A STUDY OF L1 INTEREFERENCE
IN THE WRITING OF THAI EFL STUDENTS

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Abstract

This study aimed to analyse and describe features of L1 interference in paragraph writing by 28 third-year English-minor students who enrolled in the Basic Writing course in the 2006 semester 1 at Thaksin University. Three levels of L1 interference, namely words, sentences and discourse, were analyzed from samples of the students' paragraph writing in the final exam paper and discussed by considering four approaches: contrastive analysis, error analysis, interlanguage analysis, and contrastive rhetoric. It was found that literal translation of Thai words into English mainly represented features of L1 lexical interference in the students' written English. Moreover, structural borrowing from Thai language such as word order, subject-verb agreement, and noun determiners indicated features of L1 syntactic interference. In addition, levels of language style and Thai cultural knowledge in written discourse presented features of L1 discourse interference. These chronic writing problems should be solved in an appropriate way for the quality of written product and ESL/EFL writing instruction.

Introduction

In facilitating ESL/EFL students to produce effective paragraph writing, many teachers prioritize students' writing problems in syntax, lexis and discourse aspects. However, many teachers neglect the problem of students' native language and culture interfering in written English. Even though L1 interference is not a new trend in studies on second language acquisition, it is an important factor to be considered in ESL/EFL writing instruction.

L1 interference with regard to the terms *'cross-linguistic and language transfer'* refers to the influence of native language structures on students' performance and development in the target language (Hashim, 1999). When interlanguage students are writing in the target language, some of their L1 characteristics show up in their writing. This issue should be considered in teaching of ESL/EFL writing. ESL/EFL students may produce pieces of writing containing correct grammar structures as well as appropriate vocabulary items and content. Nevertheless, many sentences make more sense in the students' native language than in English due to direct translation from L1 into English. If this issue is pinpointed, students will be able to work towards correcting such a problem by thinking in English or being effectively aware of a pitfall while writing in relation to the standard English writing system.

However, thinking in English when writing in English is very difficult for Thai students. Their Thai language structures and culture inevitably interfere with their written English. Although English is a compulsory subject for Thai students from primary to tertiary levels, it is taught more in Thai than in English. English is not used as the instructional medium in other subjects in Thai educational institutions, as it is in Singapore, Malaysia, and the Philippines. That is to say, typical Thai students use more Thai than English in the English language classroom. Furthermore, they rarely communicate in English with foreigners outside the classroom. When producing written English, they still have the cognitive process in Thai. They also carry over the habits of Thai language into English, such as the habit of Thai forms, meaning and culture, into English sentences. As a result, L1 interference occurs widely in their written English.

The interference of Thai linguistic elements in students' written English arises in three aspects: grammatical structures, vocabulary items and discourse. First of all, Thai does not have tenses, so this feature of Thai sentences interferes in student-produced English sentences, for example, 'She *go* to Bangkok last month'. Moreover, Thai has no 'articles', so Thai students often neglect them, for example, 'The J.B hotel is comfortable and beautiful hotel in Hatyai'. In terms of vocabulary use, the different use of Thai and English words may affect Thai students' written English. For instance, 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' in spoken and written communication (Achara Pengpanich, 2002). At the discourse level, Thai students' written English shows more repetitions, extensive use of lists, no use of conclusions, more impersonal styles, especially through lack of speculation and future-oriented conclusions. This may be

caused by the absence of counterfactual statements in Thai writing (Grabe and Kaplan, 1996).

In this paper the researcher examines mother tongue influence on third-year Thaksin University English-minor students' written English in the Basic Writing Course, a 3-credit compulsory course, in the 2006 semester 1, which was taught by the researcher. The students had been trained from the sentence to paragraph levels via many follow-up writing exercises and diary writings. It is found that their written products were influenced by Thai grammatical structures, vocabulary use and discourse. In terms of L1 syntactic interference, the students' written English reflects misused of 'there is (are)'. In Thai, the two English forms, existential 'there' and the lexical 'have', were expressed by a single form /*mi:*/ thus resulting in much confusion, for example, "My house *has* three people" or "*There has* many trees in my house". In terms of L1 lexical interference, their written English shows misuse of Thai words in English. The word *'water cat'* or /*mΘew-nam*/ was used instead of *seal* due to the students' direct translation of the Thai word into English. In terms of L1 discourse, it influenced the ellipsis of English personal reference in students' dairy writings. For example, the sentence 'Last week I went to *sister*'s house' shows that in Thai written discourse the possessive pronoun '*my*' can be elliptical because context tells the interlocutor that "*sister's*" refers to the sister of the speaker '*I*'. However, in English written discourse, such a possessive pronoun must be used.

To investigate more issues regarding L1 influence on the students' written English in order to find out possible solutions for teaching writing and producing effective English writing, the researcher thus intends to study syntactic, lexical and discourse features of L1 interference in these third-year TSU English-minor students' paragraph writing.

Objective of the research

The research objective is to analyze and describe L1 interference in the third-year English-minor students' paragraph writing in the Basic Writing course at Thaksin University.

Significance of the study

The findings of the study will serve as a data-base for the Western Languages Department, Thaksin University to exemplify writing problems caused by L1 influence on L2 writing in order to seek further possible solutions. They will also be useful for many other ESL/EFL writing teachers at all levels to consider the problem of language transfer and knowledge of native language and culture in error and contrastive analysis aspects so that they will have effective methods in dealing with problems in writing faced by students.

Literature Review

The literature review in this study points out two headings concerning L1 interference: approaches used in studies on L1 interference and studies on L1 interference in Thai and other ESL/EFL students' written English.

Approaches used in studies on L1 interference

In this study, four approaches relating to L1 interference are described: contrastive analysis, error analysis, analysis of interlanguage, and contrastive rhetoric. The relationships among the four approaches are shown and explained in the Figure 1.

According to Figure 1, studies on L1 interference in second language acquisition have been developed from the traditional approach (Contrastive Analysis) to the contemporary approaches (Error Analysis and Interlanguage Analysis) and the modern approach (Contrastive Rhetoric). Each approach is discussed below.

