammatical errors and error types, 2) the discussion of the results, and 3) the summary of this chapter.

4.1 Number of Grammatical Errors and Error Types

The essay writing was analyzed for grammaticality and types of grammatical errors. The number of grammatical errors were counted and calculated into percentages. Out of the total number of 1,804 sentences, 88.91% of errors were found. The total results of the study are presented according to the study research questions.

4.1.1 Research Question 1: What are the common features and degrees of grammatical errors in English essay writing produced by NRRU English major students?

The first research question aimed at investigating overall grammatical errors in English essay writing produced by undergraduate students. To achieve this, the study analysis framework was employed (See Appendix K). As explained in Chapter 3, the study analysis framework consisted of 26 types of errors, and it was adapted from Na-ngam's (2005) error taxonomy and Richards' (1971) error categories. Na-ngam's (2005) framework was formulated for the analysis of general grammatical errors (See Appendix H), and Richards' (1971) framework was used to investigate interlingual errors (See Appendix I). In order to answer this research question, therefore, it is necessary to organize the presentation of the study's results into 3 sections; 1) types and frequency of overall grammatical errors, 2) types and frequency of common grammatical errors, and 3) sub-types and frequency of five most common grammatical error types.

4.1.1.1 Types and Frequency of Overall Grammatical Errors

As shown in Table 4.1, the total number of sentences in students' writing was counted and categorized into types. The frequency and percentage of each type were identified. The overall sentences, then, were marked as sentences with or without errors and were calculated for their total numbers and percentages.

Table 4.1 A Summary of Types of Sentences and the Number of Error Produced

by 83 Undergraduate Students in a Written English Essay Assignment

Types of Sentences	# of Clauses	%	# of Errors	%	Mean of Error Occurrence / Error-Carrying Clause
1. No-error sentences	**200**	**11.09***	**0**	**0.00**	**0.00**
1.1 Independent Clauses	148	8.20*	0	0.00	0.00
1.2 Dependent Clauses	52	2.88*	0	0.00	0.00
2. Error-carrying sentences	**1,604**	**88.91***	**4,909**	**100.00**	**3.06*****
2.1 Complete sentences	1,385	76.77*			
- Independent clauses	1,146	63.53*	4,909	4,909	3.06***
- Dependent clauses	239	13.25*			
2.2 Incomplete sentences	219	12.14*			
Total	**1,804**	**100.00**	**4,909**	**100.00**	**3.06*****

<u>**Note**</u> 1. * Percentage calculated based on the total number of sentences

2. ** Percentage calculated based on the total number of errors

3. *** Mean calculated based on the total number of overall errors divided by the total number of clauses with errors

Table 4.1 indicates that there were 1,804 sentences that occurred in students' written work. Among this number, 200 sentences (11.09%) were found as error-free sentences while 1,604 sentences (88.91%) were carrying 4,909 errors. Then, the average number of error occurrence per clause was at 3.06. In addition, out of 1,604 sentences with errors, 1,385 sentences were classified as complete sentences (67.77%), and 219 sentences fell into incomplete sentence type (12.14%). For more information, a detailed summary of frequency and percentages of error occurrence and its average of occurrence that each student made is provided in Appendix L**.**

For more obvious results, thus, 4,909 errors were categorized into 26 types of errors. Then, a frequency analysis was used to identify the percentages of each type.

Table 4.2 A Summary of Types and Frequency of Grammatical Errors Produced

by 83 Undergraduate Students in a Written English Essay Assignment

Types of Errors	Examples	# of Errors	Percentages (%)	Rank
1. Incomplete sentences	*When you can speak.*	219	4.46	6
2. Run-on sentences	*Structure of English is important too because it help we know how to speak or write what is before and after for help the listener or the reader can understand the meaning about the data of the speaker and the writer send to.*	81	1.65	16
3. Comparison	*You have knowleged vocabulary much more than past.*	18	0.37	23
4. Word order	*Thai students must reading book English, watching movies English and listening song English.*	45	0.92	18
5. There-be	*There are have data and method not same.*	9	0.18	26
6. Tenses	*I tried to read many book and train to speak everyday.*	44	0.90	19
7. Voices	*Although I may be spoken a litter bit.*	19	0.39	22
8. Agreement	*It make your have knowleged.*	182	3.71	10
9. Infinitives	*They said English is very difficult, and hard to learning.*	183	3.73	9
10. Gerunds	*They must do many way for help them learning and useful from that well.*	197	4.01	8

Table 4.2 (Continued)

Types of Errors	Examples	# of Errors	Percentages (%)	Rank
11. Nouns	*In my free time, I will write easy word and difficult word because it make me remember.*	776	15.81	2
12. Verbs	*I very trying for lean about it.*	404	8.23	4
13. Adverbs	*If I know vocabulary so much I can speak.*	86	1.75	15
14. Adjectives	*Their English skill are not bad not well.*	148	3.01	12
15. Pronouns	*Lady Gaga she have her own website.*	201	4.09	7
16. Modals / Auxiliaries	*You will can remember English grammar or English sentence.*	121	2.46	14
17. Possessive ('s)	*This is Thai's student problem.*	12	0.24	25
18. Conjunctions	*It is very important, you have to use it for work and communication.*	164	3.34	11
19. Prepositions	*Thai students have many problems to learning English.*	577	11.75	3
20. Articles	*however, the best of how to is reading because reading is improve English skill three kinds in the one time.*	292	5.95	5
21. Punctuation	*No they not care its.*	842	17.15	1
22. Serial verb construction	*them will need practice and use it in them life.*	32	0.65	21
23. Compound sentences	*Thai student still not good in English, a lot of them do not like to learn it.*	62	1.26	17

Table 4.2 (Continued)

Types of Errors	Examples	# of Errors	Percentages (%)	Rank
24. Complex sentences	*First, If you want be successful in learning English. You should read many English books.*	145	2.95	13
25. Word by word translation	*I'm shy in time speak with other people.*	33	0.67	20
26. Others	*essay will desclipe about "How can Thai students be successful in learning English?"*	17	0.35	24
	Total	**4,909**	**100.00**	

Note Percentage of error occurrence calculated based on the total number of overall grammatical errors

Table 4.2 indicates that there were 26 types of grammatical errors produced by the subjects of the study. As can be seen, the total number of errors between each type occurred inconsistently. Namely, the most frequent error type was errors in the use of punctuation (842 errors or 17.15%), and the least one was errors in the use of there-be structure (9 errors or 0.18%). The numbers of these two types were very sharply different: 833 or 16.97% different. For more information, a detailed summary of error types and frequency that each student made is presented in Appendix M.

However, the total numbers of the five most common types of errors shown in this table were slightly different. The summary of frequency and percentages of these most frequent types occurred in this study is presented in the next section.

4.1.1.2 Types and Frequency of Common Grammatical Errors

The findings of common grammatical errors are summarized into degrees and percentages as shown in Table 4.3.

Table 4.3 A Summary of Types and Frequency of Common Grammatical Errors Produced by 83 Undergraduate Students in a Written English Essay Assignment

No.	Types of Errors	# of Errors	Percentages* (%)
1	Punctuation	842	17.15
2	Nouns	776	15.81
3	Prepositions	577	11.75
4	Verbs	404	8.23
5	Articles	292	5.95
	Total	**2,891**	**58.89**

<u>**Note**</u> 1. Percentages calculated based on the total number of overall grammatical errors (4,909 errors)

2. See Appendix L for more details of the findings

Table 4.3 shows the five most common types of grammatical errors frequently occurred in the study's writing samples. The total number of all these five most common types was 2,891 errors or 58.89%. To present the results in particular orders, the use of punctuation was found as the most frequently committed type of errors: 842 errors or 17.15%. The second most frequent one was errors in nouns: 776 errors or 15.81%. The use of prepositions came at the third place of all the five most frequent types: 577 errors or 11.75%. Then, it was followed by 404 errors in verbs (8.23%), and 292 errors in articles (5.95%) respectively. To illustrate the results more intensively, these five types of common grammatical errors are, then, presented into sub-types, and some examples of errors in each type of them are also given and discussed thoroughly in the next section.

4.1.1.3 Sub-types and Frequency of Common Grammatical Errors

According to the previous section, there were five types of grammatical errors pronounced as the most common committed types in this study. They are; errors in the use of punctuation, errors in nouns, errors in prepositions, errors in verbs, and errors in articles respectively. At this stage, the frequency and percentages of error occurrence in each sub-type of these five most common error types are presented separately. Also, some examples of errors in each type are given, and the rectifications to these sample errors are provided.

4.1.1.3.1 Errors in Punctuation

The findings of the study show that the use of punctuation was the most common type of grammatical errors produced by all 83 undergraduate students. The sub-types and frequency of errors in punctuation are presented in Table 4.3.

Table 4.4 A Summary of Sub-types and Frequency of Errors in Punctuation Produced by 83 Undergraduate Students in a Written English Essay Assignment

Sub-types of Errors in Punctuation	Examples	# of Errors	Percentage (%)
1. Misuse		**150**	**17.81***
1.1 Misuse of period for comma after clause	*They think English is difficult for <u>them.</u> <u>But</u>, I think English is fun and interesting.*	56	37.33**
1.2 Misuse of other punctuation marks for comma	*You must practice English <u>everyday: so</u> you will be successful in learning English.*	4	2.67**
1.3 Misuse of comma/question mark for period at the end of a sentence	*For example, I often remember word from novel, non-fiction and everything around myself, if I don't know word I will open dictionary.*	76	50.67**

Table 4.4 (Continued)

Sub-types of Errors in Punctuation	Sample Sentences with Error	# of Errors	Percentage (%)
1.4 Misuse of other punctuation marks for period	*I learn English from watch the movies English, and listen to songs in <u>Youtube!</u>*	2	1.33**
1.5 Misuse of period for question mark	*How can Thai students be successful in learning <u>English.</u>*	1	0.67**
1.6 Misuse of other punctuation marks	*There are many ways to "How can Thai students be successful in learning <u>English?; communicate</u> with foreigner, watch the movies with English subtitle, and listen English songs.*	11	7.33**
2. Omission		**615**	**73.04***
2.1 Omission of comma	*If you don't know <u>vocabulary you</u> can't speak English.*	478	77.72**
2.2 Omission of period	*If they have a bad basic, they can't learn other <u>things</u>*	128	20.81**
2.3 Omission of question mark	*You must ask yourself "Do you want to be successful in learning <u>English"</u>*	1	0.16**
2.4 Omission of other punctuation marks	*English have many skill <u>important reading</u>, writing, listening, and speaking.*	8	1.30**
3. Unnecessary Insertion		**77**	**9.15***
3.1 Unnecessary insertion of comma	*Learning <u>English,</u> is important for Thai students because English is international language.*	47	61.04**
3.2 Unnecessary insertion of period	*First, I should speak English Everyday. Although I may be spoken a litter bit.*	22	28.57**

Table 4.4 (Continued)

Sub-types of Errors in Punctuation	Sample Sentences with Error	# of Errors	Percentage (%)
3.3 Unnecessary insertion of other punctuation marks	*Thai students don't know how to use correct grammar, so they should read a lot grammar books, <u>sentence – structure</u>, and tense that make them can use correct grammar in writing skill or others skill.*	8	10.39**
Total		**842**	**100**

<u>**Note**</u> 1. * Percentage of error occurrence calculated based on the total number of errors in Punctuation

    2. ** Percentage of errors occurrence calculated based on the total number of each type of

      errors in punctuation

As shown in Table 4.4, the most frequent sub-type of errors in punctuation was errors in omission: 615 errors (73.04% out of 842 errors). The most problematic type of errors in omission was the omission of comma, and it contains 478 errors (77.72%). Moreover, 150 errors in misuse were also found (17.81%), and 76 errors of the misuse of comma/question mark for period at the end of the sentence was the most frequently committed among those errors in this sub-type (50.67%). On the other hands, errors in the unnecessary insertion occurred as the least one: 77 errors (9.15%).

In addition, examples of errors in punctuation and rectification of each sample error are shown below.

Example 1: An Error of comma (Omission)

                                     Comma.

Incorrect: *If you don't know <u>vocabulary you</u> can't speak English.*

Correct: If you don't know <u>vocabulary, you</u> can't speak English.

In the first example, the sentence contains an error of the omission of comma between two clauses of a complex sentence which has a subordinate clause, *'If you*

don't know vocabulary', as the initial clause of the sentence. To rectify, a comma is necessarily placed between those two clauses, a dependent clause *(If you don't know vocabulary)* and an independent clause *(you can't speak English)* as shown in the example.

Example 2: An Error of Period (Omission)

Incorrect: *If they have a bad basic, they can't learn other <u>things</u>* ^{***Period.***}

Correct: If they have a bad basic, they can't learn other <u>things.</u>

The second example shows that there was an error of the omission of period at the end of a sentence occurred in this sample. Literally, this is a basic rule of English writing that everyone who uses English cannot avoid: they need to put a period at the end of every sentence in their writing, except interrogative sentences and exclamation quotes. To rectify the error in this sentence, therefore, put a period at the end of the sentence as shown in this example.

Example 3: An Error of the Misuse of Other Punctuation Marks

Incorrect: *There are many ways to "How can Thai students be successful in learning <u>English?";</u>* ^{***Punc.***} *communicate with foreigner, watch the movies with English subtitle, and listen English songs.*

Correct: There are many ways to "How can Thai students be successful in learning <u>English?":</u> communicate with foreigner, watch the movies with English subtitle, and listen English songs.

An error in the use of punctuation occurred in the third example is the error of the misuse of semi-colons (;) for colons (:). The differences between the use of semi-colons and colons are that a semi-colon is used to separate two simple sentences in a compound sentence. To use a semi-colon, it means that the two sentences between the

semi-colons carry a correspondent meaning. In contrary, a colon is used to illustrate words or phrases, which are in the same classification in meaning of the main sentence they belong to, like to give more details or examples. Namely, a colon should be placed between the sentence and its examples. Therefore, to correct the error in this example is to replace a colon instead of a semi-colon between the main sentence and phrases as shown in the sample sentence above.

The examples shown above were extracted from the overall errors in the use of punctuation produced by 83 subjects of the study. In fact, there are many interesting examples of punctuation errors have not been shown in here such as errors in the misuse of period for comma, errors in the misuse of comma for period, errors in the unnecessary insertion of comma and period, errors in the use of other punctuation marks, and etc. However, it is hopefully that each sample error and its discussion of error correction can be useful and applicable for most ESL/EFL learners in both Thai context and other contexts.

4.1.1.3.2 Errors in Nouns

The use of nouns was also ambiguous for the participants of the study. In this study, errors in nouns were the second commonly committed in the study. The sub-types and frequency of errors in nouns are shown in Table 4.5.

Table 4.5 A Summary of Sub-types and Frequency of Errors in Nouns Produced by

83 Undergraduate Students in a Written English Essay Assignment.

Sub-types of Errors in Nouns	Examples	# of Errors	Percentage (%)
1. Misuse		**690**	**88.92***
1.1 Misuse of other parts of speech for nouns	*Learning falls to <u>the deep</u>.*	63	9.13**
1.2 Misuse of singular for plural nouns	*I learn from <u>pop song</u>.*	614	88.99**
1.3 Misuse of plural for singular nouns	*It can help them to learning about new <u>vocabularies</u> and ascent of owner language.*	**13**	**1.88****
2. Omission		**28**	**3.61***
2.1 Omission of nouns as subjects	*About vocabulary we must to a lot of vocabulary by reading English book <u>if meet</u> word is you not know the meaning, ….*	7	25.00**
2.2 Omission of nouns as objects	*You can learn English in many way. <u>When you watch</u> you will learn vocabulary.*	20	71.43**
2.3 Omission of nouns after adjectives when necessary	*So, Thai students must to learning English and use English everyday because <u>learning English is the best</u> with Thai students and learning English have very important in the study.*	1	3.57**
3. Unnecessary Insertion		**53**	**6.83***
3.1 Unnecessary insertion of plural markers	*They shold learn English since they are <u>childrens</u>.*	11	20.75**
3.2 Unnecessary insertion of nouns	*You can help yourself for English skills such as listen to <u>music international song</u>, …*	42	79.25**

Table 4.5 (Continued)

Sub-types of Errors in Nouns	Examples	# of Errors	Percentage (%)
4. Misplacement		**5**	**0.64***
4.1 Misplacement of nouns as objects	*I my mobile phone use English mode.*	5	100.00**
Total	**776**	**100.00**	

Note 1. * Percentages calculated based on the total number of errors in nouns

2. ** Percentage of errors occurrence calculated based on the total number of each type of errors
in nouns

As shown in Table 4.5, the total number of errors in nouns was 776 errors. Surprisingly, the misuse of nouns was found a peak number among these sub-types of noun errors: 690 errors or 88.92%. In addition, the misuse of singular nouns for plural nouns contained the highest number of the misuse types: 614 errors or 88.99%, calculated based on the total number of the misuse of noun type. This number was sharply different from the numbers of other sub-types of errors in nouns such as errors in the misuse of other parts of speech for nouns (63 errors or 9.13%), errors in the unnecessary insertion (53 errors or 6.83%), errors in the omission (28 errors or 3.61%), and errors in the misplacement (5 errors or 0.64%). It is to say that the total number of errors in the misuse of singular nouns for plural nouns was almost over 10 times different from the other sub-types of noun errors. However, the examples below show errors in nouns which were committed according to some sub-types of noun errors.

Example 1: An Error in the Misuse of Singular Nouns for Plural Nouns

Pl.

Incorrect: *I learn from <u>pop song</u>.*

Correct: I learn from <u>pop songs</u>.

An error occurred in the first example was caused by the misuse of a singular noun for a plural noun. To give general information, plural nouns are normally employed. The sentence shown in the example, 'I learn from pop song', also expresses to the thing that the subject 'I' does in general. To rectify, therefore, the singular noun 'song' in the sentence must be changed to a plural noun 'songs' instead.

Example 2: An Error in the Misuse of Other Parts of Speech for Nouns

N.

Incorrect: *Learning falls to <u>the deep</u>.*

Correct: Learning falls to <u>the depth</u>.

The sentence displayed in the second example contains an error caused by the misuse of other parts of speech for nouns. In this sentence, an adjective 'deep' was misused for a noun 'depth', which must have come along with an article 'the' as already rectified in the example.

Example 3: An Error in the Unnecessary Insertion of Nouns

Incorrect: *You can help yourself for English skills such as listen to <u>music</u>*

US of N.

<u>international song</u>, ...

Correct: You can help yourself for English skills such as listen to

<u>international song</u>, …

In the third example, there was an error of the unnecessary insertion of nouns appeared in the sample sentence. Notify this phrase, 'listen to music international song': the nouns 'music' and 'song', in fact, are in the same collocation with the verb

'listen'. However, the noun 'music' in this phrase needed to be crossed out because there was also an adjective 'international' elaborate the phrase and it was in the right place of the noun 'song'.

Similar to errors in punctuation, there were many errors in nouns occurred in students' writing as already shown in Table 4.5. However, only a few of them were chosen to illustrate as examples of the occurrence of noun errors.

4.1.1.3.3 Errors in Prepositions

Another type of common grammatical errors in English essay writing produced by 83 students was the use of prepositions. The frequency and percentages of errors in each sub-type of prepositions are shown in Table 4.6.