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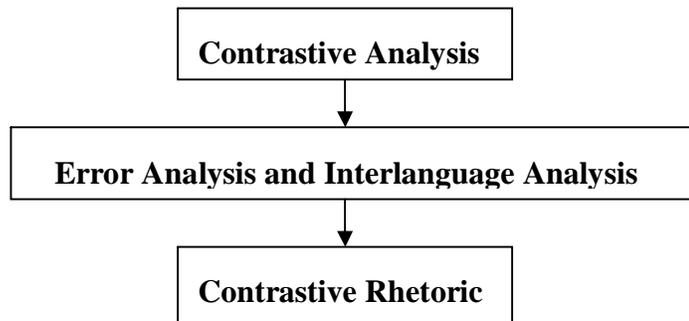
Figure 1: The relationship among approaches used in studies on L1 interference

Contrastive Analysis (CA) is the primary approach used to study L1 interference. According to Richards and Schmidt (2002), CA focuses on the comparison of the linguistic systems of the two languages, especially the sound and grammar systems of L1 and L2, to find solutions to second language instruction problems. CA was developed and practiced in the 1950s and 1960s, as an application of structural linguistics to language teaching. It is based on the following assumptions: (i) the main difficulties in learning a new language are caused by interference from the first language or 'language transfer', (ii) such difficulties can be identified by contrastive analysis, and (iii) teaching materials can make use of contrastive analysis to eliminate the interference effects.

Contrastive Analysis emphasizes the native language as the main factor affecting second language learners' errors. In the 1960s, Error Analysis (EA), developed and was offered as an alternative to Contrastive Analysis. It suggests that the influence of the native

language on second language is more complex; second language learners' errors are caused by many complex factors affecting the learning process such as the target language itself, the communicative strategies used as well as the type and quality of second language instruction (Hashim, 1999). Hence, different types of errors are classified by Richards and Schmidt (2002) for an analysis as follows: (i) overgeneralizations are errors caused by extension of target language rules to inappropriate contexts, (ii) simplifications are errors resulting from learners producing simpler linguistic rules than those found in the target language, (iii) developmental errors reflect natural stages of development, (iv) communication-based errors result from the use of communication strategies, (v) induced errors result from transfer of training, (vi) voidance is caused by failure to use target language structures since they are thought to be too difficult, and (vii) overproduction errors are structures being used too frequently.

By the late 1970s, error analysis had largely been superseded by studies of interlanguage and second language acquisition. Interlanguage is the type of language produced by second or foreign language learners who are in the process of learning a target language. Therefore, interlanguage analysis concerns an analysis of the linguistic systems of L1 and L2 in relation to the transitional competence of second language learners. It also involves an analysis of the continuum systems of second language learners' linguistic development (Connor, 1999). As a result, analyzing the interlanguage system requires an understanding that in learning a target language, learner language is influenced by different processes such as i) borrowing patterns from the native language, ii) extending patterns from the target language, e.g. analogy, and iii) expressing meanings using the words and grammar which are already known (Richards and Schmidt, 2002).

Contrastive analysis, error analysis and interlanguage analysis stress the structuralist tradition of linguistic study regarding phonology, syntax, morphology and semantics, to improve second and foreign language instruction. Contrastive analysis goes on negative effects of the native language on the second language. Though error and interlanguage analysis goes beyond the native language as the vital cause of errors, the native language is still considered a negative influence by many previous researchers. By the late 1960s, Krashen's monitor model (1977) suggested that the native language does not necessarily have a negative effect on second language influence. This model moves the study of language transfer and errors or 'deviation' to 'the positive transfer'. It looks at the similarities of the native and second language features and the extent of the native language support to learning second language. This leads to the study of 'Contrastive Rhetoric' in the 1990s as "a means of enhancing the awareness of the background and culture of the native language and its effects on the native language writing produced" (Hashim, 1999).

Contrastive Rhetoric (CR) was developed to improve research in second language acquisition in which 'contrastive analysis' and 'error analysis' were used to study the first language influence on second language composition. CR does not point out 'grammatical structure' as in CA and EA. Instead, it moves to compare 'discourse structures across cultures and genres' as found in Kaplan's pioneering study (1966). This study analyzed the organization of paragraphs in ESL student essays. It identified five types of paragraph development that were influenced by the students' L1 rhetorical patterns (Connor, 1999).

Though contrastive rhetoric was developed more than thirty years ago, it is still important in the teaching of modern composition due to many research studies conducted in connection with it. Hence, the concept of CR is the study of similarities and differences between writing in first and second languages in order to understand how writing conventions in one language influence how a person writes in another. Writing in a second language is thought to be influenced by the writer's L1 linguistic and cultural conventions, written discourse structure as well as factors such as topic, audience and register (Richards and Schmidt, 2002). At present, the study of contrastive rhetoric is related to many theories such as theories of applied linguistics, linguistic relativity, rhetoric, text linguistics, discourse types and genres, literacy, and translation (Connor, 1999). In this research, the study of CR in relation to theories of applied linguistics is used, especially regarding first language patterns transferred to second language writing.

Overall a combination of contrastive analysis, error analysis and interlanguage analysis approaches was used in this study. It tries to identify patterns of L1 interference at the lexical and sentential levels of the students' written English. Meanwhile, the contrastive rhetoric approach is applied to investigate how the Thai rhetorical, stylistic and cultural patterns of writing influence the paragraph organization and written discourse in English created by the Thai students.

Studies on L1 interference in Thai and other ESL/EFL students' written English

Studies on L1 interference in written English by Thai and other ESL/EFL students are divided into three categories: L1 lexical, syntactic and discourse interference. They are discussed as follows:

L1 Lexical Interference

The influence of first language lexicons in written English is discussed via four studies. First, Tipa Thep-Ackrapong (2005) states that Thai students violate some collocation restrictions when writing in English. For instance, 'My hair is **busy**. (My hair is **messy**.), I **play** a computer. (I **work on** a computer.), and I **closed (opened)** the radio. (I **turned off (on)** the radio.)' are examples of using Thai collocations in written expression in English. This is also caused by the direct translation of Thai words into English.

Similarly, Nattama Pongpairoj (2002) investigates lexical errors in paragraphs written by 100 first-year Arts Faculty students at Chulalongkorn University. The Thai preposition '**on**' is used in English sentences such as 'There are birds **on** the sky.' (There are birds **in** the sky.) and 'The boy is sleeping **on** the bed.' (The boy is sleeping **in** the bed.). The Thai number in plural words is also used in English sentences such as 'She has black **hairs**.' and 'The room was full of **furnitures**.' The word 'hair' in Thai is a countable noun but in English it is a non-countable noun, and the word 'furniture' in Thai is a countable (each

piece) noun while in English it is a mass noun. These show that the students fail to acquire competence in the lexicon of the English language.

As in Nattama Pongpairoj (2002), Pintip Tuaychareon (2003) claims that the restrictions at the semantic level of the Thai language result in the limited semantic competence of English words for Thai students. For instance, the word '***bag***' (***Krapao*** in Thai) is used by Thai students for many kinds of bags in written English such as **'*a hand bag, wallet, briefcase or suitcase*'**. This is because in Thai, for this one lexical item, the general-meaning form can be used colloquially to convey several specific meanings. In Thai the word '***Krapao***' can be used for all contexts, so Thai students use the same word 'bag' for all contexts in English. This interferes in Thai students' written English.

Like Thai students, 33 first-year ESL Malay students at the Academy of Islamic Studies, University of Malaya, Malaysia, face problems in L1 lexical interference when writing descriptive essays in English. This interference occurs at two levels. First, a literal word translation is found as in the sentence 'If I don't, the senior will *hot* and angry'. The word 'hot' is a literal translation of the Malay word '***Panas*' (*hati panas*),** which means 'angry', and was used inappropriately. Second, Malay words and phrases are used in English sentences such as 'We had ***orientasi*** week' (**orientation**), and 'We have many traditional games such as ***wau* (kite),** ***gasing*** (***top***),…', (Hashim, 1999). This L1 lexical interference is caused by the students' thought patterns in Malay when writing in English. Hence, the problems of L1 lexical interference in written English for Thai students concern collocation, plural words and general-meaning words but for Malay students literal word translation is involved.

L1 syntactic interference

The L1 syntactic interference concerns errors in grammar points as found in many studies. Tipa Thep-ackrapong (2005) discusses grammar errors in written English influenced by Thai sentence structures, especially regarding subject-verb agreement and passive voice. Subject-verb agreement is difficult for Thai students due to lack of obvious sentence boundaries. The Thai language can go from one sentence to another. The subject of a sentence can be omitted if the addresser and addressee are known. The verb or adjective is in the middle of a sentence. Hence, Thai sentential characteristics may hinder students from developing a good English sentence. As a result, Thai students often write English sentences without their subjects such as '***In Hatyai ^ have many cars***.' and '***Pahurad was crowed and ^bad temperature and it smelled bad'***. Passive voice in English is characterized by its syntactic structure, by the verb '***be***' and '***past participle***' such as '***The room is cleaned everyday'***. However, passive voice in Thai can be interpreted by its contextual clues such as 'Pad Thai, put egg and lunch box.' As a result, Thai students produce this error in their English sentences such as '***She was continuously taken the photos***'.

In the study by Nattama Pongpairoj (2002), there appear to be three aspects of L1 syntactic interference in written English by Chulalongkorn University students: sentence construction, sentence boundaries, and word structures in sentences. First, the students

make errors in complex sentence construction (the use of relative clause) and expletive construction (the structure of '***there + verb be***' in English is equivalent in meaning to the Thai structure **'*mi: + noun'***). Furthermore, Thai grammar interference in written English appears in run-on sentences, sentence fragmentation, word order as well as demonstrative and indefinite determiners. Moreover, it is found that English word structures in written English influenced by Thai word structures appear in derivational and inflectional suffixes (using an incorrect suffix, omitting grammatical morphemes, double marking, and regularizing) as well as propositional morphemes. These three aspects of L1 grammar interference are inevitably caused by direct translation from Thai sentences into English sentences.

English sentences directly translated from Thai, a factor in L1 syntactic interference, are found in the study by Wannakarn Likitrattanaporn (2001) about grammatical errors from written English paragraphs and essays by third-year students majoring in accounting and marketing at the Faculty of Social Sciences, Srinakarinwirot University, Bangkok. She reports that the majority of written work is full of direct translation from Thai into English sentences, such as **'*Plan of my future will volunteer for the social example of warrior's die the war*.'** and **'*I made the English homework*'**. This factor also results in other grammar points such as using Thai nouns (***We ate Chicken fried*.**) and the ellipsis of English articles, which are not found in Thai (***I want to buy car*.**).

Similar to Thai students, ESL Hong Kong Baptist University students performed written English assignments which were influenced by their L1 grammar structures. Examples of this cross-linguistic influence are showed as follows:

- Subject-verb agreement: ***The pigment of eyes which control the light….***
  This is caused by the difficulty in identifying the head of a complex NP (noun phrase) subject (which is always final and easily identifiable in Chinese, but not in English), which controls agreement.
- Auxiliaries: ***I am agree with you. (I do agree with you.)***
  There is a lack of 'primary auxiliaries' in Chinese.
- Noun: The structure of noun phrases in English is too complex for Chinese students. In Chinese, the noun phrase is relatively simple, with the noun head always occurring at the end and thus easily identifiable.
- Determiners: ***His father took ^ bath twice a day.*** (This is because of a lack of articles in Chinese.)
- Clause / sentence structure, especially for predicators: ***Kavin ^ afraid to say that….*** In Chinese, both verbs and adjectives can be the predicator (head of the predicator), but in English, only verbs can (Hung, 2000).

From the studies, L1 syntactic interference in written English by Thai students is found in common grammar errors, especially regarding subject-verb agreement, verb-tense, passive voice, relative clauses, expletive structure *(there is /are)* and word order. Meanwhile, interference in written English by Hong Kong students is in regard to tense, articles and auxiliary verbs.

L1 discourse interference

The L1 discourse interference is described via many studies. Mc Daniel (1994) discusses the concept of Thai essays used as a model by Thai student writers of English. This results in annoyance for English language readers and in emergence of L1 discourse interference, and consists of two levels: sentence and paragraph. At the sentence level, Thai student writers may directly translate sentences of Thai- style structures into English. Thai essays contain a different sentence structure from that of English. It is sometimes hard to identify where one sentence ends and the next starts. There are no punctuation marks such as question mark or exclamation mark (!) unless these English punctuation marks are borrowed in Thai essays. Moreover, in Thai sentence, the subject can be omitted, but in English sentence, there must be an identifiable subject. Without a subject or with a vague subject in English essays, non-Thai readers may be confused.

At the paragraph level, Mc Daniel (1994) states that English essays point out a proper paragraph. However, many Thai student writers do not use paragraphs at all. This may confuse non-Thai readers for lack of pause to think about the writing. Scarcity of paragraphing means that the idea in an essay is not divided into paragraphs. It would be very difficult for readers to understand the writer's idea and organization. If Thai student writers use 'paragraphing', they often use it wrongly. In other words, they may make paragraphs break in the middle of an idea or they do not start a new paragraph when a new idea is begun.