Table 4.6 A Summary of Sub-types and Frequency of Errors in Prepositions Produced by 83 Undergraduate Students in a Written English Essay Assignment

Sub-types of Errors in Prepositions	Examples	# of Errors	Percentage (%)
1. Misuse	*You can watch the shows in television.*	217	37.61*
2. Omission	*Everybody can make it by listening international songs, ...*	179	31.02*
3. Unnecessary insertion	*Don't hate in English, ...*	179	31.02*
4. Misplacement	*It good remember for vocabulary.*	2	0.36*
Total		**577**	**100.00**

Note: * Percentage calculated based on the total number of errors in prepositions

Table 4.6 shows the frequency and percentages of errors in each sub-type of prepositions committed by 83 subjects of the study. The table indicates that the most

frequent sub-type of preposition errors was the misuse of prepositions: 217 errors or 37.61%. Errors in the omission and the unnecessary insertion of prepositions were committed with the same number and percentage: 179 errors or 31.02% each. However, the misplacement of prepositions was found as the least frequent type of error occurrence in prepositions: 2 errors or 0.36%. Therefore, the first three sub-types of errors in prepositions were all in significance. The examples below show how errors in those three were produced.

Example 1: An error in the misuse of prepositions

Incorrect: *You can <u>watch the shows Prep. in television</u>.*

Correct: You can <u>watch the shows on television</u>.

An error occurred in the first example was the error in the misuse of prepositions. As shown the example, the preposition 'in' was misused for the noun 'television'. A preposition used with the noun 'television', actually, must be the preposition 'on'. As it is normally said, we watch something 'on' TV. In contrast, we never say, we watch something 'in' TV. Therefore, the error in the first example has to be corrected as shown above.

Example 2: An error in the omission of prepositions

Incorrect: *Everybody can make it by <u>listening international songs</u>, …*

Correct: Everybody can make it by <u>listening to international songs</u>.

In the second example, the sentence shown above carries an error in the omission of prepositions. Generally, when we do an action 'listen', we always use the preposition 'to' along with it such as 'listen to music', 'listen to the radio', and etc. Thus, the sentence in the above example, '…listening international songs', must be changed to '…listening to international songs' instead.

Example 3: An error in the unnecessary insertion of prepositions

Incorrect: *Don't <u>hate in English</u>, ...*
          Prep.

Correct: Don't <u>hate English</u>, …

    Another sentence carrying an error in the use of prepositions was shown in the above example. It was the error caused by the unnecessary insertion of prepositions. When we use the verbs which express affection such as love, like, dislike, or hate, we normally use them as the transitive verbs without following with a preposition. As it is said, for example, 'I like apples'. Similarly, the sentence structure using the verb 'hate' must be formulated the same; 'I hate apples'. Therefore, the preposition 'in' in the sentence 'Don't hate in English' must be tossed as shown in the example.

    These are a few examples of how errors in prepositions were produced. Definitely, there were more errors in this types committed by all 83 students as illustrated in Table 4.6, but they have not been shown in here. However, the examples shown above are expected to be useful knowledge for English learners as same as the examples of errors in other types.

4.1.1.3.4 Errors in Verbs

    In this section, the sub-types and frequency of errors in the use of verbs, which were also commonly occurred in the writing of the participants, are presented in Table 4.7.

Table 4.7 A Summary of Sub-types and Frequency of Errors in Verbs produced

by 83 Undergraduate Students in a Written English Essay Assignment

Sub-types of Errors in Verbs	Sample Sentences with Error	# of Errors	Percentage (%)
1. Misuse		**85**	**21.04***
1.1 Misuse of the non-finite forms of verbs as main verbs	*Now, Thai students not understand use gramma, vocabulary and meaning because Thai students not reading book.*	26	30.59**
1.2 Misuse of other parts of speech for verbs	*So Thai students will success with the best try themselves.*	12	14.12**
1.3 Misuse of other verbs for verb "be" as main verbs	*You have confident to learn English.*	9	10.59**
1.4 Misuse of verb "be" for other local verbs	*Grammar is many rule and very difficult.*	4	4.71**
1.5 Misuse of simple past verbs for based form of verbs after causative verbs	*They must do many way for help them learned and useful from that well.*	3	3.53**
1.6 Misuse of verb-noun collocation	*Thai student can do video call with friend from other country, so they can practice speaking English.*	30	35.29**
1.7 Misuse of 'can' for 'be able to'	*You will can remember English grammar or English sentence.*	1	1.18**
2. Omission		**107**	**26.49***
2.1 Omission of verb after modals	*Vocabulary, listening and grammar that make Thai students can not successful in learning English.*	26	27.30**
2.2 Omission of stative verbs in front of adjectives	*You can not improve English skill and successful surtenly.*	3	2.80**
2.3 Omission of verb "be" as main verbs	*Thai students lazy to study.*	63	58.88**

Table 4.7 (Continued)

Sub-types of Errors in Verbs	Sample Sentences with Error	# of Errors	Percentage (%)
2.4 Omission of verbs	*For example, foreigner friends.* *They can talk with foreigner so* *they will good in speak English.*	15	14.02**
3. Unnecessary Insertion		**107**	**26.49***
3.1 Unnecessary insertion of verbs	*Thai students have learning* *English not well because they* *don't really have their* *inspiration for help us an* *opportunity to understand that it* *is important language for* *communication in the world.*	25	23.36**
3.2 Unnecessary insertion of verb to be	*Everyone in the world should be* *know about English language.*	82	76.64**
4. Wrong Form		**105**	**25.99***
4.1 Wrong form of verb after modals	*They should tried to speak, to* *pronounce, and to talk in* *English.*	95	90.48**
4.2 Wrong form of verb "be" as main verbs	*Thai students not be successful in* *learning English.*	10	9.52**
Total		**404**	**100.00**

Note 1. * Percentage calculated based on the total number of errors in verbs

2. ** Percentage of errors occurrence calculated based on the total number of each type of errors in verbs

As shown in table 4.7, the occurrence of errors in each sub-type of verb appeared in the very close numbers. The types of omission and unnecessary insertion of verbs contained the same numbers of errors; 107 errors or 26.49% each. Moreover, the type of wrong form of verbs carried 105 errors (25.99%) while errors in the misuse type hold the least number of occurrence comparing to those three types; 85 errors or 21.04%. The examples below show how errors in some sub-types of verbs were committed.

Example 1: An Error in the Wrong Forms of Verbs after Modals

Incorrect: V.
           They <u>should tried</u> to speak, to pronounce, and to talk in

           English.

Correct: They <u>should try</u> to speak, to pronounce, and to talk in English.

    The first example of errors in verbs was an error in the misuse of wrong forms of verbs after modals. As shown in the example, the past verb 'tried' was misused for the modal 'should'. In the principal of English usage, every modal must be followed by a based form of verbs. Therefore, the verb 'tried' in the sample sentence must be changed to 'try' instead.

Example 2: An Error in the Unnecessary Insertion of Verb to be

Incorrect: V.
       Everyone in the world <u>should be know</u> about English language.

Correct: Everyone in the world <u>should know</u> about English language.

    The second example shows that there was an error of verbs committed in the sentence, 'Everyone in the world should be know about English language'. This error was caused by the unnecessary insertion of the verb to be 'be' between the modal 'should' and the local verb 'know'. In fact, the word 'be' could remain in this sentence if it was followed by the past participle form of the verb 'know', which was in the form of passive voice. However, the sample sentence was written in the form of active voice. Therefore, it is unnecessary to put the word 'be' between 'should' and 'know' in this sentence. Then, the error in the sample sentence can be rectified as shown in the example.

Example 3: An Error in the Omission of Verb to be as main Verbs

$$V.$$

Incorrect: ~~*Thai students lazy* to study.~~

Correct: ~~Thai students are lazy~~ to study.

An error in the last example of errors in verbs was the error in the omission of verb to be as main verbs. As seen in the sentence, it is obviously showed that there was a verb to be omitted between the plural noun 'Thai students', the subject of the sentence, and the adjective 'lazy', the complement of the sentence. Therefore, the verb to be 'are' must be required to be agreed with the subject of the sentence. Then, the sentence has to be corrected as done in the example.

In all 15 sub-types of errors in verbs, the 3 sub-types presented in the examples above contain the most frequent numbers of occurrence of verb errors. Namely, there were still many interesting errors in verbs committed by 83 students and with the same reasons as those did in the examples.

4.1.1.3.5 Errors in the Use of Articles

The last type of common grammatical errors presented in this chapter is the problem in the use of articles. The summary of its sub-types and frequency is displayed in the following table.

Table 4.8 A Summary of Sub-types and Frequency of Errors in the Use of Articles Produced by 83 Undergraduate Students in a Written English Essay Assignment

Sub-types of Errors in Articles	Sample Sentences with Error	# of Errors	Percentage (%)
1. Misuse		**14**	**4.79***
1.1 Misuse of 'the' for 'a, an'	*English is the international language.*	3	21.43**

Table 4.8 (Continued)

Sub-types of Errors in Articles	Sample Sentences with Error	# of Errors	Percentage (%)
1.2 Misuse of 'a, an' for 'the'	*English teacher make me understand the English grammar, but I confused in <u>a relationship of each English grammar</u>.*	9	64.29**
1.3 Misuse of 'a' for 'an'/ 'an' for 'a'	*English is <u>a international language</u>.*	2	14.29**
2. Omission		**141**	**48.29***
2.1 Omission of 'a, an'	*You want to work in <u>international company.</u>*	47	33.33**
2.2 Omission of 'the'	*You have knowledged vocabulary much more than <u>in past</u>.*	94	66.67**
3. Unnecessary Insertion		**137**	**46.92***
3.1 Unnecessary insertion of 'a, an'	*They must read <u>an English books</u>.*	49	35.77**
3.2 Unnecessary insertion of 'the'	*Firstly, Thai students have to understand <u>the English grammar</u> well.*	88	64.23**
Total		**292**	**100.00**

<u>Note</u> 1. * Percentage calculated based on the overall errors in articles

2. ** Percentage of errors occurrence calculated based on the total number of each type of errors in articles

As shown in Table 4.8, the most frequent number of error occurrence in the use of articles was errors in the omission: 141 errors or 48.29%. This was closely followed by errors in the unnecessary insertion (137 errors or 46.92%), and errors in the misuse of articles came at the last place (14 errors or 4.79%). Therefore, 3 errors in those three sub-types of articles were selected to illustrate and corrected in the following examples.

Example 1: An Error in the Misuse of Definite Article for Indefinite Articles

Incorrect: *English is <u>the international language</u>.*

Above "the international language" appears: *Art.*

Correct: English is <u>an international language</u>.

As shown in the first example, the incorrect sentence contains an error in the misuse of 'the' for 'an'. An article 'the' has to be used to modify a specific or particular noun such as the sun, the moon, the Eifel Tower, and etc. Moreover, 'the' will be added in front of a noun which is stated before in the previous statement. Therefore, 'the' in the first example is misused. Because English is a language that people used to communicate all over the word, but there are many more languages that have been used across many countries around the world. Therefore, we can only say that 'English is an international language' not 'the international language' as rectified in the example above.

Example 2: An Error in the omission of Indefinite Articles

Incorrect: *You want to work in <u>international company</u>.*

Above "international company" appears: *Art.*

Correct: You want to work in <u>an international company</u>.

The second example shows a sentence that carries an error in the omission of indefinite article (an, an). As in the sample sentence, it lacks of article 'an' in front of the words 'international company'. The word 'company' is a noun which needs an article to modify it in a sentence. As it has an adjective 'international' as another modifier, then, the article 'an' must take place in front of the words 'international company' because the word 'international' begins with a vowel.

Example 3: An Error in the Unnecessary Insertion of Indefinite Articles

                                                     Art.

Incorrect: *They must read <u>an English books</u>.*

Correct: They must read <u>English books</u>.

The third example contains an error in the unnecessary insertion of indefinite articles (a, an). As in the sentence, 'They must read an English books', the writer uses a plural noun 'books' in this sentence. So, it is unnecessary to put article 'an' for this word. Because to use 'an' refers to one, but the word 'books' means several. Therefore, the correct sentence must be; 'They must read English books'.

As shown in the above examples, it can be assumed that errors in articles were also problematic for Thai students when they attempted to write in English. Moreover, the number of article errors fell into all 7 sub-types of them.

According to all information presented above, the first research question can be answered as follows. The five most frequent types of grammatical errors in English essay writing produced by undergraduate students of NRRU were errors in the use of punctuation, errors in nouns, errors in prepositions, errors in verbs, and errors in articles. Apparently, the first research question is required an answer in general. On the other hands, the second research question focuses on more specific results as presented in the next section of this chapter.

4.1.2 Research Question 2: Are there any certain types of errors caused by L1 interference in students' writing? If so, to what extent?

In order to answer the second research question, the results of overall grammatical errors in the first research question were also analyzed whether they were interlingual errors. In addition, Richards' (1971) error categories were taken into place for handling this stage. According to Richards' (1971) framework, interlingual

errors in English writing consisted of 10 types of errors (See Appendix I). However, those 10 types could not fit in all errors caused by L1 interference found in the current study's context. Therefore, the researcher added four more types into the framework. The four additional types were misuse of simple present tense for simple past tense, subject-verb agreement, omission of auxiliary in negative sentences, and omission of some punctuation marks (comma/ period/ question mark). The adapted framework was then carrying 14 types of interlingual errors, and the results of each type were shown in Table 4.9.

Table 4.9 A Summary of Types and Frequency of Interlingual Errors Produced

by 83 Undergraduate Students in a Written English Essay Assignment

Types of Interlingual Errors	Sample Sentences with Error	# of Errors	Percentage (#)
1. Omission of subject / verb / object complement	*I happy with it.*	122	7.82**
2. Serial Verb construction	*You should attend study English subject.*	32	2.05**
3. Plural forms of nouns	*I can learn about vocabulary from movie.*	583	37.37**
4. Compound sentences	*I can practice to speak English every day and I not think in Thai before speak.*	62	3.97**
5. Complex sentences	*Although I can speak English a little, but I should speak English everyday.*	145	9.29**
6. Word order	*Thai students must reading book English, watching movies English and listening song English.*	31	1.99**
7. "There" structure	*The skill for learning English language be successful it have foure skills.*	4	0.26**
8. Fragment	*But I don't understand English language.*	97	6.22**

Table 4.9 (Continued)

Types of Interlingual Errors	Sample Sentences with Error	# of Errors	Percentage (#)
9. Run-on sentences	*It very important if I can remember many words it not difficult to learn English because I can translate words.*	81	5.19**
10. Word by word translation	*If you don't know about rule structure and <u>using structure</u> You can't speaking and writing because people listening don't understand you say.*	33	2.12**
11. Misuse of Simple Present for Simple Past***	-	0	0.00**
12. Subject-verb agreement***	*<u>It have</u> many skills in learning English.*	148	9.49**
13. Omission of auxiliaries in negative Sentences***	*...because <u>they not use</u> it every day, ...*	21	1.35**
14. Punctuation (Omission of comma between clauses in compound/ complex sentences / period at the end of the sentences / question mark at the end of interrogative sentences)***	*If you want to speak you must try to listen.*	201	12.88**
Total		**1,560**	**31.78***

<u>Note</u> 1. * Percentage calculated based on the total number of overall grammatical errors

      2. ** Percentage calculated based on the total number of interlingual errors

      3. *** Type of interlingual errors adapted from Richards' (1971) framework

As the results shown in Table 4.9, 13 types of interlingual errors were found with the total number of 1,560errors or 31.78%, compared to the total number of overall grammatical errors; 4,909 errors. The most frequent number of interlingual errors fell into the use of plural forms of nouns (583 errors or 37.37%). The second most frequent one was errors in the omission of punctuation (201 errors or 12.88%). Then, it was followed by 148 errors in subject-verb agreement (9.49%), 145 errors in

the wrong structure of complex sentences (9.29%), 122 errors in the omission of some parts of a sentence (7.82%), 97 errors in fragment (6.22%), 81 errors in run-on sentences (5.19%), and 62 errors in the wrong structure of compound sentences (3.97%).

For the other types of interlingual errors, they did not carry a big number as those did, as presented earlier. However, it was so surprising that the total number of interlingual errors was in ¼ of the overall grammatical errors committed by the study's subjects. The following examples show how interlingual errors occurred in the students' writing. For more information, a full summary of types and frequency of interlingual errors is also provided in Appendix N.

Example 1: An Interlingual Error in the Omission of Some Parts in a Sentence

	Omis. Of V to be
Incorrect:	*I happy with it.*
Correct:	I am happy with it.

In the first example, there was an error caused by the interference between English language and the writer's mother language (Thai language) occurred in the sentence. It was the error in the omission of some parts of the sentence. In this sentence, it was the error in the omission of a verb to be as a main verb. To make a more understanding, the differences of the sentence structures between English and Thai, which caused this type of error, are compared and illustrated in Table 4.10.

Table 4.10 A comparison of the differences between parts of speech and their meanings of a sentence in English and Thai

English	Parts of Speech	Thai	Parts of Speech
I	Subject Pronoun	ฉัน /ʧ∧n/	Personal Pronoun
am	Auxiliary	เป็น /pben/	Transitive Verb
happy	Adjective	มีความสุข /mi: - kwa:m - sʊk/	Adjective
with	Preposition	กับ /g∧b/	Preposition
it	Object Pronoun	มัน /m∧n/	Personal Pronoun

From Table 4.10, it can be summarized as follows:

English sentence: I am happy with it.

Meaning in Thai: /ʧ∧n mi: - kwa:m - sʊk g∧b m∧n/
                             (ฉัน   มี – ความ - สุข   กับ   มัน)

Translation to English: I happy with it.

According to the above sentences, the writer seemed to misunderstand that the subject of the sentence can be followed by an adjective without using any verbs to separate them as it does in Thai language structure. Then, he/she omitted a verb to be 'am', which was needed to be placed after the subject 'I' and in front of the adjective 'happy' in this sentence. Apparently, this was caused by the interference between English and Thai that some of Thai students employed when they wrote in English.

Example 2: An Interlingual Error in the Omission of Punctuation

Omis. Of comma

Incorrect: *If you want <u>to speak you must</u> try to listen.*

Correct: If you want <u>to speak, you must</u> try to listen.

Another error caused by the interference between English language and Thai language was shown in the second example. It was the error in the omission of punctuation. In this sentence, a comma was omitted between two clauses in a complex sentence. In Thai sentence structure, many punctuation marks are not used in some conditions as in English. For example, commas are not used to separate sentences or phrases, but they are commonly used in numbers of thousands and more. Periods are not necessarily put at the end of the sentence, but they are normally used in abbreviations and decimal numbers. Finally, general interrogative sentences in Thai also do not required question marks. Therefore, the sentence shown in the example was incorrectly written because there was no comma placed between those two clauses of the complex sentence. This was because of the influence of interference between English and Thai.

Example 3: An Interlingual Error in the Omission of an Auxiliary in Negative sentences

Omis. Of Aux.

Incorrect: *...because <u>they not use</u> it every day, ...*

Correct: …because <u>they do not use</u> it every day, …

The last example of interlingual errors was the error in the omission of an auxiliary in a negative sentence. This was caused by the interference of the English language and the Thai language. In the Thai language, there is no auxiliary used in its structures. The differences of the structures of negative sentences in English and Thai are summarized in Table 4.11.

Table 4.11 A Comparison of the Differences between the Structures of Negative

Sentences in English Language and Thai Language

	Sentence Structures							
English	… because they do not use it every day,…							
Thai	… because	they	do	not	use	it	every	day,…
	… /prɔ:-wa:	pɔ:k-ka:-əʊ	(-)	maɪ	ʧaɪ	m∧n	tʊk	w∧n/, …
	….เพราะว่า	พวกเขา	(-)	ไม่	ใช้	มัน	ทุก	วัน, …
Translation (Thai – English)	… because they not use it every day, …							

From Table 4.11, the writer seemed to omit an auxiliary 'do' in the sentence because he/she drew the Thai sentence structure to generate the sentence in English. In English, every negative sentence can be correctly created by using an auxiliary along with the adverb 'not' and placing them together after the subject and the main verb of the sentence. While in Thai, the sentence can be negative by putting the word 'maɪ', which means 'not' in English, in front of the main verb of the sentence. For example, a positive sentence is like; 'ฉัน กิน ผัก', /ʧ∧n gɪn p∧k/ (I eat vegetables). A negative sentence can be; 'ฉัน ไม่ กิน ผัก', /ʧ∧n maɪ gɪn p∧k/ (I do not eat vegetables).