Tipa Thep-Ackrapong (2005) agrees with Mc Daniel (1994) that many Thai writers do not convey topic sentences or thesis statement in beginning paragraph. They start English essays with a rhetorical question, and then answer it. The readers can not see the point the writer is making until the end of the essay. This is because Thai writers do not realize the difference between Thai and English rhetorical patterns. A Thai essay can convey the purpose of writing at the concluding paragraph without discussing the thesis statement at the introductory paragraph.

Similar to the interference of Thai rhetorical styles in Thai students' written English, sixty ESL Chinese Singaporean grade-nine students produce compositions influenced by Chinese rhetorical styles. It is found that 60.8 % of the sixty students' compositions did not follow the English three-part patterns of 'Introduction-Body-Conclusion'. Instead, 50.6 % of the sixty compositions exhibit the Chinese four-part patterns of 'Introduction-Body-Related or Contrasting Sub-theme-Conclusion'. Moreover, 71.4 % of the sixty compositions present examples of Chinese literary styles, especially 'digression, repetition, and indirection' characters. Furthermore, other Chinese literary styles such as 'flowery, florid, exaggerated and metaphorical' styles are used in 53.8 % of the compositions (Fagan and Cheong, 1987).

In the three part-patterns of 'Introduction-Body-Conclusion' of English essays, the concept of'coherence' is important so that readers can expect and require landmarks. Hence, 'transition statements' which signal a change or move in the topic throughout the paragraphs or essays are the landmarks of the unity. However, Japanese students' written English lacks such a landmark. In written Japanese, the landmarks may be left out

because it tends to be the readers' responsibility for determining the relationship between any parts of the essay and the essay as a whole (French, 2005).

From the studies, Thai discourse influence on written English appears in the omission of sentence subject, the lack of a topic sentence and paragraphing in essays. Meanwhile, other kinds of foreign language discourse influence are found in the use of the four parts of Chinese composition and in the lack of transition statements in Japanese writing.

Research Methodology

Research subjects

28 third-year English-minor students were chosen as the research subjects. They enrolled in the Basic Writing course in the 2006 semester 1 taught by the researcher at Thaksin University, Songkhla Campus. Aged 20 to 22, they had learnt English as a foreign language for more than 10 years. There were more female students, 89.29 %, than male students, 10.71 %. They were from three faculties and seven majors. The students from the Faculty of Humanities and Social Sciences majored in Thai, Malay, Library and Information Science, Human Resource Management and Community Development. Those from the Faculty of Education majored in Psychology and Guidance, and from the Faculty of Economics and Business Administration majored in Economics.

Instruments

Two main instruments were used in this study: the researcher's profile of the Basic Writing course and samples of the 28 students' paragraph writing.

The researcher's profile

The researcher's profile consisted of course syllabus, final exam paper, analytical marking method, and the students' results.

Course syllabus

The course syllabus (Appendix 1) showed the structure of the course. It contained the course title, course credit, prerequisites, the Department course, course level, course description, course outline, and plan of the course.

Final exam paper

The final examination paper (Appendix 2) was designed by the researcher. Its content was based on units 6-9 while the mid-term exam paper covered units 1-5. The total score

was 60 marks (30%). It was also approved by the department specialist. The final examination paper consisted of four parts. Part One titled 'Organizing Compound Sentences' scored 6 marks (3%). Part Two, namely 'Organizing Complex Sentences', scored 18 marks (9 %). Part Three entitled 'Writing Short Paragraphs' was the highlight of the examination. It was divided into two sections. Section A, scoring 4 marks (2 %), required the students to write topic sentences by using the two topics provided. Section B, scoring 16 marks (8 %) asked the students to use the topic sentence given to rhetorically write a paragraph as outlined by using cohesive devices they had learnt. The students' writing performance of the whole paragraph in this section was used for data analysis for this research. Part Four, namely 'Error Correcting', scored 16 marks (8 %) asked the students to identify two mistakes in each sentence and rewrite the sentences correctly.

Analytical marking method

The students' paragraph writing in the final examination was scored using the 'Analytical Marking Method' (Appendix 3). This scoring method is used as a research instrument because it provides the students with feedback on the effective development of their writing skills. The students' total scores were achieved by the sub-scores on component skills. In this study, the component skills or scoring criteria were content, vocabulary, grammar, organization, and mechanics. They were adapted from the ESL Composition Profile (Astika, 1993) to cover features of a composition containing 'content, logical development of ideas, language use, grammar, vocabulary, and style'.

The students' results

The students' results of the Basic Writing course were divided into two categories: the student's paragraph writing score in the final exam paper and the student's grade point average of the course. Overall the majority of the students passed this paragraph writing part. That is to say, there were 20 students, 71.43 %, who received more than 8.00 marks of the score while there were 8 students, 28.57 %, who failed this part. Furthermore, the majority of the students obtained a 2.50 Grade Point Average (35.71 %) while the minority of them obtained a 1.50 Grade Point Average (3.57 %). In addition, one received a 0.00 Grade Point Average.

Samples of the students' paragraph writing

The samples of the students' paragraph writing (Appendix 4) were the main source of data used for the analysis of L1 interference. They were taken from the actual final exam paper in Part Three marked by the researcher.

Data collection

The main data for this study was gathered from two important instruments: the researcher's profile and the samples of the students' paragraph writing. First, the researcher's profile, documents attached consisting of the course syllabus, the students' grade, the final exam paper, and analytical marking form have been properly maintained at the Western Languages Department. The course syllabus was sent to the Department Board before the course orientation in June, 2006. It was also copied by the researcher. The students' grades of the course were recorded in the university's registration website. For this study, this data was downloaded and printed out by the end of October, 2006. The final exam paper and analytical marking form have been maintained in the researcher's profile located in his office after having been used for the exam and marking. Lastly, the samples of the students' paragraph writing were attached to the final exam paper. They were collected by the researcher after the final exam paper had been marked by the third week of October, 2006.

Data analysis

The samples of the 28 students' paragraph writing in the final exam paper were analyzed in three aspects. First, the analysis of L1 syntactic interference focused on the extent of Thai grammatical points at word, phrase, clause and sentence levels influencing the students' English sentences. Moreover, the analysis of L1 lexical interference emphasized the semantic system of Thai lexis affecting the students' English word choice. Finally, the analysis of L1 discourse interference investigated the Thai stylistic and rhetorical elements of paragraph writing affecting the students' English paragraph. Overall the data analyzed was interpreted in consideration of the L1 interference theory in relation to the four approaches used: Contrastive Analysis, Error Analysis, Interlanguage Analysis, and Contrastive Rhetoric in order to identify problems of interference and to discuss how Thai language transfer and cultural knowledge influence the students' written English.