All examples illustrated above contain errors that were caused by the interference between English language and Thai language. However, there are many types of interlingual errors that have not been shown in this section. Because there are some types of them overlapped to some types of general grammatical errors, and they have already been presented in the previous section of this chapter such as errors in the misuse of wrong forms of plural nouns and errors in the omission of a period at

the end of the sentence. Therefore, the three selected errors, as shown in the above examples, are in significance because they show how Thai language influents the use of English of Thai students.

According to the results shown in this section, the second research question can be answered as follows. Out of 4,909 grammatical errors, there were 13 types of errors or 1,560 errors caused by the interference of Thai language which was 31.78%. Among this number, errors in the misuse of wrong forms of plural nouns were the most frequently produced in the students' writing (583 errors or 37.37%). This number was much higher than the number of errors in other types of interlingual errors such as errors in the omission of punctuation (201 errors or 12.88%), errors in the wrong structure of complex sentences (145 errors or 9.29%), errors in subject-verb agreement (148 errors or 9.49%), and errors in the omission of some parts of a sentence (122 errors or 7.82%). Moreover, the least number of committed interlingual errors fell into the type of "there" structure (4 errors or 0.26%). As the results, it seems to be interesting that there were errors almost occurred in all 14 types of interlingual errors, except one – the misuse of simple present tense for simple past tense which did not carry any errors. Even though some types of interlingual errors did not contain many errors, the total number of them was in nearly 1/3 of the overall grammatical errors. However, the results of this question should be taken into consideration. The reasons of why interlingual errors often occurred in Thai students' writing should be discussed, and the problems in English writing of Thai students should be solved.

4.2 Discussion

This section provides a discussion of the results of the study, which is organized based on the study's research questions. It consists of two parts: 1) the most frequent types of grammatical errors which is related to the first research question and 2) the effects of L1 interference in L2 writing which is related to the second research question.

4.2.1 Types and Frequency of Common Grammatical Errors

In this current study, it is shown that there were 26 types of grammatical errors with the total number of 4,909 errors that occurred in students' English essay writing. Among this number of errors, the researcher proposes the first five types in ranks of these committed errors that were frequently produced by the students. In these first five most frequent types, the use of punctuation was found as the most frequently committed type of errors; 842 errors. The second most common one was errors in nouns: 776 errors. The third one was the use of prepositions which contains 577 errors. Then, the rest of these five types are errors in verbs; 404 errors and errors in articles: 292 errors.

The results found in this study are similar to those found in the studies on analysis of grammatical errors both in Thai EFL students' writing conducted by Srichai (2002), Na-ngam (2005), and Iamsiu (2014); and in other EFL students' writing conducted by Maros (2007), Darus (2009), Abushihab et al. (2011), and Lasaten (2014). The results of these studies are summarized in the table below.

Table 4.12 A Summary of the Results in the Studies on Analysis of Grammatical Errors in Students' Writing Conducted in Thai EFL context and Other EFL Context

Context	Researcher	Study	Subjects	Results
Thai EFL	1. Srichai (2002)	Types and frequency of global and local errors in 59 written works	First year business administration students at Prince Songkla University	1. Global errors frequently found were errors of lexicon and syntax. 2. The most frequent syntactic errors were <u>errors in misuse and omission of preposition, errors in incomplete sentences, and errors in word order/ word position</u>.
	2. Na-ngam (2005)	Grammatical errors in English written assignments	30 first year students who were attending Foundation English course in the first semester of the academic year 2004 at Prince of Songkla University	Grammatical errors frequently found in this study were <u>errors in incomplete sentences, errors in nouns, errors in spelling, errors in tenses, errors in agreement, and errors in articles.</u>
	3. Iamsiu (2014)	Types of errors in students' written works and the influence of mother tongue interference to students' writing	20 second year English minor students who enrolled in Basic Writing course in the second semester of the academic year 2012 at Srinakarinwirot University	The most frequent types of errors found in this study were <u>errors in word choice, errors in sentence structure, errors in subject-verb agreement, errors in word order, and errors in the use of connecting words.</u>
Other EFL	1. Maros (2007)	Types of errors in students' essay writing and the effects of L1 interference to the students' writing	120 Form One students from 6 rural schools in three different state in Malaysia	The most three frequent errors found in students' writing were <u>the use of articles, subject-verb agreement, and copula 'be'.</u>

Table 4.12 (Continued)

Context	Researcher	Study	Subjects	Results
Other EFL	2. Darus (2009)	Types of errors in students' English written essays	72 Malay students with non-English speaking background	The most commonly committed errors found in this study were <u>syntactic errors</u>. They were ranging in six common types; <u>errors in the misuse of singular for plural nouns, the misuse of verb tenses, word choice, preposition, subject-verb agreement, and word order</u>
	3.Abushihab et al. (2011)	Types and frequency of grammatical errors in students' paragraph writing	62 students of the Department of English Literature and Translation at Alzaytoonah Private University of Jordan	The errors found in this study were classified into 6 major types. The most problematic error type was <u>errors in preposition.</u> Then, it was followed by <u>morphological errors, errors in articles, errors in verbs, errors in the use of active and passive, and errors in tenses</u> respectively.
	4. Lasaten (2014)	Types of common linguistic errors in English composition and short essays produced by teacher education students	Second year students who were studying in the field of teacher education at the Mariano Marcos State University	The most common errors occurred in this study were <u>errors in verb tenses, errors in sentence structure, errors in punctuation, errors in word choice, errors in spelling, errors in the use of preposition, and errors in articles.</u>

As shown in table 4.12, it can be assumed that the results of the previous studies and the current study were mostly in the same line. In Thai EFL context, the studies of Srichai (2002), Na-ngam (2005), and Iamsiu (2014) found that Thai students commonly committed errors in incomplete sentences, nouns, agreement, articles, tenses, and spelling in their writing. Particularly, error in incomplete sentences – especially fragment was the most frequent types that the students generally made. Moreover, errors in nouns – particularly the misuse of singular and

plural nouns and errors in articles were also significantly found in these studies. It could probably say that the cause beyond these errors was that; the structures and usages of complete sentences, nouns and articles might be more complicated to the students than other types of errors, so that the students in each study commonly produced them. Moreover, the current study and the previous studies had similar findings because all of these studies were conducted with Thai university students. So, the majority of the studies' participants might have had close English proficiency and close understanding in producing a piece of English writing.

For the studies of Maros (2007), Darus (2009), Abushihab et al (2011), and Lasaten (2014), they also found that errors in nouns, articles, tenses, agreement, spelling, and the use of punctuations were frequently produced by their subjects. Particularly, the studies of Abushihab et al (2011) and Lasaten (2014) found the similar results as the current study did. This also might be because both of them investigated errors in English writing which was produced by university students. So, they similarly found that the most frequent errors occurred in the students' writing were errors in the use of preposition, errors in verbs, and errors in articles.

4.2.2 Effects of L1 Interference in L2 Writing

Out of 4,909 grammatical errors found in this current study, 1,412 errors (28.46%) were errors caused by the interference of students' mother tongue. In these 1,412 interlingual errors, the use of plural forms of verbs was found as the most frequent type: 583 errors. Then, it was followed by errors in the omission of punctuation; 201 errors, errors in the wrong structure of complex sentences: 145 errors, errors in the omission of some parts of a sentence: 122 errors, errors in

fragments: 97 errors, errors in run-on sentences: 87 errors, and errors in the wrong

structure of compound sentences: 62 errors.

All these interlingual errors in the current study support the results of the

various previous studies (Angwatanakul, 1975; Ubol, 1981; Torat, 1993; Pongpairoj,

2002; Khaoural, 2002; and Bootchuy, 2008). Similarly, all of these studies conducted

in Thai university students' context. The results of these previous studies are

summarized in Table 4.11 below.

Table 4.13 A Summary of the Results in the Studies on Analysis of Interlingual

Errors in Students' English Writing Conducted in Thai EFL context

Researcher	Study	Subjects	Results
1. Angwatanakul (1975)	Errors in English composition made by university students	First year students at the faculty of education, Chulalongkorn University	Grammatical errors which caused by students' L1 interference found in this study were errors in the misplacement of adverbs and errors in the omission of subjects and objects of a setence
2. Ubol (1981)	Types and frequency of interlingual errors in Thai university students' writing	First year and third year students at Prince of Songkla University	The study found that interlingual errors commonly found in students' writing were errors in the omission of relative pronoun in 'there be' structures, fragment, errors in the omission of subjects, verb to be, and objects.
3. Torut (1993)	Errors in free writing made by Thai university students and the effects of mother tongue interference to the students' writing	First year students at Silapakorn University	The most frequent errors occurred in this study were errors in misplacement of modifiers and errors in the omission of subjects, verbs, and complements.

Table 4.13 (Continued)

Researcher	Study	Subjects	Results
4. Khaoural (2002)	Errors in English composition written by English major students	English major students at Rajabhat Institute, Nakhon Pathom	The interlingual errors found in this study frequently occurred in the form of <u>fragment and run-on sentences, errors in the omission of subjects, verbs and objects, the misplacement of adjectives and adverbs.</u>
5. Pongpairoj (2002)	Errors in paragraph writing produced by Thai undergraduate students	100 first year students in Faculty of Art at Chulalongkorn University	The study found that errors which caused by L1 interference were <u>errors in the omission of 'there be' structures, errors in redundancy of two conjunctions (*although* and *but* with two clauses), fragment, run-on sentences, and errors of inversion in questions.</u>
6. Bootchuy (2008)	Types of errors in term of ill-formed sentences in academic Emglish writing	41 first year graduate students studying in an English master program at a university in Bangkok	The most common interlingual errors found in this study were <u>errors in the omission of subjects, verbs and complements, errors in the incorrect form of compound/ complex sentences, and errors in word order.</u>

As shown in Table 4.13, the studies of Angwatanakul (1975), Ubol (1981), and Torut (1993) found the very similar results that the students' mother tongue caused them in producing errors in the omission of subjects, verbs, and objects. The studies of Pongpairoj (2002) and Khaoural(2002) were in the same line; they found that the most frequent types of interlingual errors made by Thai students were errors in fragments and run-on sentences. Interestingly, Bootchuy's (2008) study found that L1 interference caused Thai students in committing many types of interlingual errors: errors in the omission of subjects, objects, and complements, errors in the omission of auxiliary verbs

in negative sentences, errors in fragments and run-on sentences, and word by word translation.

According to the similarities between the current study and the previous studies, it can be assumed that L1 interference had some influence to Thai students in producing errors in their English writing. As Brown (2000) and Boey (1975) pointed out, "L1 interference is the most noticeable source of errors among second language learners because the students use their L1 experience to facilitate the second language learning process." This hypothesis was also supported by many researchers. For example, Brudiprabha (1972) states that one-third of errors occurred in ESL/EFL students' writing were caused from negative interference of L1. Moreover, Bhela (1999) points out that EFL errors result from word by word translation strategy or thinking in mother tongue language. Namely, when EFL students write in English, they first think in their native language, and then translate into English. In addition, Pongpairoj, (2002) claims that Thai students employ word order in Thai structures to write in English. This is caused from 'insufficient knowledge' of the similarities and differences between Thai and English grammatical structures. Finally, Thep-Akrapong (2005) proposes that errors in subject-verb agreement were very problematic to Thai students because the concept of subject-verb agreement is not found in Thai sentential concept. That is, specific boundary of a Thai sentence is not obvious. Also, word order in Thai structure is considerably different from that of English.

As the examples provided above, one of the major causes to Thai students' English writing problems is L1 interference. Hereupon, the differences between Thai

and English languages should be seriously pointed out for Thai students in order that they could avoid facing this drawback over and over again.

4.3 Summary

In conclusion, this chapter provided the results and discussion of the study according to the study's research questions. First, the results of the first research question were presented. It started with the presentation of the total number of the overall grammatical errors. Then it was followed by the summary of types and frequency of common grammatical errors, including providing some examples of error occurrence in those common types. Therefore, the result of the first research question showed that there were five most common types of errors found in the current study. The most frequent type was errors in the use of punctuation. Then, it was followed by errors in nouns, errors in prepositions, errors in verbs, and errors in articles.

Second, the results of the second research question were displayed. In this part, it consisted of the summary of types and frequency of interlingual errors and the presentation of some examples of errors in this type. For the results of the second research question revealed that there were 1,412 errors (out of 4,909 overall errors) caused by the interference of the students' mother tongue. Among this number, errors in the misuse of wrong forms of plural nouns were most frequently found in the students' writing. Then, it was followed by errors in the omission of punctuation, errors in the wrong structure of complex/ compound sentences, and errors in the omission of some parts of a sentence.

Third, it provided the discussion of the results of the study. At this stage, it showed that the results of the current study were similar to the results found in many previous studies. According to these results, it could be assumed that one of the major causes of errors in Thai students' English writing was affected by the interference of students' first language. Finally, the chapter ended with the final summary of this chapter.

CHAPTER 5

CONCLUSION

This chapter provides a conclusion of the current study. It consists of five sections. The first section summarizes the result of the study focusing on the common types of grammatical errors and the effects of L1 interference which were causing some errors. Next, it follows with the pedagogical implications in the EFL/ESL classrooms. Then, limitations of the study and recommendations for further studies are also proposed. Finally, it ends with the concluding remarks of this study.

5.1 Conclusion

This study aimed at investigating grammatical errors in English essay writing produced by Thai undergraduate students and the effects of the students' mother tongue language in producing those errors. Based on the convenience and availability of sampling method, 83 undergraduate students majoring in English at NRRU participated as the subjects of the study. The researcher collected the data by assigning the students to write an English essay on the topic: "How can Thai students be successful in learning English?" The purposes of the study were to investigate the frequent types of grammatical errors made by those 83 students in a written English essay and to examine the causes of errors to find out whether there are any errors influenced by their L1 interference. The findings of the study could provide some useful and essential information for second language learning and teaching.

The data collected from the students were analyzed manually based on the study analysis framework by three raters: one English-native speaker, one English writing teacher, and the researcher. The findings showed that the most frequent type of errors occurred in the students' writing was errors in the use of punctuation. Most students tended to omit periods at the end of the sentences and commas between clauses of compound-complex sentences and between words or phrases when giving examples. The second frequently committed type of errors was errors in nouns, especially the misuse of singular and plural nouns. The third frequent type fell into the errors in prepositions. It seemed that students were confused in how to use any prepositions in their right positions in the sentences. Then, it followed with errors in verbs, particularly the misuse of other parts of speech for verbs and the misuse of the correct forms of verbs. Also, errors in articles were frequently found in the students' writing.

Moreover, the results of the study indicated that L1 interference had an influence to the students in producing some errors. The most frequent type of interlingual errors was errors in the use of plural forms of nouns. Then, it followed with errors in the wrong structure of compound-complex sentences, errors in the omission of punctuation, errors in incomplete sentences, and errors in the omission of subjects, verbs, and objects respectively.

Therefore, grammatical errors can be considered as one of the most serious problem in EFL/ESL writing, and students' mother tongue language is an influence in committing errors. Based on the findings of the study, EFL/ESL teachers should plan for a great instruction to promote correct English structure in English writing for the students. While EFL/ESL students should understand the differences between Thai

and English structures and try to produce better pieces of their English writing by avoiding translating or employing Thai structure to write in English. In addition, it is essential for English teachers to pay attention on their teaching of writing. The teachers should be prepared and be able to find out their students' needs and problems in writing English. For example, the patterns of writing must be taught in order that students can find some easy ways to convey good contents in their writing. Moreover, the correct English sentence structure should then be clarified along with teaching the writing patterns, so that they will know what English structures can be used to describe their ideas in each form of writing. Therefore, as stated by Srichai (2002), English teachers should promote the ways to help students learn about how to create accurate English writing more effectively by designing proper remedial materials and planning appropriate teaching techniques for helping students to overcome their specific difficulties.

5.2 Pedagogical Implications

The findings of the present study have some pedagogical implications for English teaching in NRRU and other universities in Thailand. Thus, it is hoped that these implications can probably help those related people or institutes to improve their instruction of English structure and usage as well as English writing. The implications are listed as follows:

1) Based on the study's results, the students in this study produced several errors in term of English grammar such as punctuation, parts of speech, spelling, articles, tenses, and incomplete sentences that they have learned since they were in primary schools. Therefore, teachers should encourage students to concentrate more

on their problems and motivate them to overcome their weaknesses. At this stage, appropriate correction techniques should be used to support effective learning (Na-ngam, 2005).

There are many ways to indicate errors. For example, teachers can point out errors in students' writing by underlining errors, coding them, or highlighting the erroneous line. By doing these, the teachers can use a friendly color marker, such as green or blue which is more pleasant to the eyes than red. Moreover, the tests based on the frequent errors that students make should be provided at the end of each lesson. Thus, this could encourage students, go over their notes and try to learn from them, and it could help students avoid making the same errors again (Budden, 2004).

2) In case that teachers' correction does not work, learners' self-correction can be another way of the efficient correction techniques. In some settings, it might be more advantageous than teachers' correction (Wood, 1993; Kees, 2004; Madylus, 2004). According to Ganji (2009), the learners' self-correction can give prolonged effects on their memory since they are involved in the process directly and actively. This can activate their learning operations which is necessary for long-term retention. As stated by Krashen and Pan (1975: cited in Walz, 1982), "advanced learners could correct 95% of their errors" (p. 56). For example, students should leave some space in their notebooks in order that they can write down their errors and the correct version (Budden, 2004). Similarly, they can note down their frequent errors and a few examples of those errors' correct forms in their notebook, so that they can go over their notes anytime they want and they can use it when they need to self-check their exercises.

3) In case that feedback does not help out students to solve their problems, teachers should make a brief lecture for the students on the basic structure and usage of English grammar by focusing on the most problematic aspects that students frequently make. According to Harmer (1998), he also suggested that it is essential to present grammar rules or structures to the class since they can help students see how the particular structures are formed in a sentence. Therefore, if teachers realize that their students still struggle in producing accurate English writing, the extra lecture of English grammar should be provided. For example, since errors in the use of punctuation was the most commonly produced in this study, types and usage of punctuation should be emphasized in the lecture. Moreover, teachers should build up a clear and right understanding of how each part of speech in English must be used. For example, teachers might make a chart or diagram which presents the specific aspects of each part of speech and provides some sample sentences carrying the point of how each of them is used. Also, word family should be proposed in the classrooms. This can avoid the confusion of the students when they want to construct an accurate English sentence.

4) Since there were some errors found in this study caused by L1 interference, teachers should point out the differences of the features in students' L1 – Thai and their target language – English in the classrooms thoroughly. This can encourage the students to avoid employing Thai structure to produce a piece of English writing which can cause them in committing errors because of the negative transfer of their mother tongue language. Teachers should clarify specifically on board or in a handout about the specific features in English that do not exist in Thai language rule. Then, teachers should encourage students to be more careful when they want to produce

these features, so that the students would avoid making these kinds of errors repeatedly. For example, teachers should motivate students to focus on the different use of singular and plural nouns and the different forms of them. Moreover, the following aspects, which can bring students some confusions and cause them in making errors later should be thoroughly described: the agreement of subject and verb, the forms of verbs in describing situations that happen in a different period of time (verb tenses), and the need of auxiliaries in negative sentences.

The implications mentioned above are drawn from the findings of this study. They covered all the problems found in the study. Therefore, the researcher hopes that they can be useful for many English teachers to contribute effective English teaching in the future.

5.3 Limitations of the Study

There are three limitations that are necessary to be addressed regarding the current study. The first limitation concerns on the generalizability of the findings. Since the subjects participated in this study were 83 students that were drawn from only one major study of a university in Nakhon Ratchasima, Thailand, the findings received from these subjects might not be generalized to the entire population of all Thai learners.

The second limitation is related to the scope of the data collection of the study. As the subjects used in this study were second-year English-major students at NRRU, the findings of the study might not be generalized to non-English major students. Moreover, the present study examined errors in written texts; therefore, the findings of this study might not be the same as those found in the studies of spontaneous speech.

The third limitation is the limited form of the study that focused on grammatical errors and its relation only to L1 interference in L2 writing. The present study did not examine errors in other aspects such as errors in vocabulary items and errors in discourse, which are probably problematic to Thai learners. In addition, it only aimed to find out if there were some errors caused by the L1 interference or not, but it did not examine other causes in other types of errors such as intralingual errors and developmental errors.

The final limitation is in the relation of writing genre. This study aimed at investigating the effects of L1 interference to errors in L2 writing which focused on descriptive essay writing, but it did not deal with other types of writing such as academic writing. Therefore, the findings found in this study might not be similar to those found in other types of writing.

5.4 Recommendations for Further Studies

Based on the limitations discussed previously, the researcher suggests some recommendations for further studies on grammatical errors in L2 writing and the effects of L1 interference in L2 writing as follows:

Firstly, the current study drew students from only one university in Nakhon Ratchasima as the subjects of the study. So, the findings that were received from this study could not be generalized to the entire population of Thai learners. In order to increase the generalizability, a large-scale research study is recommended. Students from several universities in Nakhon Ratchasima or different regions in Thailand can be involved.

Secondly, the subjects in the current study were drawn from only one major – English major at NRRU, and this made some obstacles in generalizability of the findings to students from other majors. Therefore, the researcher recommends that the cross-discipline study should be conducted, so the possibility of the finding generalization can be increased. Moreover, the current study examined errors in a written text which provided the results that probably might not similar to the results from the studies on spontaneous speech. Thus, the study on errors in L2 speaking is suggested. Perhaps there might be some errors found in L2 writing that overlap to errors found in L2 speaking.

Thirdly, the current study aimed at investigating the common types of grammatical errors in students' English writing and examining whether there were any errors caused by L1 interference. In order to find the more variety of the findings, the study of lexical errors and discourse errors should be included. Moreover, some errors are not only caused by L1 interference. Therefore, the other causes of errors in L2 writing such as over-generalization, incomplete application of rules, and false concept hypothesized should be involved in the study.

Finally, the current study investigated errors only in descriptive essay writing. It can be much more interesting if the errors found in this type of writing could be found in other types of writing which require a high proficiency of English to produce one. For example, academic writing is considered as a difficult type of writing in both L1 and L2 writing. If the errors found in the current study can also be found in academic written paper, it might give some significant results to the study. Therefore, the study of grammatical errors caused by L1 interference in other types of writing, such as academic L2 writing, is also recommended.

5.5 Concluding Remarks

The current study aimed at investigating the frequent types of grammatical errors and the effects of L1 interference in L2 writing. The reasons that bring the researcher to investigate these two aspects are listed as follows: based on the researcher's experience in teaching English; 1) Thai students have problems in producing grammatically correct sentences, even when they write in a short sentence or a short paragraph; and 2) Most of Thai students do not use English much in their daily lives, so it is interesting to the researcher to find out if the errors that Thai students made are caused by the influence of Thai language or not. The findings of the study revealed that there were many grammatical errors that were produced by the participants of the study occurred in all 26 types of grammatical errors in the study analysis framework. The most frequent types of errors occurred in this study were mostly similar to those found in many previous studies such as errors in the use of punctuation, errors in nouns, errors in prepositions, errors in verbs, errors in articles, and etc. Moreover, some of the errors found in this study were also caused by L1 interference such as errors in the misuse of plural forms of nouns, errors in the wrong structure of compound-complex sentences, errors in the omission of punctuation, errors in incomplete sentences, errors in the omission of subject, verbs, and objects, and errors in the omission of auxiliaries in negative sentences. The current study provided valuable information for EFL/ESL teachers, particularly teachers who teach English structure and usage and those who teach English writing, other researchers who study errors in L2 writing, and also EFL/ESL learners.

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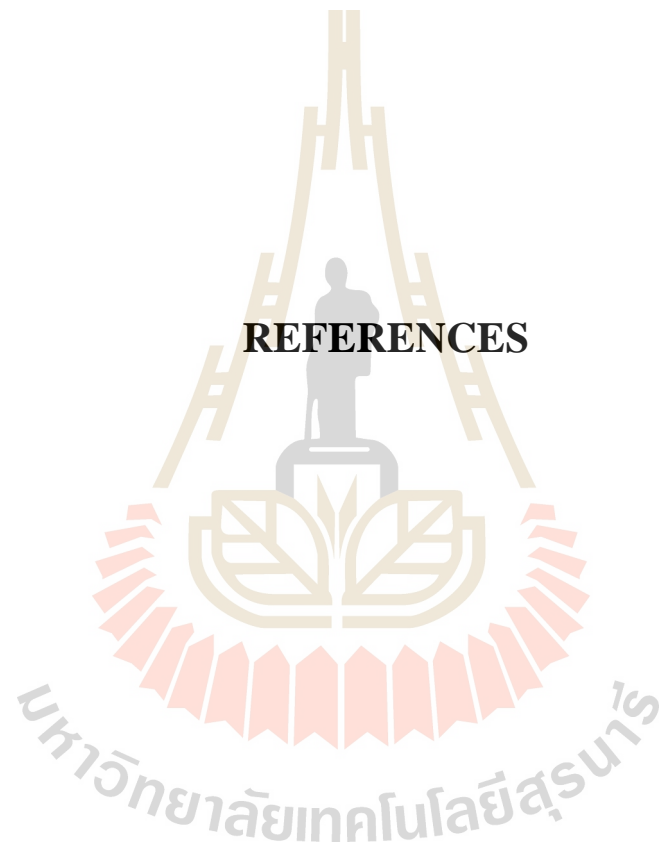
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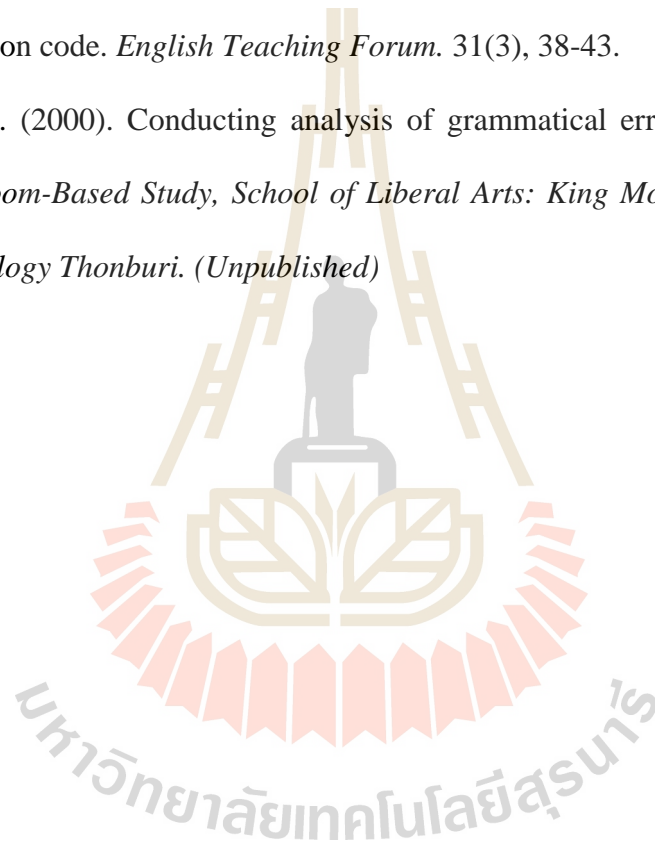
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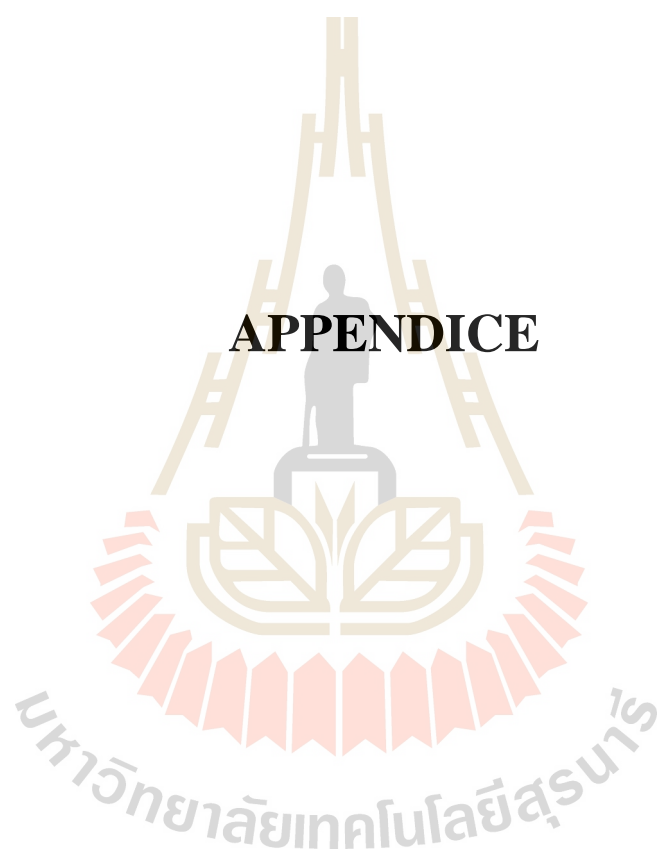
APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE

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DEMOGRAPHIC QUESTIONNAIRES
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Today's Date (dd/mm/yyyy): __ __ / __ __ / __ __ __ __

1. Student's Name: (Mr. / Miss / Mrs. / Ms.)

_____

2. Student ID:

_____

3. Major:

_____

4. Year of Entry this university: Academic Year _____ Term _____

5. Group (In Academic Writing Course)

☐ P3   ☐ P4

6. Gender

☐ Male   ☐ Female

7. Age

☐ 18   ☐ 19

☐ 20   ☐ 21

☐ 22   ☐ 23

☐ Other (Specify) _____

8. What is your native language?

☐ Thai   ☐ Cambodian

☐ Malay   ☐ Chinese

☐ Other (Specify) _____

9. What GPAx did you get last semester?

☐ 0.00 – 0.99 (Specify) _____

☐ 1.00 – 1.99 (Specify) _____

☐ **2.00 – 2.99 (Specify)** _____

☐ **3.00 – 4.00 (Specify)** _____

11. What grade on these English courses did you get when you were first-year?

      11.1 English for Communication (EC) 1   _____

      11.2 Basic English Structures   _____

      11.3 English for Communication (EC) 2   _____

      11.4 Paragraph Writing   _____

      11.5 English Usage and Structures   _____

12. How long have you been studying English?

☐ **1 – 5 years (Specify)** _____

☐ **6 - 10 years (Specify)** _____

☐ **11 – 15 years (Specify)** _____

☐ **Over 15 years (Specify)** _____
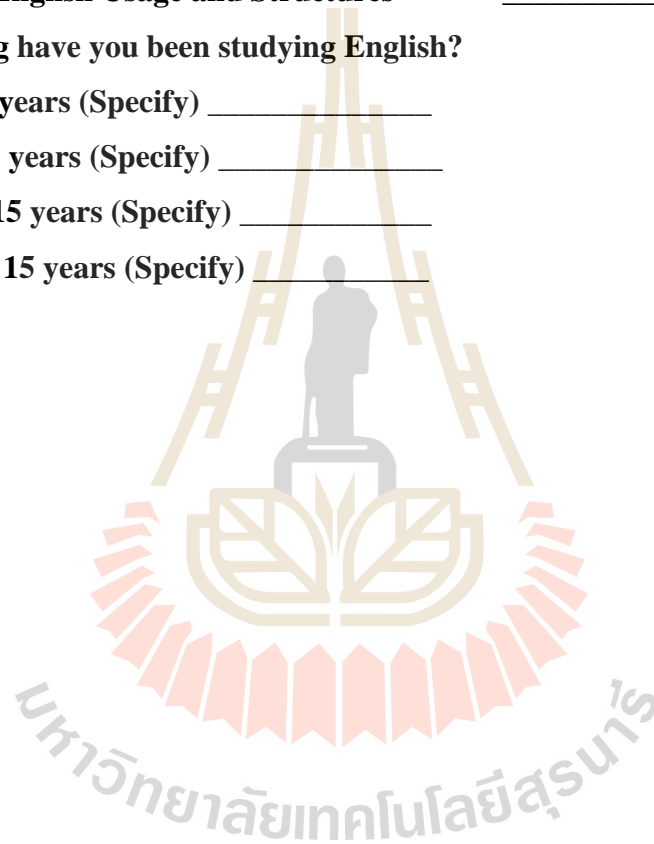
APPENDIX B

THE OVERALL RESULTS OF

THE DEMOGRAPHIC QUESTIONNAIRES

No.	Student ID	Group	Gender		Age	Grade						Number of Year Studying English
			Male	Female		EC1	BES	EC2	PW	EUS	X-bar	
1	8434	3		1	20	4	3.5	4	3.5	4	3.8	13
2	8441	3		1	19	4	4	3.5	2.5	3	3.4	15
3	8408	3		1	20	4	3	3	2.5	2	2.9	11
4	8427	3		1	19	4	3	4	2.5	3.5	3.4	15
5	8430	3		1	20	4	3.5	4	2.5	2.5	3.3	11
6	8404	3		1	20	3.5	4	2.5	2	2.5	2.9	13
7	8411	3		1	19	4	3	4	3	3	3.4	15
8	8425	3		1	20	4	3.5	4	2.5	4	3.6	17
9	8449	3	1		19	4	3.5	3.5	3	3	3.4	14
10	8448	3	1		20	3.5	4	3.5	3	2.5	3.3	14
11	8405	3		1	19	4	2	3	2.5	3	2.9	8
12	8409	3		1	19	3.5	3	4	2.5	3	3.2	11
13	8415	3		1	20	4	2	3.5	3	3	3.1	14
14	8421	3		1	20	4	3.5	3.5	3	2.5	3.3	15
15	8413	3		1	20	4	3	2.5	1.5	2	2.6	16
16	8453	3	1		19	4	3	4	2.5	4	3.5	12
17	8402	3		1	19	4	3.5	3.5	2.5	4	3.5	14
18	8423	3		1	19	4	4	4	3	3.5	3.7	15
19	8433	3		1	20	4	3.5	4	3	3	3.5	12
20	8412	3		1	19	4	3.5	4	2.5	2.5	3.3	14
21	8419	3		1	20	4	3	4	3.5	4	3.7	14
22	8414	3		1	20	4	3.5	4	3.5	4	3.8	12
23	8444	3		1	20	4	3	4	3.5	2.5	3.4	13
24	8418	3		1	20	4	4	4	3.5	3.5	3.8	12
25	8450	3	1		20	4	3	3.5	3.5	2	3.2	14
26	8426	3		1	20	4	4	3.5	2	3.5	3.4	13
27	8416	3		1	20	2	4	2	2	2	2.4	10
28	8435	3		1	19	4	4	4	3.5	3	3.7	17
29	8403	3		1	19	4	2.5	4	2	3	3.1	10
30	8437	3		1	19	4	3	4	3	3	3.4	10
31	8439	3		1	20	4	2.5	3.5	3	2	3	13
32	8442	3		1	19	4	3.5	4	3	4	3.7	14
33	8436	3		1	20	4	2	3.5	3.5	2.5	3.1	14
34	8417	3		1	19	4	2	4	2	3	3	16
35	8422	3		1	20	4	4	3.5	2.5	2	3.2	17
36	8443	3		1	20	4	4	4	3.5	4	3.9	17
37	8440	3		1	20	4	3	4	3.5	2.5	3.4	17
38	8451	3	1		20	4	4	4	3	4	3.8	14
39	8113	4		1	20	4	4	3.5	3	3	3.5	14
40	8135	4		1	20	4	2.5	3	3	1.5	2.8	15

No.	Student ID	Group	Gender		Age	Grade						Number of Year Studying English
			Male	Female		EC1	BES	EC2	PW	EUS	X-bar	
38	8451	3	1		20	4	4	4	3	4	3.8	14
39	8113	4		1	20	4	4	3.5	3	3	3.5	14
40	8135	4		1	20	4	2.5	3	3	1.5	2.8	15
41	8146	4		1	19	4	3.5	4	3.5	2.5	3.5	15
42	8111	4		1	19	4	2	4	2.5	2	2.9	15
43	8130	4		1	20	4	3	4	2.5	2.5	3.2	15
44	8138	4		1	20	3.5	2	3	2	1	2.3	14
45	8105	4		1	19	4	2	3.5	3	2.5	3	14
46	8107	4		1	20	4	4	3.5	3	3.5	3.6	14
47	8114	4		1	20	4	2.5	3	2	2	2.7	14
48	8132	4		1	20	4	3	3	2.5	3	3.1	16
49	8117	4		1	20	4	2	3	3	2	2.8	14
50	8131	4		1	19	4	4	3	3	4	3.6	14
51	8124	4		1	20	4	4	3.5	3	3.5	3.6	18
52	8108	4		1	20	4	4	3	3.5	3.5	3.6	12
53	8149	4	1		20	4	3	3	2	2	2.8	11
54	8127	4		1	20	4	4	3.5	2.5	4	3.6	10
55	8151	4	1		20	4	3.5	3.5	2.5	3.5	3.4	7
56	8153	4	1		20	4	4	3.5	2.5	3.5	3.5	8
57	8147	4	1		21	3	2	2.5	3	2	2.5	16
58	8141	4		1	19	4	4	3	3.5	4	3.7	15
59	8121	4		1	19	3	3	3	2	1.5	2.5	16
60	8112	4		1	19	4	3	2.5	3	3	3.1	15
61	8122	4		1	20	4	3	3	2	2	2.8	14
62	8120	4		1	20	4	2.5	3	2	2.5	2.8	14
63	8102	4		1	20	2	3	3	3	2	2.6	12
64	8148	4	1		20	4	3	3.5	2.5	2	3	12
65	8101	4		1	20	4	2	3.5	2.5	2.5	2.9	15
66	8123	4		1	19	4	4	4	3	4	3.8	12
67	8145	4		1	20	4	3	3.5	2.5	2	3	12
68	8110	4		1	20	4	3	3	2	3.5	3.1	15
69	8118	4		1	21	4	2	2.5	1.5	2.5	2.5	16
70	8137	4		1	19	4	4	4	4	3.5	3.9	13
71	8103	4		1	19	4	4	3	2	2	3	15
72	8133	4		1	20	4	4	4	3	3.5	3.7	16
73	8143	4		1	20	3.5	1.5	3	2	2	2.4	15
74	8106	4		1	20	4	2.5	4	2.5	3	3.2	11
75	8152	4	1		20	3	2	1	2	3	2.2	5
76	8150	4	1		21	4	2.5	1.5	2	2.5	2.5	14
77	8125	4		1	20	2.5	2.5	2.5	3	2.5	2.6	14
78	8115	4		1	20	4	3	3	2	1.5	2.7	14
79	8126	4		1	19	4	4	4	2.5	3.5	3.6	12
80	8134	4		1	20	4	4	3	3	1.5	3.1	14
81	8119	4		1	19	3.5	2.5	2.5	2	1.5	2.4	16
82	8140	4		1	19	4	4	3.5	3.5	4	3.8	16
83	8136	4		1	19	3.5	2.5	2.5	3	3	2.9	16
	Total		12	72	20	3.85	3.15	3.38	2.71	2.82	3.18	14