Results and Discussion

The findings from the data analysis, three aspects of L1 interference, are summarized and discussed below.

Features of L1 lexical interference in the students' written English

There appeared to be two categories of L1 lexical interference in the students' English paragraph: literal translation of Thai words into English words and the use of Thai words.

Literal translation of vocabulary use

It was found that eleven items of the English vocabulary were literally translated from Thai. They were: get/ receive, serious, book, meet, use, true, close, change, alone, make, and cost.

The vocabulary usage above contained six verbs, three adjectives, and two nouns. In terms of verbs, the words '***get and receive***' seemed more problematic than others; four sentences indicated this interference. Thai students prefer using those words more than others in this sense to express many sentences because they neglect the abstract and concrete meaning of '***getting***', as in the examples: I ***get*** the knowledge without the teacher, and I ***receive*** the knowledge and experience for my job. Likewise, the adjective '***serious***' presented the most chronic problem among these students; four sentences indicated the misuse of this adjective such as "When I had to (feel) ***serious***, I read a book". In fact, the word '***serious***' seems to be mixed in Thai oral and written communication, especially by teenagers. Writing in English, the students inevitably use this word to express the sense of 'stress' rather than other words. For nouns, the noun '***book***' seems to be problematic such as "I liked computer book, cartoon book, ***novel book***, and ***study book***.", but the adjective 'true' seemed to be used in the noun component, namely 'In true' (In ***true,*** every book is good to me). As in verbs and adjectives, the Thai semantic system of the collocation '***book***' is different from the English system. In Thai, the word '***book***' can be used in written and oral communication to identify certain kinds of books. Hence, it becomes redundant when Thai users express the word '***novel book***' in English sentences.

The use of Thai words

There was only one Thai word used in the English paragraph, namely '***Tuk-Tuk***', from the sentence 'I go to (the) university by ***Tuk-Tuk***'. Semantically such a word is not found in British and American English dictionaries, so it can be ambiguous. Pragmatically this word, however, presents the Thai spoken and written communicative sense, thus it seems to be more positive transfer or 'creative use of the native lexis' than 'negative transfer' or errors.

Features of L1 syntactic interference in the students' written English

It was found that seven categories of grammar errors represented the L1 syntactic interference in the students' written English: word order of Thai structure, tense, subject-verb agreement, the infinitive, the verb '***have***', prepositions, and noun determiners.

Word order of Thai structure

Some main points of sentences with word order of Thai structure are discussed as follows:

- The structure of the verbs '*make, let, and allow*' had been used interchangeably such as "It (book*) **makes** me know about the news*" and *"These books **let** me know that I should save money and invest in some business*". These verbs were used as in the Thai and English sentence patterns of subject + verb + object complement (SVOC), but they more represented the influence of Thai structure than correct English structure.
- The omission of the linking verbs such as "It makes me **not bored**." showed that Thai students always put the adjective after the subject without the use of linking verbs due to the interference of the Thai word order. Unlike English structure, there is the pattern of subject + adjective in the Thai structure.
- The Thai structure has '*head noun +modifier*' while the English structure contains '*modifier + head noun*'. Thai students misused the English structure of modification due to the influence of the Thai structure of modification. From the sentence, "Then*,* I'll **have knowledge better** because…" This sentence was constructed by the interference of the Thai modification structure above. In Thai and English, the adjective form of 'better' modifies the head noun 'knowledge'. However, in Thai it is positioned after the head noun while in English it is positioned before the head noun. The difference between the modification structures of the two languages can confuse the students.
- The use of commas in Thai sentences is not found such as from the sentence, "When I was young I studied **primary school secondary school** and university". When producing written English, this interference is also occurring. The students did not use the comma to link many nouns when employing the conjunction '**and**'. Furthermore, the words '**primary school secondary school**' were '**object complement**' ordered as in Thai sentences. Moreover, they presented the reduplication of the word '**school**', a style which is more commonly used in Thai sentences. In fact, in English these words must be placed after the preposition 'at'.

Subject-verb agreement and tense

The agreement of the subject and verb in relation to the tenses containing many sentences is not found in Thai structure such as "Everybody **have** different things", and "My friend usually **know** my books". In Thai, verbs do not change when the suffixes '*s*', '*es*', '*ed*' and '*d*' or other forms of the present and past participle verbs are added according to singular or plural nouns. Furthermore, the time and tense in English and Thai do not come along together. The sentence *"First, it **makes** me love (to) read when I **was young until future** I read many books*" showed that the student used the present simple tense in a past simple sentence; He or she also put the word 'future' to express a future in the past. Hence, **'until future'** could be expressed as '**later**' or '**subsequently**'. Therefore, the misuse of mixing the three tenses in the sentence above is awkward. Specific adverbs and modals will be used at the beginning or end of the sentence when Thai sentences express the present, past and future times. Moreover, in Thai, tense and time do not result in the

transformation of verbs. However, the time and tense in English result in the change of verb forms.

The infinitive

Concerning errors on the infinitive structure such as "I didn't know why I liked **^** *read* books", and "My parents want me **^** *read* books every day", the students were more familiar with the infinitive '***without to***' in Thai than in English. Affirmative and negative sentences presented the incorrect use of this structure, especially when the sentence contained the verb '***make***'. In other words, the students interchangeably used the infinitive with '***to***' and without '***to***' in English.

The verb 'have'

Err sentences with the verb '***have***' such as "In books ***have*** many things just I don't know before." indicated that the students rarely used this verb in the sense of possession beyond the structure, namely '***SVOC***'. When expressing the reversed pattern of '***there is (are)***', the structure of 'have' as in '***SVOC***' was still used.

Prepositions

The sentences "I stay ***with*** home" and "I smiled ***with*** my new friends in AUA language classes and introduce myself." indicated that the students' use of Thai preposition to express English sentences. In Thai, the preposition '***with***' can mean '***at***', '***with***' and '***to***' or /***kab***/. When structuring English sentences from the Thai preposition   /***kab***/, the students prefer using the preposition '***with***' more than others.