APPENDIX C

THE RESULTS OF THE DEMOGRAPHIC QUESTIONNAIRES

FOCUSING ON STUDENTS WITH MEDIUM

ENGLISH PROFICIENCY

No.	Student ID	Group	Gender		Age	Grade						Number of Year Studying English
			Male	Female		EC1	BES	EC2	PW	EUS	X-bar	
1	8408	3		1	20	4	3	3	2.5	2	2.9	11
2	8404	3		1	20	3.5	4	2.5	2	2.5	2.9	13
3	8405	3		1	19	4	2	3	2.5	3	2.9	8
4	8413	3		1	20	4	3	2.5	1.5	2	2.6	16
5	8416	3		1	20	2	4	2	2	2	2.4	10
6	8135	4		1	20	4	2.5	3	3	1.5	2.8	15
7	8111	4		1	19	4	2	4	2.5	2	2.9	15
8	8138	4		1	20	3.5	2	3	2	1	2.3	14
9	8114	4		1	20	4	2.5	3	2	2	2.7	14
10	8117	4		1	20	4	2	3	3	2	2.8	14
11	8149	4	1		20	4	3	3	2	2	2.8	11
12	8147	4	1		21	3	2	2.5	3	2	2.5	16
13	8121	4		1	19	3	3	3	2	1.5	2.5	16
14	8122	4		1	20	4	3	3	2	2	2.8	14
15	8120	4		1	20	4	2.5	3	2	2.5	2.8	14
16	8102	4		1	20	2	3	3	3	2	2.6	12
17	8101	4		1	20	4	2	3.5	2.5	2.5	2.9	15
18	8118	4		1	21	4	2	2.5	1.5	2.5	2.5	16
19	8143	4		1	20	3.5	1.5	3	2	2	2.4	15
20	8152	4	1		20	3	2	1	2	3	2.2	5
21	8150	4	1		21	4	2.5	1.5	2	2.5	2.5	14
22	8125	4		1	20	2.5	2.5	2.5	3	2.5	2.6	14
23	8115	4		1	20	4	3	3	2	1.5	2.7	14
24	8119	4		1	19	3.5	2.5	2.5	2	1.5	2.4	16
25	8136	4		1	19	3.5	2.5	2.5	3	3	2.9	16
	Total		4	22	20	3.56	2.54	2.73	2.29	2.12	2.65	14

THE RESULTS OF THE DEMOGRAPHIC QUESTIONNAIRES

FOCUSING ON STUDENTS WITH HIGH

ENGLISH PROFICIENCY

No.	Student ID	Group	Gender		Age	Grade						Number of Year Studying English
			Male	Female		EC1	BES	EC2	PW	EUS	X-bar	
1	8434	3		1	20	4	3.5	4	3.5	4	3.8	13
2	8441	3		1	19	4	4	3.5	2.5	3	3.4	15
3	8427	3		1	19	4	3	4	2.5	3.5	3.4	15
4	8430	3		1	20	4	3.5	4	2.5	2.5	3.3	11
5	8411	3		1	19	4	3	4	3	3	3.4	15
6	8425	3		1	20	4	3.5	4	2.5	4	3.6	17
7	8449	3	1		19	4	3.5	3.5	3	3	3.4	14
8	8448	3	1		20	3.5	4	3.5	3	2.5	3.3	14
9	8409	3		1	19	3.5	3	4	2.5	3	3.2	11
10	8415	3		1	20	4	2	3.5	3	3	3.1	14
11	8421	3		1	20	4	3.5	3.5	3	2.5	3.3	15
12	8453	3	1		19	4	3	4	2.5	4	3.5	12
13	8402	3		1	19	4	3.5	3.5	2.5	4	3.5	14
14	8423	3		1	19	4	4	4	3	3.5	3.7	15
15	8433	3		1	20	4	3.5	4	3	3	3.5	12
16	8412	3		1	19	4	3.5	4	2.5	2.5	3.3	14
17	8419	3		1	20	4	3	4	3.5	4	3.7	14
18	8414	3		1	20	4	3.5	4	3.5	4	3.8	12
19	8444	3		1	20	4	3	4	3.5	2.5	3.4	13
20	8418	3		1	20	4	4	4	3.5	3.5	3.8	12
21	8450	3	1		20	4	3	3.5	3.5	2	3.2	14
22	8426	3		1	20	4	4	3.5	2	3.5	3.4	13
23	8435	3		1	19	4	4	4	3.5	3	3.7	17
24	8403	3		1	19	4	2.5	4	2	3	3.1	10
25	8437	3		1	19	4	3	4	3	3	3.4	10
26	8439	3		1	20	4	2.5	3.5	3	2	3	13
27	8442	3		1	19	4	3.5	4	3	4	3.7	14
28	8436	3		1	20	4	2	3.5	3.5	2.5	3.1	14
29	8417	3		1	19	4	2	4	2	3	3	16
30	8422	3		1	20	4	4	3.5	2.5	2	3.2	17
31	8443	3		1	20	4	4	4	3.5	4	3.9	17
32	8440	3		1	20	4	3	4	3.5	2.5	3.4	17
33	8451	3	1		20	4	4	4	3	4	3.8	14
34	8113	4		1	20	4	4	3.5	3	3	3.5	14
35	8146	4		1	19	4	3.5	4	3.5	2.5	3.5	15
36	8130	4		1	20	4	3	4	2.5	2.5	3.2	15

No.	Student ID	Group	Gender		Age	Grade						Number of Year Studying English
			Male	Female		EC1	BES	EC2	PW	EUS	X-bar	
37	8105	4		1	19	4	2	3.5	3	2.5	3	14
38	8107	4		1	20	4	4	3.5	3	3.5	3.6	14
39	8132	4		1	20	4	3	3	2.5	3	3.1	16
40	8131	4		1	19	4	4	3	3	4	3.6	14
41	8124	4		1	20	4	4	3.5	3	3.5	3.6	18
38	8107	4		1	20	4	4	3.5	3	3.5	3.6	14
39	8132	4		1	20	4	3	3	2.5	3	3.1	16
40	8131	4		1	19	4	4	3	3	4	3.6	14
41	8124	4		1	20	4	4	3.5	3	3.5	3.6	18
42	8108	4		1	20	4	4	3	3.5	3.5	3.6	12
43	8127	4		1	20	4	4	3.5	2.5	4	3.6	10
44	8151	4	1		20	4	3.5	3.5	2.5	3.5	3.4	7
45	8153	4	1		20	4	4	3.5	2.5	3.5	3.5	8
46	8141	4		1	19	4	4	3	3.5	4	3.7	15
47	8112	4		1	19	4	3	2.5	3	3	3.1	15
48	8148	4	1		20	4	3	3.5	2.5	2	3	12
49	8123	4		1	19	4	4	4	3	4	3.8	12
50	8145	4		1	20	4	3	3.5	2.5	2	3	12
51	8110	4		1	20	4	3	3	2	3.5	3.1	15
52	8137	4		1	19	4	4	4	4	3.5	3.9	13
53	8103	4		1	19	4	4	3	2	2	3	15
54	8133	4		1	20	4	4	4	3	3.5	3.7	16
55	8106	4		1	20	4	2.5	4	2.5	3	3.2	11
56	8126	4		1	19	4	4	4	2.5	3.5	3.6	12
57	8134	4		1	20	4	4	3	3	1.5	3.1	14
58	8140	4		1	19	4	4	3.5	3.5	4	3.8	16
	Total		8	50	20	3.98	3.42	3.67	2.90	3.14	3.42	14

APPENDIX E

WRITING ASSIGNMENT

ASSIGNMENT

Name…………………..………………………Student ID………………………Group……………

Instructions: Write an essay describing ways of success in learning English on the topic "How can Thai students be successful in learning English?" Use your own ideas and you are not allowed to use a dictionary. The essay has to contain 250 – 300 words or more and has to be completed in 60 minutes.

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APPENDIX F

THE STUDY'S WRITING SAMPLE

Subject Code: **S1ID412P3**

How can Thai students be successful in learning English?

Thai students have many problems to learning English, so I want to recommend my ways to learning English in several reasons; speaking, listening and reading in English.

first, Thai students should almost speaking in English with another people. For example, in English class, they can have a conversation with their teacher. At the first time, they can have a short conversation. After, they should have a long conversation more and more. In the school, they can speaking English with owner language. I think it is the best choice of above. Another way, they can practice speaking in fron of the mirror in their bedroom. It can help them to don't be shy to speak with another people

Second, they will s lot of listening in English. For example, they can listening English music. It can help them to learning about new vocabularies and ascent of owner language. They can watching English movie or series. It can help them for listening owner language.

Last, Thai students will reading a lot of English. For instance, they will read a lot of English books, because it will make them to know about new vocabularies and

sentence structure. They will practic reading rounlder for their friends or family, perhape reading for their brothers or sisters.

For all of these reasons, it make me successful in learning English, So I think it make other Thai students can be successful like me. I hope they will speaking, listening and reasing in English more and more.

APPENDIX G

AN IDENTIFICATION SHEET FOR STUDENTS' ENGLISH ESSAYS

Student Code:

No	List of Sentences	Types of Sentences				Types of Errors																										
		Complete		Incomplete																												
		Independent	Dependent	Fragment	Omission	Run-on	Comparison	Word order	There-be	Tenses	Voices	Agreement	Infinitives	Gerunds	Nouns	Verbs	Adverbs	Adjectives	Pronouns	Modals/Auxiliaries	Possessive ('s)	Conjunctions	Prepositions	Articles	Punctuation	Serial Verb	Compound Sent.	Complex Sent.	Word Translation	Others

APPENDIX H

NA-NGAM'S (2005) REFINED ERROR TAXONOMY

1. **Incomplete sentences**

    1.1 Fragment

        1.1.1   But clause

        1.1.2   Because clause

        1.1.3   When/While clause

        1.1.4   If clause

        1.1.5   Prepositional phrase

        1.1.6   Others

    1.2 Omission

        1.2.1   Omission of nouns as subject

        1.2.2   Omission of nouns as object

        1.2.3   Omission as subject pronouns

        1.2.4   Omission of object pronouns

        1.2.5   Omission of relative pronouns as subject

        1.2.6   Omission of verbs

        1.2.7   Omission of conjunctions

2. **Run-on sentences**

3. **Comparison**

    3.1 Misuse of comparative/superlative

    3.2 Omission of comparative/superlative

3.3 Wrong form of comparative/superlative

4. Word order

4.1 Order of two nouns

4.2 Order of two verbs

4.3 Order of adverb and adjective

4.4 Order of adverb and verb

4.5 Order of adjective and noun

4.6 Order of embedded questions

5. There-be

5.1 Misuse of 'It has' for 'There-be'

5.2 Misuse of 'has/have/had' for 'There-be'

6. Tenses

6.1 Simple present

6.1.1 Misuse of other tense for simple present tense

6.2 Simple past

6.2.1 Misuse of past continuous tense for simple past tense with 'while clause'

6.2.2 Misuse of other tenses for simple past tense

6.2.3 Wrong form of verbs in past tense

6.3 Present continuous

6.3.1 Misuse of other tenses for present continuous tense

6.3.2 Omission of 'Verb to be'

6.4 Past continuous

6.4.1 Misuse of simple past tense for past continuous tense in sentences with 'while clause'

6.4.2 Misuse of other tenses for past continuous tense

6.4.3 Omission of 'Verb to be'

6.5 Present perfect

6.5.1 Misuse of other tenses for present perfect tense

6.5.2 Omission of past participle

6.5.3 Wrong form of past participle

6.6 Past perfect

6.6.1 Misuse of other tenses for past perfect tense

6.6.2 Omission of past participle

6.6.3 Wrong form of past participle

6.7 Future

6.7.1 Misuse of other tenses for future tense

6.7.2 Omission of 'will'

7. Voices

7.1 Misuse of active voice for passive voice

7.2 Misuse of passive voice for active voice

7.3 Wrong form of past participle in passive voice

7.4 Omission of 'be' in passive voice

7.5 Omission of preposition 'by' in passive voice when required

8. Agreement

8.1 Subject-verb agreement

8.2 Determiner-noun agreement

8.3 Noun/pronoun antecedent agreement

9. **Infinitives**

9.1 Infinitives with 'to'

    9.1.1   To + simple past tense

    9.1.2   To + gerund

    9.1.3   To + verb + s/es

    9.1.4   Misuse of infinitives without 'to' for infinitives with 'to'

9.2 Infinitives without 'to'

    9.2.1   Misuse of gerund for infinitives

    9.2.2   Misuse of infinitives with 'to' for infinitives without 'to'

10. **Gerunds**

    10.1   Misuse of infinitives for gerunds

11. **Nouns**

    11.1   Misuse of other parts of speech for nouns

    11.2   Misuse of singular for plural nouns

    11.3   Misuse of plural for singular nouns

    11.4   Unnecessary insertion for plural markers

    11.5   Unnecessary insertion of nouns

12. **Verbs**

    12.1   misuse of the non-finite forms of the verbs

    12.2   Misuse of other parts of speech for verbs

    12.3   Misuse of 'verb + ing' for 'verb + ed'

    12.4   Misuse of expressions containing 'go'

    12.5   Unnecessary insertion of verbs

12.6   Unnecessary insertion of 'verb to be'

13. Adverbs

13.1   Misuse of other parts of speech for adverbs

13.2   Unnecessary insertion of adverbs

14. Adjectives

14.1   Misuse of other parts of speech for adjectives

14.2   Unnecessary insertion of adjectives

15. Pronouns

15.1   Subject pronouns

15.1.1 Misuse

15.1.2 Unnecessary insertion

15.2   Object pronouns

15.2.1 Misuse

15.2.2 Unnecessary insertion

15.3   Relative pronouns

15.3.1 Misuse

15.3.2 Unnecessary insertion

16. Modals / Auxiliaries

16.1   Misuse of modal verbs

16.2   Omission

16.3   Unnecessary insertion

16.4   'Do' as auxiliary

16.4.1 Misuse of 'V. to have' for 'V. to do'

16.4.2 Misuse of 'V. to be' for 'V. to do'

23.9   Splitting

23.10 Merging

23.11 others

APPENDIX I

RICHARDS' (1971) ERROR CATEGORIES

1. **Interlingual Errors**

   1.1 Omission of subject/ verb/ object complement

   1.2 Incorrect verb construction (Serial verb construction)

   1.3 Plural form of nouns

   1.4 Compound/ complex sentence

   1.5 Word order

   1.6 "There" structure

   1.7 Fragment

   1.8 Run-on sentence

   1.9 Word by word translation

2. **Intralingual Errors and Developmental Errors**

   2.1 Over-generalization

   2.2 Ignorance of rule restrictions

   2.3 Incomplete application of rules

   2.4 False concepts hypothesized

APPENDIX J

THE COMBINATION VERSION OF NA-NGAM'S (2005) ERROR TAXONOMY AND RICHARDS' (1971) ERROR CATEGORIES

1. **Incomplete sentences**

   1.1 Fragment

      1.1.1   But clause

      1.1.2   Because clause

      1.1.3   When/While clause

      1.1.4   If clause

      1.1.5   Prepositional phrase

      1.1.6   Others

   1.2 Omission

      1.2.1   Omission of nouns as subject

      1.2.2   Omission of nouns as object

      1.2.3   Omission as subject pronouns

      1.2.4   Omission of object pronouns

      1.2.5   Omission of relative pronouns as subject

      1.2.6   Omission of verbs

      1.2.7   Omission of conjunctions

2. **Run-on sentences**

3. **Comparison**

3.1 Misuse of comparative/superlative

3.2 Omission of comparative/superlative

3.3 Wrong form of comparative/superlative

4. **Word order**

    4.1 Order of two nouns

    4.2 Order of two verbs

    4.3 Order of adverb and adjective

    4.4 Order of adverb and verb

    4.5 Order of adjective and noun

    4.6 Order of embedded questions

5. **There-be**

    5.1 Misuse of 'It has' for 'There-be'

    5.2 Misuse of 'has/have/had' for 'There-be'

6. **Tenses**

    6.1 Simple present

        6.1.1   Misuse of other tense for simple present tense

    6.2 Simple past

        6.2.1   Misuse of past continuous tense for simple past tense with 'while clause'

        6.2.2   Misuse of other tenses for simple past tense

        6.2.3   Wrong form of verbs in past tense

    6.3 Present continuous

        6.3.1   Misuse of other tenses for present continuous tense

        6.3.2   Omission of 'Verb to be'

6.4 Past continuous

    6.4.1   Misuse of simple past tense for past continuous tense in sentences with 'while clause'

    6.4.2   Misuse of other tenses for past continuous tense

    6.4.3   Omission of 'Verb to be'

6.5 Present perfect

    6.5.1   Misuse of other tenses for present perfect tense

    6.5.2   Omission of past participle

    6.5.3   Wrong form of past participle

6.6 Past perfect

    6.6.1   Misuse of other tenses for past perfect tense

    6.6.2   Omission of past participle

    6.6.3   Wrong form of past participle

6.7 Future

    6.7.1   Misuse of other tenses for future tense

    6.7.2   Omission of 'will'

7. **Voices**

7.1 Misuse of active voice for passive voice

7.2 Misuse of passive voice for active voice

7.3 Wrong form of past participle in passive voice

7.4 Omission of 'be' in passive voice

7.5 Omission of preposition 'by' in passive voice when required

8. **Agreement**

8.1 Subject-verb agreement

8.2 Determiner-noun agreement

8.3 Noun/pronoun antecedent agreement

9. **Infinitives**

   9.1 Infinitives with 'to'

       9.1.1   To + simple past tense

       9.1.2   To + gerund

       9.1.3   To + verb + s/es

       9.1.4   Misuse of infinitives without 'to' for infinitives with 'to'

   9.2 Infinitives without 'to'

       9.2.1   Misuse of gerund for infinitives

       9.2.2   Misuse of infinitives with 'to' for infinitives without 'to'

10. **Gerunds**

       10.1   Misuse of infinitives for gerunds

11. **Nouns**

       11.1   Misuse of other parts of speech for nouns

       11.2   Misuse of singular for plural nouns

       11.3   Misuse of plural for singular nouns

       11.4   Unnecessary insertion for plural markers

       11.5   Unnecessary insertion of nouns

12. **Verbs**

       12.1   misuse of the non-finite forms of the verbs

       12.2   Misuse of other parts of speech for verbs

       12.3   Misuse of 'verb + ing' for 'verb + ed'

       12.4   Misuse of expressions containing 'go'

23.8   Full stop with abbreviations

23.9   Splitting

23.10 Merging

23.11 Others

24. **Incorrect verb construction (Serial Verb construction)**

25. **Compound sentense**

26. **Complex sentence**

27. **Word by word translation**

28. **Others**
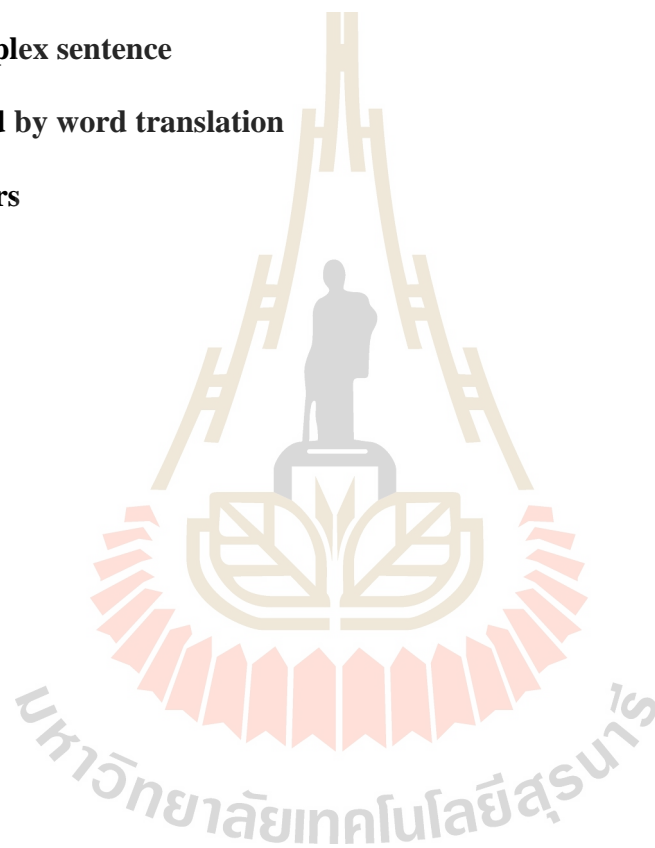
THE STUDY ANALYSIS FRAMEWORK ADAPTED FROM NA-
NGAM'S (2005) ERROR TAXONOMY AND RICHARDS' (1971)
ERROR CATEGORIES