Noun determiners

The sentences "I liked to read **^** ***book***" and "It changed me to ***the*** confident girl." showed that the students created errors in the articles '***a***', and '***the***' and the indefinite determiners. It was normal for the students to be confused with the use of these English articles because of their absence in Thai structure. On the other hand, there are indefinite determiners, namely '***much-many***' and '***a few-a little***' in Thai. The students still made errors such as "There are ***many knowledge***" and "I have ***a little friends*** that I feel lonely." due to many forms of such indefinite determiners. According to Praromrat Jotikasthira (2006), there are many forms of the indefinite determiners in the sense of /***ma:k***/ such as '***much, more***, ***many, several, a lot of, and a plenty of*** …' as well as in the sense of /***n□:j***/ such as ***(a) little, (a) few, and a bit***, etc. In use, certain indefinite determiners must agree with count and non-count nouns. The specification of this structure is absent in Thai. Hence, the students chose the simpler forms, namely '***many and little***'.

Features of L1 discourse interference in the students' written English

The language style and cultural knowledge levels represented L1 discourse interference in the Thai students' written English.

The language style level

Four categories of the language style level indicated cross-linguistic discourse influence. First, the rhetorical patterns of the paragraph in Thai influenced the students' English paragraph, from the following example:

> *Firstly, the books make me has knowledge and can help me know to everything in the word.*
> *Second, it make me fun and happy. And can help don't serious from working, learning and everything...*
> *Finally, it make me save money for the travel. In the travel, it has high cost can must to many prepare for trip...*
> *So, I think the books are very important and there are value to my life.*

In fact, Thai and English essays share these similar rhetorical patterns, that is, introduction, body and conclusion. Similarly, Thai and English paragraphs contain the three rhetorical patterns which are topic sentence, supporting sentences, and concluding sentence. However, many Thai writers seem to violate this regulation when writing English paragraphs. They often produce many short paragraphs; one or two sentences are included in a paragraph. The research subjects also applied this style to make a paragraph.

Second, the repetition of nouns as the subject of the sentence such as the words *'book'* and *'the books'* was found instead of the use of pronoun references, namely *'it'* and 'them', because direct translation was present, from the sentences, "***The books*** make me create the new knowledge for the job; in addition, ***the books*** help me make job. Then I read ***them*** and I find that ***it*'s** very interesting." While thinking in Thai when writing English, the students inevitably translated the pronoun references *'them'* and *'it'* into */phu↔?k-mAn/* for replacing the sense of *'animals'* rather than *'things'*, which they thought was not suitable. Thus, they avoided using such a pronoun reference in their English paragraphs.

Third, the use of various cohesion markers in one sentence made overly long or run-on sentences in their paragraphs. That is to say, the students created run-on sentences by using several transition signals such as *'because, before, and, when, but, that, for example'*, from the followings:
- I can improve my life ***when*** I read those books ***because*** they teach me about anything I don't know ***and*** it takes my life is very good.
- I can teach a good thing just I apply from those books to other people ***and*** I think it can change life of them better than ***before*** I teach them about it.

- Finally, there are (is) a good remember in this book *because* now I have no my mother *but* I have a good remember about everything in this book.
- They are about how to mange money *that* I think it's important to my life because I always spend all my money.
- I have found that books are very important to my life *and* I like those books very much **because first,** those books have many beautiful pictures*; for example,* there is the picture lover looking at the sunset on the beach.

Producing written English, the students often produced several clauses under a sentence. This phenomenon thus occurred in the students' English sentences. Such run-on sentences in English can be divided into two or three sentences.

Last, the wordiness or redundancy style of Thai writing appeared in the students' written English. In Thai paragraph or essay writing, the redundancy of words, phrases or sentences is used to motivate the readers to discover the topic of the writing. However, in English this style confuses the readers. In this study, the students still used this style improperly. They were unaware of the superfluity of important words in their paragraph as in the following examples:

- I could *cook any food from this book*. I know how *to cook food from this book.*
- Finally, *the books have answer for me when I have problems*. I usually have some questions but I don't (feel) serious) about it because *I have the books that it has the answer for me. I found the answer from it when* **problems** in everything so it has very important for me.
- Finally, it make me save money for *the travel*. *In the travel,* it has high cost can must to many prepare for trip and may be tired before we will go to *travel*.

Level of cultural knowledge

A few students created English words or phrases to reflect their own values and thought patterns of Thai culture. Only two words represented Thai culture of contexts: AUA language classes and Thai poetry book. They were from the sentences, "I smiled with my friends in *AUA language classes* and introduce myself", and "My favourite book is *Thai poetry* about real truth in our life". The former showed the English language institute in Thailand at which the students studied. The latter presented the student's literary reading interest. Moreover, only one sentence represented the quotation derived from the Thai poetry book, namely "*Everybody has very different things, so do not pull other people with our life*". This indicated that the student made use of the Thai proverb to express the content in their written English.

An Interpretation of the Findings through the Four Approaches

The findings above can be interpreted in relation to the following four approaches mentioned.

(i) *Contrastive Analysis* (CA): The data analyzed was discussed through some aspects of CA. First of all, literal translation of vocabulary use in the Thai students' written English was due to their misunderstanding of semantic systems of Thai and English lexis. The students tried to directly translate Thai words into English without awareness of the different system of word component and usage. In addition, the occurrence of word order of Thai structure in the students' English sentences was because of insufficient knowledge of similarities and differences between Thai and English grammatical structures. This is also related to some English grammar points mentioned that are not found in Thai. For example, the change of English verbs according to tenses and time as well as the use of articles are the outstanding elements that result in L1 syntactic interference. These aspects of the subjects' L1 interference are caused by the ineffective application of CA in this classroom. If the subjects had acquired comparative and contrastive concepts of Thai and English words and sentences before writing, they might not have ordered English words and sentences in relation to Thai structures, as well as would have realized other grammatical points.

(ii) *Error Analysis* (EA): Views of EA in the findings appeared in certain types of common errors in the subjects' English sentences. Firstly, overgeneralization errors were found in the sentence "These books *let me know* that I should save money and invest in some business". For the verb 'let', the subject must be animate. Furthermore, this verb is more commonly used in spoken communication than in written communication while the verb 'allow' is more commonly used in written communication than in spoken communication (Longman, 1996). Therefore, the use of the verb 'let' for the sense of 'suggesting someone to do something, did not suit this sentence. The verb 'make' or 'allow' is more appropriate. Secondly, simplification errors could be seen in the sentences "I stay *with* home" and "I smiled *with* my new friends in AUA language classes and introduce myself." This error occurred because the subjects had simply used such a Thai preposition with only one meaning. Nevertheless, this preposition in English is more complex; it conveys many Thai senses. Finally, an avoidance error happened in the sentence "I like to read books *very much*". This sentence reflected the avoidance of the adverb 'really' to replace the adverb phrase 'very much'. The research subjects might have found that it was difficult to position the adverb 'really' in this sentence, so he or she had used such an adverb phrase at the end of the sentence. These sorts of errors represent the salient features of EA in this study.

(iii) *Interlanguage Analysis* (IA): The research subjects are interlanguage learners. Their written English reflected some relevance to characteristics of interlanguage patterns. First, the use of the Thai word, namely 'Tuk-Tuk',

showed creativity in Thai English word, but this word was based on L1 borrowing. Indeed, this lexis is not now found in Standard English dictionaries, so it might be viewed as an error. Last, the subjects tried to express language patterns of the target language. Some English sentence patterns by the subjects that were not influenced by L1 interference did not really show their full creativity. That is to say, the subjects attempted to remember sentence patterns they had learned in the classroom to rewrite in this final examination; they did not attempt to structure new language patterns they had not learnt. This was because they were afraid of errors, which would result in their lower score.

(iv)   *Contrastive Rhetoric* (CR): The concepts of CR were used to interpret the findings of the subjects' L1 discourse interference. The use of Thai writing style, especially incomplete rhetorical patterns and redundancy style showed the subjects' effort at applying their L1 writing conventions to enhance their L2 writing even though they faced more failure than success. However, the subjects had done well through the culture level. The use of the English word 'AUA Language Classes' (American Universities Alumni) and the Thai proverb extracted from a Thai poem exhibited the effective application of CR for the realization of L1 cultural backgrounds to enrich L2 writing.

Overall, the findings interpreted via the four approaches indicated two main perspectives. The concepts of CA, EA and IA are similar in that they convey negative aspects of L1 lexical and sentential interference created by second/foreign language learners. In contrast, CR points out positive views of L1 discourse interference, particularly in supporting second/foreign language learners' writing of the target language. In this study, such findings appeared in more negative than positive ways of the subjects' native language influence. Hence, the subjects' written English should be remedied through more of the CA, EA and IA approach than the CR approach so that their fossilized errors could be reduced.

Pedagogical Implications

There are four aspects concerning pedagogical implications as follows: First of all, among the three levels of L1 interference in the English paragraph, syntactic interference, which contained many issues of grammar errors, seemed to be the most chronic problem. Thai students often create interlanguage sentence structures; their English sentences are mixed with Thai grammar rules such as word order and modification. Moreover, many English grammar elements are not found in Thai such as articles, indefinite determiners, and verb-tense. Furthermore, the research subjects, English minor students, were not required to study the English Grammar I course as a pre-requisite to the Basic Writing course. Their English grammar competence thus seemed weak. Their English sentences were also inevitably influenced by Thai sentences.

Moreover, the three levels of L1 interference in this study are caused by three factors. First, differences and similarities between Thai and English language structures affect the

students' written English performance. Thai is grouped with the Sino-Tibetan language family while English is in the Germanic-Indo European language family (Umaiyah Haji Umar, 2003). Some syntactic elements of Thai language are not found in the English language. Thai people like simplicity in spoken and written communication, so the subject of the sentence is frequently (Arya, 1986). Second, similarities and differences between styles of Thai and English essays that are important for paragraph writing should be pointed out. In English and Thai essays, each paragraph which consists of 'introduction, body, and conclusion' must contain its own topic sentence, supporting sentences, concluding sentences, and cohesion markers for unity. This style is inevitably modelled for English paragraph writing. Last, the direct translation from the L1 to the L2 and the L2 to the L1 results from the popularity of the grammar translation method of teaching (GTM) in Thai educational institutions. The use of the native language in English classrooms also results in the occurrence of L1 interference in the students' written English. However, in this course the researcher still used this method. The majority of the students had a low-level of English proficiency, especially listening-speaking skills.

Furthermore, the positive transfer or the creativity of using the Thai lexicon in the English paragraph in an appropriate way emerged from this study. Although the minority of the subjects conveyed this transfer, the majority of them created the negative transfer or errors. However, this could serve to be a new trend on studies on second and foreign language writing. The teachers should teach the students the way to present '***Thainess***' via vocabulary items, sentences and discourse in different contexts of paragraph writing in English that are based on the standard English grammar correctness.

Finally, possible solutions for negative L1 interference in English writing from this study are suggested for Thai teachers of English as follows: (a) teaching of the correct use of bilingual and English-English dictionaries can help the students understand word choices and their meaning for appropriate contexts as well as examples of correct English sentences, (b) the use of the process approach to teach writing that contains ***pre, actual, and post-writing*** stages can assist the students to self-discover errors and improve their writing, and (c) pointing out the communicative approach by intensive use of English as the instructional medium in the writing classroom can be an alternative to diminish L1 interference.

Conclusion

In this study, the three levels of L1 interference represent more negative transfer than positive transfer in the students' written English. The former shows many issues of errors on vocabulary use, phrases, clauses and sentence structures, as well as language style of paragraph writing. The latter indicates only the creativity of Thai lexicon in written English. Both aspects of L1 interference should be realized by teachers of Basic Writing course so that the negative transfer would be diminished but the positive transfer would appear.

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Appendix 1

ประมวลวิชา (Course Syllabus)

1. ชื่อวิชา (Course Title)

   1.1 **ภาษาไทย**   0115231 : การเขียนเบื้องต้น

    1.2 **ภาษาอังกฤษ**   0115231 : Basic Writing

2. จำนวนหน่วยกิตที่ให้ (Course Credit)   3 หน่วยกิต

3. วิชาที่ต้องเรียนมาก่อน (Prerequisite)   -

4. รายวิชานี้อยู่ในสังกัดภาควิชา   ภาษาตะวันตก

5. ระดับชั้น   ปริญญาตรี

6. ประมวลลักษณะวิชา (Course Description)

  6.1 ภาษาไทย: ศึกษาโครงสร้างประโยคแบบต่างๆ
ฝึกเขียนประโยคและข้อความสั้น ๆ โดยใช้คำเชื่อมโยง
           และเครื่องหมายวรรคตอนได้อย่างถูกต้อง

   6.2 ภาษาอังกฤษ : Study different types of sentences. Practice composing sentences
           and short texts by using connectors and punctuation marks.

7. ประมวลการเรียนรายวิชา (Course Outline)

  7.1 ความมุ่งหมาย (Course Objectives)

    This course aims at building up the foundation of writing skills in order to
    develop students' writing ability as follows:

    7.1.1 To be aware of the meaning and functions of words, as well as punctuation marks which are main components for organizing sentences.