1. **Incomplete sentences**

   1.1 Fragment

      1.1.1   But clause

      1.1.2   Because clause

      1.1.3   When/While clause

      1.1.4   If clause

      1.1.5   Prepositional phrase

      1.1.6   Others

   1.2 Omission

      1.2.1   Omission of subject

      1.2.2   Omission of object

      1.2.3   Omission OF verbs

2. **Run-on sentences**

3. **Comparison**

   3.1 Misuse

      3.1.1   Misuse of comparative/superlative

   3.2 Omission

3.2.1   Omission of comparative/superlative

3.2.2   Omission of 'than' in comparative sentences

3.3 Unnecessary insertion

3.3.1   Unnecessary insertion of comparative/superlative

3.3.2   Unnecessary insertion of 'than'

3.4 Wrong form of comparative/superlative

3.5 Misplacement of comparative/superlative

4. Word order

4.1 Order of two nouns

4.2 Order of two verbs

4.3 Order of adverb and adjective

4.4 Order of adverb and verb

4.5 Order of adjective and noun

4.6 Order of embedded questions

5. There-be

5.1 Misuse

5.1.1   Misuse of 'It has' for 'There-be'

5.1.2   Misuse of 'has/have/had' for 'There-be'

5.2 Omission

5.2.1   Omission of V to be in 'There-be'

5.2.2   Omission of 'There-be' when necessary

5.3 Unnecessary insertion

6. Tenses

6.1 Misuse

6.1.1   Misuse of other tense for simple present tense

6.1.2   Misuse of other tenses for simple past tense

6.1.3   Misuse of other tenses for present continuous tense

6.1.4   Misuse of other tenses for past continuous tense

6.1.5   Misuse of other tenses for present perfect tense

6.1.6   Misuse of other tenses for future tense

6.2 Omission

6.2.1   Omission of 'Verb to be' in continuous tenses

6.2.2   Omission of past participle in perfect tenses

6.2.3   Omission of 'will' in future tenses

6.3 Wrong form

6.3.1   Wrong form of verbs in past tense

6.3.2   Wrong form of past participle in perfect tenses

7. Voices

7.1 Misuse

7.1.1   Misuse of active voice for passive voice

7.1.2   Misuse of passive voice for active voice

7.1.3   Misuse of infinitive for based form of verb for past participle in passive voice

7.2 Omission

7.2.1   Omission of 'Be' in passive voice

7.2.2   Omission of past participle in passive voice

7.2.3   Omission of preposition 'by' in passive voice when necessary

7.3 Wrong form

7.3.1   Wrong form of past participle in passive voice

8. Agreement

8.1 Subject-verb agreement

8.2 Determiner-noun agreement

8.3 Noun/pronoun antecedent agreement

8.4 Noun/Pronoun-possession agreement

8.5 Noun/Pronoun-reflexive pronoun agreement

9. Infinitives

9.1 Misuse

9.1.1   Misuse of infinitives without 'to' for infinitives with 'to'

9.1.2   Misuse of infinitives with 'to' for infinitives without 'to'

9.1.3   Misuse of gerund for infinitives

9.2 Omission

9.2.1   Omission of Infinitives when necessary

9.3 Wrong form

9.3.1   To + simple past tense

9.3.2   To + gerund

9.3.3   To + verb + s/es

10. Gerunds

10.1   Misuse of infinitives for gerunds

10.2   Omission of gerunds when necessary

11. Nouns

11.1   Misuse

11.1.1 Misuse of Other Parts of Speech for Nouns

15. Pronouns

15.1   Misuse

      15.1.1 Misuse of Other Parts of Speech for Pronouns

      15.1.2 Misuse of Subject Pronouns

      15.1.3 Misuse of Object Pronouns

      15.1.4 Misuse of Relative Pronouns

      15.1.5 Misuse of Interrogative Pronouns

      15.1.6 Misuse of Reflexive Pronouns

15.2   Omission

      15.2.1 Omission of Subject Pronouns

      15.2.2 Omission of Object Pronouns

15.3   Unnecessary insertion

      15.3.1 Unnecessary Insertion of Subject Pronouns

      15.3.2 Unnecessary Insertion of Object Pronouns

      15.3.3 Unnecessary Insertion of Relative Pronouns

      15.3.4 Unnecessary Insertion of Interrogative Pronouns

      15.3.5 Unnecessary Insertion of Indefinite Pronouns

16. Modals / Auxiliaries

16.1   Misuse

      16.1.1 Misuse of modal verbs

      16.1.2 Misuse of 'V. to have' for 'V. to do'

      16.1.3 Misuse of 'V. to be' for 'V. to do'

      16.1.4 Misuse of 'V. to do' for V. to be'

      16.1.5 Misuse of 'V. to have' for V. to be'

21.2.2 Omission of Period

21.2.3 Omission of Question Mark

21.2.4 Omission of Quotation Mark

21.2.5 Omission of Other Punctuation Marks

21.3   Unnecessary insertion

21.3.1 Unnecessary Insertion of Comma

21.3.2 Unnecessary Insertion of Period

21.3.3 Unnecessary Insertion of Other Punctuation Marks

22. **Incorrect verb construction (Serial Verb construction)**

23. **Compound sentences**

24. **Complex sentence**s

25. **Word by word translation**

26. Others
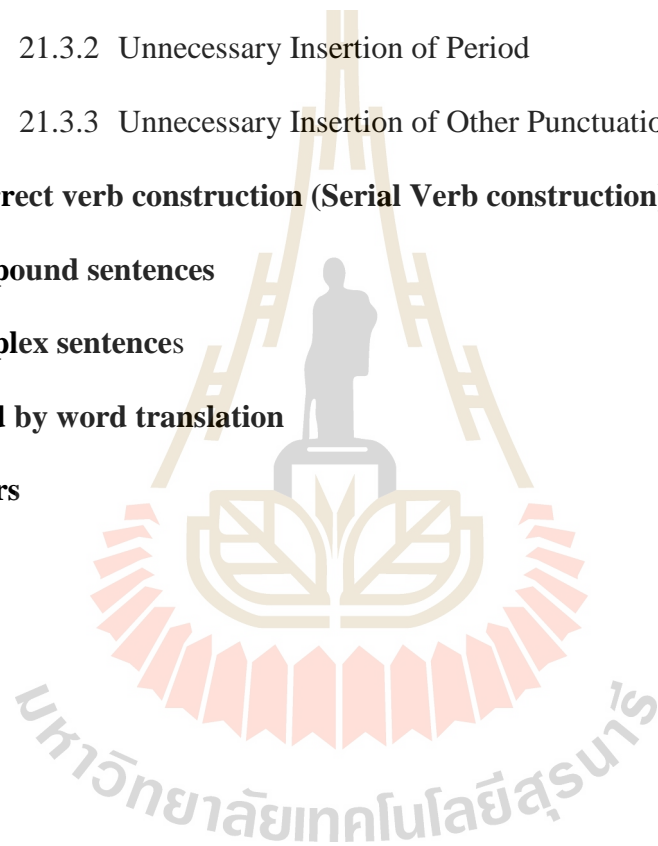
APPENDIX L

A FINE SUMMARY OF TYPES OF SENTENCES AND THE AVERAGE 0F ERROR OCCURRENCE IN EACH SENTENCE TYPE PRODUCED BY 83 UNDERGRADUATE STUDENTS IN A WRITTIN ENGLISH ESSAY ASSIGNMENT

No.	Student Code	Total # of Sentences	Complete				Incomplete		# of No-error Sentences	Percentage (%)	# of Error-carrying Sentences	Percentage (%)	Total # of Errors	Average # of Error Occurance / Sentence	Total # of Interlingual Errors (IE)	% of IE Occurance
			Independent	Dependent	Total Number (#)	Percentage (%)	Fragment	Percentage (%)								
1	S1ID402P3	28	23	3	26	96.43	2	7.14	6	21.43	22	78.57	49	2.21	10	16.13
2	S1ID403P3	31	22	3	25	80.65	6	19.35	1	3.23	30	96.77	72	2.97	25	27.17
3	S1ID404P3	9	6	1	7	77.78	2	22.22	0	0.00	9	100	43	6.11	5	11.63
4	S1ID405P3	14	7	6	13	92.86	1	7.14	2	14.29	12	85.71	42	3.07	8	18.60
5	S1ID408P3	15	10	4	14	93.33	1	6.67	2	13.33	13	86.67	28	2.20	13	39.40
6	S1ID409P3	12	9	3	12	100	0	0.00	2	16.67	10	83.33	40	3.50	12	21.43
7	S1ID411P3	12	10	1	11	91.67	1	8.33	2	16.67	10	83.33	30	2.83	7	20.60
8	S1ID412P3	22	21	1	22	100	0	0.00	1	4.55	21	95.45	48	2.45	11	20.37
9	S1ID413P3	9	7	1	8	88.89	1	11.11	1	11.11	8	88.89	30	3.56	8	25.00
10	S1ID414P3	31	23	6	29	93.55	2	6.45	13	41.94	18	58.06	30	1.06	4	12.12
11	S1ID415P3	21	16	3	19	90.48	2	9.52	0	0.00	21	100	55	3.29	16	23.19
12	S1ID416P3	23	15	4	19	82.61	4	17.39	3	13.04	20	86.96	43	1.78	17	39.06
13	S1ID417P3	17	10	4	14	82.35	3	17.65	0	0.00	17	100	84	5.59	21	20.05
14	S1ID418P3	14	9	3	12	85.71	2	14.29	1	7.14	13	92.86	57	4.43	15	24.19
15	S1ID419P3	19	16	1	17	89.47	2	10.53	6	31.58	13	68.42	32	1.79	9	26.47
16	S1ID421P3	19	12	3	15	78.95	4	21.05	3	15.79	16	84.21	39	2.32	10	20.45
17	S1ID422P3	18	11	6	17	94.44	1	5.56	1	5.56	17	94.44	48	3.50	18	37.50
18	S1ID423P3	24	19	4	23	95.83	1	4.17	11	45.83	13	54.17	28	1.38	7	21.21
19	S1ID425P3	28	24	3	27	96.43	1	3.57	3	10.71	25	89.29	69	2.46	16	23.19
20	S1ID426P3	31	24	6	30	96.77	1	3.23	6	19.35	25	80.65	56	1.81	24	42.86
21	S1ID427P3	21	18	2	20	95.24	1	4.76	3	14.29	18	85.71	41	1.95	20	48.78
22	S1ID430P3	19	15	4	19	100	0	0.00	3	15.79	16	84.21	29	2.00	12	26.32
23	S1ID433P3	24	21	3	24	100	0	0.00	7	29.17	17	70.83	40	1.88	6	13.33
24	S1ID434P3	27	17	4	21	77.78	6	22.22	6	22.22	21	77.78	57	2.11	19	33.33
25	S1ID435P3	14	11	3	14	100	0	0.00	5	35.71	9	64.29	34	2.64	5	14.71
26	S1ID436P3	23	17	4	21	91.30	6	8.70	3	13.04	20	86.96	57	2.70	12	19.35
27	S1ID437P3	20	14	4	18	90	2	10	4	35.71	16	80	46	3.29	11	23.91
28	S1ID439P3	14	8	3	11	78.57	3	21.43	1	7.14	13	92.86	56	2.24	12	21.43
29	S1ID440P3	25	20	5	25	100	6	0.00	3	12.00	22	88.00	57	2.28	12	21.05
30	S1ID441P3	33	29	3	32	96.97	1	4.76	8	24.24	25	75.76	50	1.52	11	22.00

No.	Student Code	Total # of Sentences	Complete				Incomplete		# of No-error Sentences	Percentage (%)	# of Error-carrying Sentences	Percentage (%)	Total # of Errors	Average # of Error Occurance / Sentence	Total # of Interlingual Errors (IE)	% of IE Occurance
			Independent	Dependent	Total Number (#)	Percentage (%)	Fragment	Percentage (%)								
33	S1ID444P3	22	15	4	19	86.36	3	13.04	1	4.55	21	95.45	59	2.68	11	18.64
34	S1ID448P3	14	13	0	13	92.86	2	14.29	1	7.14	13	92.86	52	4.50	10	15.87
35	S1ID449P3	19	13	5	18	94.74	3	13.64	1	5.26	18	94.74	54	2.84	10	18.52
36	S1ID450P3	17	13	0	13	76.47	1	7.14	1	5.88	16	94.12	44	3.29	11	19.64
37	S1ID451P3	17	13	3	16	94.12	1	5.26	0	0.00	17	100	58	3.59	16	26.23
38	S1ID453P3	16	14	1	15	93.75	4	23.53	4	25.00	12	75.00	44	2.88	13	28.26
39	S2ID101P4	13	6	5	11	84.62	2	15.38	0	0	13	100	71	5.46	24	33.80
40	S2ID102P4	23	18	4	22	95.65	1	4.35	1	4.35	22	95.65	82	4.35	19	23.17
41	S2ID103P4	24	17	7	24	100	2	15.38	0	0.00	24	100	82	3.92	25	30.49
42	S2ID105P4	18	15	1	16	94.44	1	4.35	0	0.00	18	100	79	4.39	18	22.78
43	S2ID106P4	15	11	4	15	100	0	0.00	1	6.67	14	93.33	49	3.27	7	14.29
44	S2ID107P4	15	13	2	15	100	2	5.56	1	6.67	14	93.33	55	3.67	20	36.36
45	S2ID108P4	36	21	7	28	77.78	0	0.00	6	16.67	30	83.33	77	2.14	38	49.35
46	S2ID110P4	13	8	0	8	61.54	0	0.00	0	0.00	13	100	41	3.15	17	41.46
47	S2ID111P4	14	11	1	12	85.71	8	22.22	0	0.00	14	100	59	4.21	17	28.81
48	S2ID112P4	22	20	0	20	90.91	5	38.46	0	0.00	22	100	73	3.32	18	24.66
49	S2ID113P4	24	8	6	14	58.33	2	14.29	6	25.00	18	75.00	38	1.58	15	39.47
50	S2ID114P4	28	22	4	26	92.86	2	9.09	3	10.71	25	89.29	65	2.32	14	21.54
51	S2ID115P4	13	10	1	11	84.62	10	41.67	0	0.00	13	100	34	2.62	10	29.41
52	S2ID117P4	39	29	8	37	94.87	2	7.14	4	10.26	35	89.74	118	3.03	17	14.41
53	S2ID118P4	26	19	5	24	92.31	2	15.38	0	0.00	26	100	96	3.69	25	26.04
54	S2ID119P4	12	10	1	11	91.67	2	5.13	1	8.33	11	91.67	38	3.17	10	26.32
55	S2ID120P4	17	12	3	15	88.24	2	7.69	0	0.00	17	100	64	3.76	12	18.75
56	S2ID121P4	25	18	2	20	80.00	1	8.33	3	12.00	22	88.00	45	1.80	13	28.89
57	S2ID122P4	12	10	0	10	83.33	2	11.76	0	0.00	12	100	39	3.25	15	38.46
58	S2ID123P4	21	15	3	18	85.71	5	20.00	1	4.76	20	95.24	116	5.52	35	30.17
59	S2ID124P4	28	17	8	25	89.29	2	16.67	0	0.00	28	100	88	3.14	25	28.41
60	S2ID125P4	18	8	4	12	66.67	3	14.29	0	0.00	18	100	55	3.06	18	32.73
61	S2ID126P4	29	25	2	27	93.10	3	10.71	2	6.90	27	93.10	93	3.21	15	16.13
62	S2ID127P4	22	15	4	19	86.36	6	33.33	3	13.64	19	86.36	52	2.36	16	30.77
63	S2ID130P4	24	17	5	22	91.67	2	6.90	0	0.00	24	100	78	3.25	17	21.79
64	S2ID131P4	21	16	2	18	85.71	3	13.64	5	23.81	16	76.19	24	1.14	6	25.00
65	S2ID132P4	31	25	4	29	93.55	2	8.33	6	19.35	25	80.65	68	2.19	24	35.29
66	S2ID133P4	26	21	3	24	92.31	6	33.33	2	7.69	24	92.31	55	2.12	15	27.27
67	S2ID134P4	17	16	0	16	94.12	2	6.90	0	0.00	17	100	93	5.47	13	13.98
68	S2ID135P4	46	30	10	40	86.96	6	13.04	4	8.70	42	91.30	104	2.26	23	22.12
69	S2ID136P4	11	7	0	7	63.64	4	36.36	0	0	11	100	61	5.55	16	26.23
70	S2ID137P4	17	16	0	16	94.12	1	5.88	0	0.00	17	100.00	54	3.18	13	24.07
71	S2ID138P4	13	11	0	11	84.62	2	15.38	1	7.69	12	92.31	45	3.46	12	26.67
72	S2ID140P4	18	9	9	18	100.00	2	0.00	3	16.67	15	83.33	32	1.78	6	18.75

Types of Sentences

No.	Student Code	Total # of Sentences	Complete				Incomplete		# of No-error Sentences	Percentage (%)	# of Error-carrying Sentences	Percentage (%)	Total # of Errors	Average # of Error Occurance / Sentence	Total # of Interlingual Errors (IE)	% of IE Occurance
			Independent	Dependent	Total Number (#)	Percentage (%)	Fragment	Percentage (%)								
73	S2ID141P4	30	22	7	29	96.67	0	3.33	4	13.33	26	86.67	62	2.07	21	33.87
74	S2ID143P4	16	6	2	8	50.00	1	50.00	0	0.00	16	100	68	4.25	19	27.94
75	S2ID145P4	17	8	3	11	64.71	8	35.29	0	0.00	17	100	69	4.06	24	34.78
76	S2ID146P4	48	27	12	39	81.25	6	18.75	3	6.25	45	93.75	118	2.46	38	32.20
77	S2ID147P4	32	22	3	25	78.13	9	21.88	1	3.13	31	96.88	109	3.41	57	52.29
78	S2ID148P4	18	12	2	14	77.78	7	22.22	1	5.56	17	94.44	66	3.67	21	31.82
79	S2ID149P4	21	13	3	16	76.19	4	23.81	1	4.76	20	95.24	88	4.19	32	36.36
80	S2ID150P4	30	17	6	23	76.67	5	23.33	3	10.00	27	90.00	105	3.50	42	40.00
81	S2ID151P4	31	24	3	27	87.10	7	12.90	1	3.23	30	96.77	100	3.23	45	45.00
82	S2ID152P4	20	16	4	20	100	4	0.00	1	5.00	19	95.00	67	3.35	17	25.37
83	S2ID153P4	33	19	7	26	78.79	0	21.21	7	21.21	26	78.79	73	2.21	20	27.40
	Total	1,804	1,284	291	1,585	87.86	219	12.14	200	11.09	1,604	88.91	5,505	3.05	1,412	25.65

APPENDIX M

A FINE SUMMARY OF TYPES AND FREQUENCY OF OVERALL GRAMMATICAL ERRORS PRODUCED BY 83 UNDERGRADUATE STUDENTS IN A WRITTEN ENGLISH ESSAY ASSIGNMENT

No.	Student Code	Fragment	Run-on	Comparison	Word order	There-be	Tenses	Voices	Agreement	Infinitives	Gerunds	Nouns	Verbs	Adverbs	Adjectives	Pronouns	Modals/Auxiliaries	Possessive ('s)	Conjunctions	Prepositions	Articles	Punctuation	Serial Verbs	Compound Sentences	Complex Sentences	Word translation	Others	Total # of Errors	Total # of Interlingual Errors (IE)	% of IE Occurance
1	S1ID402P3	2	0	2	0	0	0	0	4	1	2	1	4	1	1	5	0	0	3	6	4	7	1	2	3	0	0	49	10	16.13
2	S1ID403P3	6	0	0	0	0	0	1	1	1	3	8	7	0	2	3	1	1	2	6	1	18	1	1	4	4	1	72	25	27.17
3	S1ID404P3	2	0	0	0	0	0	0	0	0	0	6	8	0	4	4	0	0	2	14	1	2	0	0	0	0	0	43	5	11.63
4	S1ID405P3	1	0	1	0	0	0	0	1	1	4	6	9	2	4	3	1	0	1	3	2	3	0	0	0	0	0	42	8	18.60
5	S1ID408P3	1	0	0	0	0	0	0	2	0	0	9	1	1	2	1	0	0	0	4	0	5	0	0	2	0	0	28	13	39.40
6	S1ID409P3	0	0	0	4	0	0	0	0	0	2	7	6	0	1	1	2	0	0	6	3	7	1	0	0	0	0	40	12	21.43
7	S1ID411P3	1	0	0	0	0	0	0	2	0	1	8	3	0	0	1	0	0	0	4	5	4	0	1	0	0	0	30	7	20.60
8	S1ID412P3	0	0	0	3	0	0	0	2	0	0	8	10	0	0	0	1	0	0	13	1	9	0	0	1	0	0	48	11	20.37
9	S1ID413P3	1	0	0	0	0	0	0	0	2	0	6	6	1	0	0	0	0	1	3	3	4	2	0	0	0	1	30	8	25.00
10	S1ID414P3	2	0	0	0	0	0	0	0	5	0	3	3	2	0	0	1	0	3	2	2	7	0	0	0	0	0	30	4	12.12
11	S1ID415P3	2	0	0	0	0	7	0	2	3	0	13	6	0	2	1	0	0	1	10	1	4	2	1	0	0	0	55	16	23.19
12	S1ID416P3	4	1	0	0	0	0	0	3	1	0	7	5	1	1	0	1	0	0	3	5	5	3	0	3	0	0	43	17	39.06
13	S1ID417P3	3	2	0	1	1	0	0	2	2	1	13	6	2	3	5	5	0	2	14	6	13	0	0	1	1	1	84	21	20.05

No.	Student Code																												Total # of Errors	Total # of Interlingual Errors (IE)	% of IE Occurance
		Fragment	Run-on	Comparison	Word order	There-be	Tenses	Voices	Agreement	Infinitives	Gerunds	Nouns	Verbs	Adverbs	Adjectives	Pronouns	Modals/Auxiliaries	Possessive ('s)	Conjunctions	Prepositions	Articles	Punctuation	Serial Verbs	Compound Sentences	Complex Sentences	Word translation	Others			
14	S1ID418P3	2	1	0	0	0	0	0	0	0	5	14	4	0	0	1	1	0	2	3	9	10	0	2	2	1	0	57	15	24.19
15	S1ID419P3	1	0	0	0	0	2	0	1	1	3	9	3	1	1	1	0	0	0	1	1	6	0	0	0	0	0	48	9	26.47
16	S1ID421P3	1	0	0	0	0	1	0	1	2	1	3	1	0	0	1	4	0	2	3	7	4	1	1	2	1	0	56	10	20.45
19	S1ID425P3	1	1	0	1	0	2	0	1	2	6	14	9	2	1	3	5	0	0	10	3	4	1	0	0	3	0	69	16	23.19
20	S1ID426P3	1	1	0	0	1	2	0	0	0	4	9	2	3	2	0	0	0	1	10	3	10	0	2	5	0	0	56	24	42.86
21	S1ID427P3	1	0	1	0	0	0	0	2	0	0	14	2	3	3	0	1	0	1	1	3	5	1	0	2	1	0	41	20	48.78
22	S1ID430P3	0	1	0	0	0	0	1	1	2	0	5	1	0	2	0	1	0	0	2	1	7	2	2	1	0	0	29	12	26.32
23	S1ID433P3	0	0	0	1	0	2	0	4	2	0	4	2	0	3	3	0	0	1	6	7	3	0	1	0	0	1	40	6	13.33
24	S1ID434P3	6	0	0	0	0	0	0	2	1	4	15	0	3	3	2	3	0	1	7	0	6	0	0	0	3	1	57	19	33.33
25	S1ID435P3	0	0	0	1	0	0	0	0	1	6	8	0	0	3	1	1	0	0	3	4	6	0	0	0	0	0	34	5	14.71
26	S1ID436P3	2	0	0	0	0	1	0	4	5	1	11	6	0	2	4	1	0	0	5	5	8	0	1	0	1	0	57	12	19.35
27	S1ID437P3	2	1	0	1	0	1	0	1	1	0	11	4	0	2	0	0	0	0	5	1	9	0	0	2	0	0	41	13	26.00
28	S1ID439P3	3	1	1	0	0	3	0	1	3	3	6	2	1	2	3	2	0	0	7	3	3	1	1	0	0	0	46	11	23.91
29	S1ID440P3	0	2	0	0	0	0	0	2	5	2	8	5	1	3	2	1	0	0	13	2	7	0	1	1	0	1	56	12	21.43
30	S1ID441P3	1	0	0	0	0	0	1	6	4	1	7	2	1	0	0	0	0	2	9	2	10	1	1	2	0	0	50	11	22.00
31	S1ID442P3	3	0	2	0	2	0	1	4	2	5	16	2	0	2	1	0	0	0	4	1	1	0	0	2	0	1	49	19	38.00
32	S1ID443P3	2	0	0	0	0	0	1	2	2	2	8	2	1	0	0	0	0	0	6	1	9	0	0	2	0	0	41	10	24.39
33	S1ID444P3	3	0	1	2	0	0	0	5	1	1	5	4	4	2	1	0	0	3	13	5	7	0	0	0	2	0	59	11	18.64
34	S1ID448P3	1	1	0	1	0	0	0	1	4	2	9	4	1	4	3	1	0	2	11	0	7	0	0	0	0	0	52	10	15.87
35	S1ID449P3	1	1	0	0	1	0	0	3	8	5	4	3	0	0	2	2	0	0	6	3	11	0	0	4	0	0	54	10	18.52
36	S1ID450P3	4	0	0	0	0	2	0	2	0	5	7	2	0	1	1	2	0	3	4	4	5	0	0	1	0	1	44	11	19.64

Types of Errors

No.	Student Code	Types of Errors

Types of Errors

No.	Student Code	Fragment	Run-on	Comparison	Word order	There-be	Tenses	Voices	Agreement	Infinitives	Gerunds	Nouns	Verbs	Adverbs	Adjectives	Pronouns	Modals/Auxiliaries	Possessive ('s)	Conjunctions	Prepositions	Articles	Punctuation	Serial Verbs	Compound Sentences	Complex Sentences	Word translation	Others	Total # of Errors	Total # of Interlingual Errors (IE)	% of IE Occurance
37	S1ID451P3	1	1	1	0	0	0	1	0	2	4	12	3	0	5	1	1	0	3	9	2	9	0	0	3	0	0	58	16	26.23
38	S1ID453P3	2	0	0	0	0	0	0	2	5	1	13	0	0	0	1	3	1	0	10	0	2	0	0	0	0	0	59	13	28.26
39	S2ID101P4	0	3	1	0	0	0	0	3	2	7	14	8	0	5	2	0	0	0	4	3	13	0	0	4	0	0	55	24	43.64
42	S2ID105P4	2	2	0	1	0	0	0	3	4	2	13	6	0	4	2	3	0	1	15	6	11	0	2	2	0	0	79	18	22.78
43	S2ID106P4	0	0	1	0	0	0	0	2	3	1	8	0	2	1	6	1	1	4	7	2	7	0	0	3	0	0	49	7	14.29
44	S2ID107P4	0	2	1	0	0	1	1	3	0	2	9	2	1	3	1	0	0	4	7	1	13	0	2	0	0	2	55	20	36.36
45	S2ID108P4	8	0	0	1	0	0	0	7	1	4	20	1	0	0	1	0	0	2	5	3	13	0	2	9	0	0	77	38	49.35
46	S2ID110P4	5	0	0	0	0	0	0	0	2	0	6	0	0	1	1	1	0	0	6	4	10	0	1	4	0	0	41	17	41.46
47	S2ID111P4	2	0	0	0	0	2	0	4	3	1	10	9	0	0	0	2	0	5	4	3	9	1	1	1	1	0	59	17	28.81
48	S2ID112P4	2	2	1	2	0	0	0	2	2	0	10	6	0	0	5	6	0	4	16	3	7	0	3	1	0	1	73	18	24.66
49	S2ID113P4	10	0	0	0	0	0	1	0	1	0	5	4	0	0	6	0	0	0	1	2	5	1	0	2	0	0	38	15	39.47
50	S2ID114P4	2	0	0	1	0	0	0	2	4	1	9	9	0	4	3	1	0	1	6	5	13	0	1	3	0	0	65	14	21.54
51	S2ID115P4	2	0	0	0	0	1	1	2	2	4	6	2	1	2	1	0	0	1	2	2	3	1	0	0	1	0	34	10	29.41
52	S2ID117P4	2	0	0	0	2	0	1	8	0	5	14	17	9	2	7	2	0	7	15	8	16	0	1	1	0	1	118	17	14.41
53	S2ID118P4	2	6	1	0	0	1	0	2	3	5	6	7	3	1	4	6	0	6	5	5	21	4	0	4	3	1	96	25	26.04
54	S2ID119P4	1	2	0	0	0	1	0	6	1	0	2	2	1	1	1	0	0	2	4	3	8	0	2	1	0	0	38	10	26.32
55	S2ID120P4	2	3	0	1	0	1	0	3	1	0	6	8	0	6	1	2	1	4	7	5	9	0	1	1	2	0	64	12	18.75
56	S2ID121P4	5	0	0	1	0	0	2	0	3	0	5	1	2	1	2	6	0	1	4	2	7	0	1	1	0	1	45	13	28.89
57	S2ID122P4	2	0	0	0	0	0	0	0	1	1	9	6	0	1	0	1	0	0	6	3	4	2	1	0	0	2	39	15	38.46
58	S2ID123P4	3	2	0	0	0	0	0	1	4	8	19	12	2	6	6	1	1	9	11	7	21	0	1	2	0	0	116	35	30.17
59	S2ID124P4	3	2	0	0	0	0	0	7	5	3	11	2	1	1	9	0	0	6	10	3	19	0	4	2	0	0	88	25	28.41

		Types of Errors																											
No.	Student Code	Fragment	Run-on	Comparison	Word order	There-be	Tenses	Voices	Agreement	Infinitives	Gerunds	Nouns	Verbs	Adverbs	Adjectives	Pronouns	Modals/Auxiliaries	Possessive ('s)	Conjunctions	Prepositions	Articles	Punctuation	Serial Verbs	Compound Sentences	Complex Sentences	Word translation	Others	Total # of Errors	Total # of Interlingual Errors (IE)	% of IE Occurance
60	S2ID125P4	2	1	0	4	0	1	0	0	1	1	6	5	0	5	6	0	0	4	5	1	8	0	0	1	0	0	51	18	35.29
61	S2ID126P4	1	1	0	0	0	0	0	0	5	4	16	6	0	5	2	4	0	4	17	10	15	0	1	1	0	0	54	15	27.78
62	S2ID127P4	6	0	0	0	0	0	0	1	4	4	3	5	1	1	2	0	0	4	4	3	13	0	2	2	0	0	104	16	15.38
65	S2ID132P4	2	1	0	0	0	1	2	2	4	2	13	3	0	5	0	1	0	3	5	3	17	0	1	3	0	0	68	24	35.29
66	S2ID133P4	2	0	0	0	0	2	0	3	0	1	2	2	2	2	0	4	0	2	11	2	15	0	1	2	0	0	53	15	28.30
67	S2ID134P4	1	2	0	0	1	1	0	1	3	0	6	3	2	0	2	0	0	3	2	6	21	0	0	0	0	0	54	13	24.07
68	S2ID135P4	6	3	0	0	0	0	2	3	2	0	4	26	2	1	4	6	0	1	8	5	23	0	0	5	1	0	104	23	22.12
69	S2ID136P4	4	2	0	3	0	0	0	1	4	8	8	3	2	0	0	4	0	3	8	2	8	0	0	0	1	0	61	16	26.23
70	S2ID137P4	4	3	1	0	0	0	0	6	2	2	15	6	0	1	2	0	1	3	12	4	17	0	2	0	0	0	81	24	29.63
71	S2ID138P4	2	0	1	1	0	0	0	1	3	2	9	3	2	0	0	2	0	2	10	1	4	1	0	1	0	0	45	12	26.67
72	S2ID140P4	0	3	0	0	0	0	0	2	3	2	3	1	1	0	0	0	0	2	4	2	8	0	0	1	0	0	32	6	18.75
73	S2ID141P4	1	0	0	0	1	4	0	0	0	5	10	5	0	4	3	3	0	0	2	8	12	0	3	1	0	0	62	21	33.87
74	S2ID143P4	8	0	0	0	0	1	0	0	9	2	7	3	1	3	8	0	0	3	8	5	9	0	1	0	0	0	68	19	27.94
75	S2ID145P4	6	4	0	0	0	0	0	1	2	0	6	11	1	2	5	1	0	3	5	4	12	0	0	4	0	0	69	24	34.78
76	S2ID146P4	9	1	0	0	0	0	1	11	2	4	20	11	1	3	5	0	0	4	5	13	22	0	4	2	0	0	118	38	32.20
77	S2ID147P4	7	3	0	2	0	0	0	3	0	3	27	4	2	9	3	3	0	5	7	4	18	1	1	5	2	0	109	57	52.29
78	S2ID148P4	4	2	0	0	0	0	0	0	2	2	12	5	2	1	3	0	0	2	7	4	18	0	1	1	0	0	66	21	31.82
79	S2ID149P4	5	1	0	0	0	0	1	2	6	3	25	9	1	2	4	0	0	0	12	0	13	0	2	2	0	0	88	32	36.36
80	S2ID150P4	7	1	0	2	0	0	1	3	6	9	16	3	3	1	4	1	0	5	8	5	22	0	0	8	0	0	105	42	40.00
81	S2ID151P4	4	5	0	1	0	0	0	2	0	1	15	3	1	4	9	4	4	1	5	4	32	0	1	2	1	1	100	45	45.00
82	S2ID152P4	5	4	0	0	0	0	0	2	2	9	8	4	0	0	0	2	0	3	7	7	15	0	2	1	1	0	72	17	23.61

		Types of Errors																											
No.	Student Code	Fragment	Run-on	Comparison	Word order	There-be	Tenses	Voices	Agreement	Infinitives	Gerunds	Nouns	Verbs	Adverbs	Adjectives	Pronouns	Modals/Auxiliaries	Possessive ('s)	Conjunctions	Prepositions	Articles	Punctuation	Serial Verbs	Compound Sentences	Complex Sentences	Word translation	Others	Total # of Errors	Total # of Interlingual Errors (IE)	% of IE Occurance
83	S2ID153P4	7	0	1	1	0	0	0	4	3	0	6	6	2	0	6	4	0	3	11	2	12	0	0	5	0	0	73	20	27.40
	Total	219	81	18	45	9	44	19	182	183	197	776	404	86	148	201	121	12	164	577	292	842	32	62	145	33	17	4,909	1,412	25.65

APPENDIX N

A FINE SUMMARY OF TYPES AND FREQUENCY

OF INTERLINGUAL ERRORS PRODUCED BY

83 UNDERGRADUATE STUDENTS IN A

WRITTEN ENGLISH ASSIGNMENT

No.	Student Code	Total # of Errors	Types of Interlinual Errors (IE)														Total # of IE	% of IE Occurance
			Omission (Incomplete Sent.)	Serial Verb	Plural form of nouns	Compound sentence	Complex setence	Word order	"There" structure	Fragment	Run-on	Word translation	Misuse of Tenses	Subject-verb agreement	Omission of Aux in negative sent.	Punctuation		
1	S1ID402P3	49	0	1	1	2	3	0	0	2	0	0	0	2	0	1	12	24.49
2	S1ID403P3	72	1	1	6	1	4	0	0	5	0	4	0	1	0	3	26	36.11
3	S1ID404P3	43	2	0	3	0	0	0	0	0	0	0	0	1	0	0	6	13.95
4	S1ID405P3	42	0	0	4	0	0	1	0	1	0	0	0	2	0	2	10	23.81
5	S1ID408P3	28	0	0	9	0	2	0	0	1	0	0	0	1	0	1	14	50.00
6	S1ID409P3	40	0	1	5	0	0	4	0	0	0	0	0	0	2	0	12	30.00
7	S1ID411P3	30	0	0	5	1	0	0	0	1	0	0	0	2	0	0	9	30.00
8	S1ID412P3	48	0	0	6	0	1	3	0	0	0	0	0	1	0	1	12	25.00
9	S1ID413P3	30	0	2	5	0	0	0	0	1	0	0	0	1	0	0	9	30.00
10	S1ID414P3	30	2	0	2	0	0	0	0	0	0	0	0	1	0	0	5	16.67
11	S1ID415P3	55	1	2	11	1	0	0	0	1	0	0	0	2	0	0	18	32.73
12	S1ID416P3	43	3	3	5	0	3	0	0	1	1	0	0	0	1	0	17	39.53
13	S1ID417P3	84	1	0	11	0	1	2	0	2	2	1	0	4	1	0	25	29.76
14	S1ID418P3	57	0	0	7	2	2	0	0	2	1	1	0	2	0	0	17	29.82
15	S1ID419P3	32	0	0	7	0	0	0	0	2	0	0	0	1	0	0	10	31.25
16	S1ID421P3	39	2	1	1	0	2	0	0	2	0	1	0	1	0	0	11	28.21
17	S1ID422P3	48	1	1	4	0	3	2	0	0	1	3	0	3	0	3	21	43.75
18	S1ID423P3	28	0	0	5	0	1	0	0	1	0	0	0	0	0	0	7	25.00
19	S1ID425P3	69	1	1	9	0	0	1	0	0	1	3	0	2	0	0	18	26.09
20	S1ID426P3	56	0	0	7	2	5	0	0	1	1	0	0	2	0	8	26	46.43
21	S1ID427P3	41	0	1	14	0	2	0	0	1	0	1	0	3	0	1	23	56.10
22	S1ID430P3	29	0	2	4	2	1	0	0	0	1	0	0	1	0	2	13	44.83
23	S1ID433P3	40	0	0	4	1	0	1	0	0	0	0	0	1	0	0	7	17.50
24	S1ID434P3	57	3	0	10	0	0	0	0	3	0	3	0	3	0	0	22	38.60
25	S1ID435P3	34	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	14.71
26	S1ID436P3	57	0	0	8	1	0	0	0	2	0	1	0	2	0	0	14	24.56
27	S1ID437P3	34	2	0	8	0	2	0	0	0	1	0	0	1	0	0	14	41.18
28	S1ID439P3	46	1	1	5	1	0	0	0	2	1	0	0	2	0	0	11	23.91
29	S1ID440P3	56	0	0	8	1	1	0	0	0	2	0	0	2	0	0	12	21.43

No.	Student Code	Total # of Errors	Types of Interlinual Errors (IE)														Total # of IE	% of IE Occurance
			Omission (Incomplete Sent.)	Serial Verb	Plural form of nouns	Compound sentence	Complex setence	Word order	"There" structure	Fragment	Run-on	Word translation	Misuse of Tenses	Subject-verb agreement	Omission of Aux in negative sent.	Punctuation		
30	S1ID441P3	50	0	1	6	1	2	0	0	1	0	0	0	1	0	0	12	24.00
31	S1ID442P3	52	2	0	14	0	2	0	0	1	0	0	0	1	0	0	20	38.46
32	S1ID443P3	54	0	0	6	0	2	0	0	2	0	0	0	1	0	0	11	20.37
34	S1ID448P3	52	0	0	7	0	0	1	0	1	1	0	0	2	0	0	12	23.08
35	S1ID449P3	54	0	0	3	0	4	0	1	1	1	0	0	0	0	0	10	18.52
36	S1ID450P3	44	3	0	6	0	1	0	0	1	0	0	0	2	0	0	13	29.55
37	S1ID451P3	58	0	0	11	0	3	0	0	1	1	0	0	2	0	0	18	31.03
38	S1ID453P3	44	0	0	12	0	0	0	0	1	0	0	0	2	0	0	15	34.09
39	S2ID101P4	71	2	0	12	0	4	0	0	0	3	0	0	2	0	3	26	36.62
40	S2ID102P4	82	1	1	10	0	3	4	0	0	0	0	0	4	0	0	23	28.05
41	S2ID103P4	82	0	0	7	0	7	0	0	0	1	0	0	3	0	10	28	34.15
42	S2ID105P4	79	2	0	8	2	2	1	0	0	2	0	0	2	0	1	20	25.32
43	S2ID106P4	49	0	0	2	0	3	0	0	0	0	0	0	1	0	2	8	16.33
44	S2ID107P4	55	0	0	9	2	0	0	0	0	2	0	0	3	0	7	23	41.82
45	S2ID108P4	77	1	0	19	2	9	0	0	7	0	0	0	5	0	0	43	55.84
46	S2ID110P4	41	2	0	5	1	4	0	0	3	0	0	0	1	1	1	18	43.90
47	S2ID111P4	59	1	1	10	1	1	0	0	1	0	1	0	2	1	0	19	32.20
48	S2ID112P4	73	1	0	6	3	1	1	0	1	2	0	0	2	1	2	20	27.40
49	S2ID113P4	38	7	1	2	0	2	0	0	3	0	0	0	2	0	0	17	44.74
50	S2ID114P4	65	0	0	6	1	3	0	0	2	0	0	0	2	1	1	16	24.62
51	S2ID115P4	34	2	1	5	0	0	0	0	0	0	0	1	1	0	1	11	32.35
52	S2ID117P4	118	1	0	11	1	1	0	2	1	0	0	0	2	0	0	19	16.10
53	S2ID118P4	96	2	4	5	0	4	0	0	0	6	3	0	3	1	0	28	29.17
54	S2ID119P4	38	1	0	1	2	1	0	0	0	2	0	0	0	0	3	10	26.32
55	S2ID120P4	64	2	0	3	1	1	0	0	0	3	2	0	0	0	0	12	18.75
56	S2ID121P4	45	3	0	4	1	1	0	2	0	0	0	0	1	1	1	14	31.11
57	S2ID122P4	39	1	2	8	1	0	0	0	1	0	0	0	2	0	2	17	43.59
58	S2ID123P4	116	1	0	11	1	2	0	0	2	2	0	0	3	0	16	38	32.76
59	S2ID124P4	88	2	0	7	4	2	0	0	1	2	0	0	1	0	7	26	29.55
60	S2ID125P4	55	5	0	4	0	1	4	0	1	1	0	0	1	0	2	19	34.55
61	S2ID126P4	93	2	0	10	1	1	0	0	0	1	0	0	1	0	0	16	17.20
62	S2ID127P4	52	3	0	2	2	2	0	0	0	0	0	0	0	0	7	16	30.77
63	S2ID130P4	78	0	1	6	0	0	0	0	2	4	0	0	1	0	4	18	23.08
64	S2ID131P4	24	0	1	1	0	0	0	0	3	0	0	0	1	0	1	7	29.17
65	S2ID132P4	68	0	0	9	1	3	0	0	2	1	0	0	2	0	8	26	38.24
66	S2ID133P4	53	0	0	2	1	2	0	0	2	0	0	0	0	3	5	15	28.30
67	S2ID134P4	54	1	0	4	0	0	0	1	0	2	0	0	2	0	5	13	24.07
68	S2ID135P4	104	5	0	2	0	5	0	0	1	3	1	0	2	0	6	23	22.12
69	S2ID136P4	61	3	0	6	0	0	0	0	1	2	1	0	1	0	3	16	26.23

| No. | Student Code | Total # of Errors | Types of Interlinual Errors (IE) | | | | | | | | | | | | | | Total # of IE | % of IE Occurance |
			Omission (Incomplete Sent.)	Serial Verb	Plural form of nouns	Compound sentence	Complex setence	Word order	"There" structure	Fragment	Run-on	Word translation	Misuse of Tenses	Subject-verb agreement	Omission of Aux in negative sent.	Punctuation		
70	S2ID137P4	81	3	0	11	2	0	0	0	1	3	0	0	4	0	4	24	29.63
71	S2ID138P4	45	1	1	6	0	1	1	0	1	0	0	0	0	1	0	12	26.67
72	S2ID140P4	32	0	0	1	0	1	0	0	0	3	0	0	1	0	1	7	21.88
73	S2ID141P4	62	1	0	9	3	1	0	0	0	0	0	0	4	0	7	25	40.32
74	S2ID143P4	68	5	0	3	1	0	0	0	3	0	0	0	2	0	7	21	30.88
75	S2ID145P4	69	5	0	3	0	4	0	0	1	4	0	0	2	0	7	26	37.68
76	S2ID146P4	118	6	0	18	4	2	0	0	3	1	0	0	7	0	4	45	38.14
77	S2ID147P4	109	7	1	22	1	5	2	0	0	3	2	0	5	2	12	62	56.88
78	S2ID148P4	66	3	0	8	1	1	0	0	1	2	0	0	2	0	5	23	34.85
79	S2ID149P4	88	1	0	20	2	2	0	0	4	1	0	0	3	0	2	35	39.77
80	S2ID150P4	105	5	0	13	0	8	0	0	2	1	0	0	3	1	12	45	42.86
81	S2ID151P4	100	4	0	14	1	2	1	0	0	5	1	0	3	2	15	48	48.00
82	S2ID152P4	67	0	0	6	2	1	0	0	0	4	1	0	1	0	3	18	26.87
83	S2ID153P4	73	4	0	4	0	5	0	0	3	0	0	0	2	2	2	22	30.14
	Total	4,909	122	32	583	62	145	31	4	97	81	33	0	148	21	201	1,560	31.78

APPENDIX O

A FINE SUMMARY OF SUB-TYPES AND FREQUENCY OF INTERLINGUAL ERRORS PRODUCED BY 83 UNDERGRADUATE STUDENTS IN A WRITTEN ENGLISH ASSIGNMENT

No.	Student Code	Omission			Serial Verb	Plural form of nouns	Compound sentences	Complex sentence	Word order	"There" structure	Fragment						Run-on	Word translation	Misuse of simple present for simple past	Subject-verb agreement	Omission of Aux in negative sent.	Punctuation			Total # of IE
		Subject	Verb	Object							But clause	Because clause	When/While clause	If clause	Prepositional phrase	Others						Omission of comma	Omission of period	Omission of question mark	
1	S1ID402P3	0	0	0	1	1	2	3	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	0	12
2	S1ID403P3	0	1	0	1	6	1	4	0	0	1	0	0	1	2	1	0	4	0	1	0	3	0	0	26
3	S1ID404P3	2	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	6
4	S1ID405P3	0	0	0	0	4	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	8
5	S1ID408P3	0	0	0	0	9	0	2	0	0	0	0	0	0	0	1	0	0	0	2	0	1	0	0	15
6	S1ID409P3	0	0	0	1	5	0	0	4	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	14
7	S1ID411P3	0	0	0	0	5	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	8
8	S1ID412P3	0	0	0	0	6	0	1	3	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	12
9	S1ID413P3	0	0	0	2	5	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	10
10	S1ID414P3	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	5
11	S1ID415P3	2	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	5
12	S1ID416P4	0	0	0	0	4	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	8
13	S1ID417P3	1	0	0	0	11	0	1	0	0	0	0	0	0	0	1	2	1	0	1	1	0	0	0	22
14	S1ID418P3	0	0	0	0	7	2	2	0	0	0	0	0	0	0	2	1	1	0	1	0	0	0	0	16
15	S1ID419P3	0	0	0	0	7	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	0	10
16	S1ID421P3	2	0	0	1	1	1	2	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	11
17	S1ID422P3	1	0	0	1	4	0	3	2	0	0	0	0	0	0	0	1	3	0	0	0	3	0	0	18
18	S1ID423P3	0	0	0	0	5	0	1	0	0	0	0	1	0	0	0	0	0	0	4	0	0	0	0	11
19	S1ID425P3	1	0	0	1	9	0	0	1	0	0	0	0	0	0	0	1	3	0	2	0	0	0	0	18

No.	Student Code	Omission				Plural form of nouns	Compound sentences	Complex sentence	Word order	"There" structure	Fragment						Run-on	Word translation	Misuse of simple present for simple past	Subject-verb agreement	Omission of Aux in negative sent.	Punctuation			Total # of IE
		Subject	Verb	Object	Serial Verb						But clause	Because clause	When/While clause	If clause	Prepositional phrase	Others						Omission of comma	Omission of period	Omission of question mark	
20	S1ID426P3	0	0	0	0	7	2	5	0	0	0	0	0	0	1	0	1	0	0	2	0	8	0	0	26
21	S1ID427P3	0	0	0	1	14	0	2	0	0	0	0	0	0	0	1	0	1	0	3	0	1	0	0	23
22	S1ID430P3	0	0	0	2	4	2	1	0	0	0	0	0	0	0	0	1	0	0	1	0	2	0	0	13
23	S1ID433P3	0	0	0	0	4	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	7
24	S1ID434P3	2	1	0	0	10	0	0	0	0	0	1	0	1	1	0	0	3	0	1	0	0	0	0	20
25	S1ID435P3	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	7
26	S1ID436P3	0	0	0	0	8	1	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	12
27	S1ID437P3	2	0	0	0	8	0	2	0	0	0	0	0	0	0	0	1	0	0	4	0	0	0	0	17
28	S1ID439P3	0	1	0	1	5	1	0	0	0	0	0	0	0	0	2	1	0	0	2	0	0	0	0	13
31	S1ID442P3	0	2	0	0	14	0	2	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	20
32	S1ID443P3	0	0	0	0	6	0	2	0	0	0	0	0	1	1	0	0	0	0	2	0	0	0	0	12
33	S1ID444P3	1	0	0	0	4	0	0	2	0	0	0	0	0	0	2	0	2	0	2	0	0	0	0	13
34	S1ID448P3	0	0	0	0	7	0	0	1	0	0	0	0	0	1	0	1	0	0	3	0	0	0	0	13
35	S1ID449P3	0	0	0	0	3	0	4	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	11
36	S1ID450P3	2	0	1	0	6	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	12
37	S1ID451P3	0	0	0	0	11	0	3	0	0	0	0	0	0	0	1	1	0	0	3	0	0	0	0	19
38	S1ID453P3	0	0	0	0	12	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	13
39	S2ID101P4	2	0	0	0	12	0	4	0	0	0	0	0	0	0	0	3	0	0	2	0	3	0	0	26
40	S2ID102P4	0	1	0	1	10	0	3	4	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	20
41	S2ID103P4	0	0	0	0	7	0	7	0	0	0	0	0	0	0	0	1	0	0	3	0	10	0	0	28
42	S2ID105P4	2	0	0	0	8	2	2	1	0	0	0	0	0	0	0	2	0	0	2	0	1	0	0	20
43	S2ID106P4	0	0	0	0	2	0	3	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	8
44	S2ID107P4	0	0	0	0	9	2	0	0	0	0	0	0	0	0	0	2	0	0	3	0	7	0	0	23
45	S2ID108P4	1	0	0	0	19	2	9	0	0	2	3	0	2	0	0	0	0	0	1	0	0	0	0	39
46	S2ID110P4	0	2	0	0	5	1	4	0	0	0	2	0	1	0	0	0	0	0	2	1	1	0	0	19

Types and Sub-types of Interlingual Errors (IE)

Types and Sub-types of Interlingual Errors (IE)

No.	Student Code	Omission — Subject	Verb	Object	Serial Verb	Plural form of nouns	Compound sentences	Complex sentence	Word order	"There" structure	Fragment — But clause	Because clause	When/While clause	If clause	Prepositional phrase	Others	Run-on	Word translation	Misuse of simple present for simple past	Subject-verb agreement	Omission of Aux in negative sent.	Punctuation — Omission of comma	Omission of period	Omission of question mark	Total # of IE
47	S2ID111P4	0	1	0	1	10	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	17
50	S2ID114P4	0	0	0	0	6	1	3	0	0	1	0	0	1	0	0	0	0	0	2	1	1	0	0	16
51	S2ID115P4	1	1	0	1	5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	10
52	S2ID117P4	0	1	0	0	11	1	1	0	2	0	1	0	0	0	0	0	0	0	2	0	0	0	0	19
53	S2ID118P4	2	0	0	4	5	0	4	0	0	0	0	0	0	0	0	6	3	0	2	1	0	0	0	27
54	S2ID119P4	1	0	0	0	1	2	1	0	0	0	0	0	0	0	0	2	0	0	2	0	3	0	0	12
55	S2ID120P4	2	0	0	0	3	1	1	0	0	0	0	0	0	0	0	3	2	0	2	0	0	0	0	14
56	S2ID121P4	2	1	0	0	4	1	1	0	0	0	0	0	0	1	1	0	0	0	4	1	1	0	0	17
57	S2ID122P4	0	1	0	2	8	1	0	0	0	0	0	1	0	0	0	0	0	0	3	0	2	0	0	18
58	S2ID123P4	0	1	0	0	11	1	2	0	0	0	1	0	0	0	1	2	0	0	2	0	16	0	0	37
59	S2ID124P4	2	0	0	0	7	4	2	0	0	0	0	0	0	0	1	2	0	0	1	0	7	0	0	26
60	S2ID125P4	5	0	0	0	4	0	1	4	0	0	0	0	0	0	1	1	0	0	3	0	2	0	0	21
61	S2ID126P4	2	0	0	0	10	1	1	0	0	0	0	0	0	0	0	1	0	0	5	0	0	0	0	20
62	S2ID127P4	2	1	0	0	2	2	2	0	0	0	0	0	0	0	0	0	0	0	1	0	7	0	0	17
63	S2ID130P4	0	0	0	1	6	0	0	0	0	0	1	0	0	0	1	4	0	0	2	0	4	0	0	19
64	S2ID131P4	0	0	0	1	1	0	0	0	0	0	0	0	0	1	2	0	0	0	2	0	1	0	0	8
65	S2ID132P4	0	0	0	0	9	1	3	0	0	0	0	0	0	0	2	0	0	0	3	0	8	0	0	26
66	S2ID133P4	0	0	0	0	2	1	2	0	0	0	1	0	0	0	0	0	0	0	2	3	5	0	0	17
67	S2ID134P5	1	0	0	0	4	0	0	0	1	0	0	0	0	0	0	2	0	0	2	0	5	0	0	13
68	S2ID135P6	1	4	0	0	2	0	5	0	0	0	0	1	0	0	0	3	1	0	2	0	6	0	0	23
69	S2ID136P4	1	2	0	0	6	0	0	0	0	0	0	0	0	0	1	2	1	0	2	0	3	0	0	18
70	S2ID137P4	1	2	0	0	11	2	0	0	0	0	0	0	0	0	1	3	0	0	0	0	4	0	0	24
71	S2ID138P4	1	0	0	1	6	0	1	1	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	13
72	S2ID140P4	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	3	0	0	1	0	1	0	0	7
73	S2ID141P4	1	0	0	0	9	3	1	0	0	0	0	0	0	0	0	0	0	0	4	0	7	0	0	25

No.	Student Code	Omission			Serial Verb	Plural form of nouns	Compound sentences	Complex sentence	Word order	"There" structure	Fragment						Run-on	Word translation	Misuse of simple present for simple past	Subject-verb agreement	Omission of Aux in negative sent.	Punctuation			Total # of IE
		Subject	Verb	Object							But clause	Because clause	When/While clause	If clause	Prepositional phrase	Others						Omission of comma	Omission of period	Omission of question mark	
74	S2ID143P4	5	0	0	0	3	1	0	0	0	0	0	0	1	1	1	0	0	0	2	0	7	0	0	21
75	S2ID145P4	3	2	0	0	3	0	4	0	0	0	1	0	0	0	0	4	0	0	2	0	7	0	0	26
76	S2ID146P4	4	2	0	0	18	4	2	0	0	2	0	1	0	0	0	1	0	0	7	0	4	0	0	45
77	S2ID147P4	3	4	0	1	22	1	5	2	0	0	0	0	0	0	0	3	2	0	5	2	12	0	0	62
78	S2ID148P4	2	1	0	0	8	1	1	0	0	1	0	0	0	0	0	2	0	0	2	0	5	0	0	23
79	S2ID149P4	0	1	0	0	20	2	2	0	0	0	0	0	0	0	4	1	0	0	3	0	2	0	0	35
80	S2ID150P4	2	3	0	0	13	0	8	0	0	0	1	0	1	0	0	1	0	0	3	1	12	0	0	45
81	S2ID151P4	2	2	0	0	14	1	2	1	0	0	0	0	0	0	0	5	1	0	3	2	15	0	0	48
82	S2ID152P4	0	0	0	0	6	2	1	0	0	0	0	0	0	0	0	4	1	0	1	0	3	0	0	18
83	S2ID153P4	2	2	0	0	4	0	5	0	0	1	1	0	1	0	0	0	0	0	2	2	2	0	0	22
	Total	79	42	1	32	583	62	145	31	4	10	17	5	13	11	41	81	33	0	148	21	201	0	0	1,560
		122			32	583	62	145	31	4	97						81	33	0	148	21	201			

CURRICULUM VITAE

Sirilak Khumphee was born on January 27th, 1988 in Nakhon Ratchasima. She acquired her bachelor's degree (with honor) in English of Art from Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima, Thailand in 2009. In 2010, she received a scholarship from Nakhon Ratchasima Rajabhat University to continue her study for Master's degree in English Language Studies at the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology. She was interested in obtaining more knowledge about language learning and teaching. Her interests included second language writing and errors in writing, especially grammatical errors with an influence of students' first language. Her passion goes on language learning and teaching. Apart from studying, therefore, she has been teaching English in some language schools and tutorial institutes since 2010.