    7.1.2 To get insights into features of phrases, clauses and sentences, as well as to be able to identify and write them.

    7.1.3 To be able to communicatively write different types of sentences by using connectors and punctuation marks.

    7.1.4 To be able to communicatively write short texts in relation to one's thoughts as well as appropriate language use and context through the use of correct sentences, connectors and punctuation marks.

    7.1.5 To be able to apply grammatical knowledge to correct and improve written work.

7.2   เนื้อเรื่อง (Content)

Unit 1 :	Words	
Unit 2 :	Phrases, Clauses and Sentences	
Unit 3 :	Verb Tense	
Unit 4 :	Types of Sentences and Punctuation Marks	
Unit 5 :	Organizing Simple Sentences	
Unit 6 :	Organizing Compound Sentences	
Unit 7 :	Organizing Complex Sentences	

Unit 8 : Writing short texts
Unit 9 : Editing and Error Correction

7.3 วิธีดำเนินการสอน (Instructional Procedure)

7.3.1 Lectures on grammatical structures and rules relevant to certain topics
7.3.2 Discussion with students for the idea to write
7.3.3 Having students practice written tasks in each unit through individual, pair and group works
7.3.4 Having students do self-study on the course documents.
7.3.5 Analysis of students' written work as well as discussion and presentation on their mistakes via self, peer and class correction

7.4 การวัดและประเมินผล (Assessment and Evaluation)

7.4.1 Assignment and Presentation	20	%
7.4.2 Quizzes	15	%
7.4.3 Class Attendance and Participation	10	%
7.4.4 Mid-term Exam	25	%
7.4.5 Final Exam	30	%
Total	**100 %**	

7.5 หนังสือค้นคว้าประกอบ (References)

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0115231 : Basic Writing Plan of the Course

Week	Content	Class Time
1.	Orientation and Course Introduction Unit 1: Words • The meaning • Parts of speech (nouns, pronouns, verbs and adverbs)	3 hrs.
2	Unit 1: Words (continued) • Parts of speech (adverbs, preposition, conjunctions and interjections) • Expanding words	3hrs.
3	Unit 2 : Phrases, Clauses and Sentences	3hrs.
4	Unit 3 : Verb Tense • Present/Past/ Future Tenses	3hrs
5	Unit 4 : Types of Sentences and Punctuation Marks • Basic sentence patterns • Declaratives/ Interrogatives /Imperatives/ Exclamations • Punctuation Marks	3hrs.
6	Unit 5 : Organizing Simple Sentences • Simple sentence structures • Organizing simple sentences	3hrs.
7	Revision of Units 1- 5 Quiz I	2hrs. 1hr.
8	Mid-term Examination	2hrs.
9	Unit 6 : Organizing Compound Sentences • Compound sentence structures • Organizing compound sentences	3hrs.
10 -11	Unit 7 : Organizing Complex Sentences • Organizing complex sentences with adjective and noun clauses • Organizing complex sentences with adverb clauses	6hrs.
12-13	Unit 8 : Writing short paragraphs • Putting sentences together by cohesive devices • Topic sentences • Supporting sentences • Concluding sentences	6hrs.
14-15	Unit 9 : Editing and Error Correction • Grammatical errors • Theory of writing errors • Editing Revision of Units 6-7	6hrs.
16	Revision of Units 8-9 / Post-test Quiz II	2hrs. 1hr.
17	Students' Exam Preparation (no class)	
18	Final Exam	3hrs.

Appendix 2

Final Exam Paper

Western Languages Department
Faculty of Humanities and Social Sciences
Thaksin University
Final Examination: 0115231 Basic Writing
Total Score: 60 Marks (30%)
Date: October 10th, 2006
Time: 9.00 A.M. – 12.00 P.M.

Name: …………………………………………**ID No.** ………………………….

Instructions:
 (1) Do all four parts of the exam.
 (2) Do not use any documents and dictionaries.
 (3) Do not communicate with anyone.

Part I: Organizing Compound Sentences. (6 marks)
Directions: Complete the following compound sentences with conjunctive adverbs
               given.

(1) Sandra is a very intelligent and active worker; in addition, …………………………
       …………………………………………………………………………………………
(2) I do many interesting activities in my free time; for example,
…………………………
       …………………………………………………………………………………………
(3) Robert always comes to school late and seldom does homework; however,…………..
       …………………………………………………………………………………………..

Part II: Organizing Complex Sentences. (18 marks)
Directions: Complete the following complex sentences as directed.

A. Complex Sentences with Adjective Clauses

   (1) Teddy is an Australian man whom.………………………………………………
       ………………………………………………………………………………………….
   (2) Lee Garden Plaza is the shopping mall where.……………………………………
       …………………………………………………………………………………………

B. Complex Sentences with Noun Clauses

(1) Whatever ………………………………………………………… is very good.

(2) "I really like to have my own car." (direct speech)
   Ann said that …………………………………………………………………
   ………………………………… (reported speech)

C. Complex Sentences with Adverb Clauses

(1) While…………………………………………………………, Susan is dancing happily.
(2) …………………………………………………………… before he took a shower.
(3) Lydia is so pretty that……………………………………………………………
(4) computer / television / cheap
   …………………………………………………………………(comparison)
(5) If Jeremy had learnt Japanese,……………………………………………………

Part III: Writing Short Paragraphs (20 marks)
 A. Directions: Write the topic sentences by using the topics provided. **(4 marks)**

  (1) Topic : Living in Southern Thailand
     Topic sentence:………………………………………………………………..
                 ………………………………………………………………..
  (2) Topic :   Mobile Phone
     Topic sentence: ……………………………………………………………….
                 …………………………………………………………………

**B. Directions: Use the topic sentence given to write major supporting sentences in
         the outline, and write their minor supporting sentences and concluding
         sentence as well as use cohesive devices in order to make a paragraph
         in the space provided. (16 marks)**

  Topic sentence: I have found that books are very important to my life.
  Supporting Details:
  Major supporting sentence (i)…………………………………………………..
                 ………………………………………………………….

  Major supporting sentence (ii) ………………………………………………….
                 …………………………………………………………

  Major supporting sentence (iii) ………………………………………………….
                 …………………………………………………………

 The Paragraph:
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Part IV: Error Correcting (16 marks)
Directions: Each sentence has two mistakes. Identify the mistakes and rewrite the
correct sentences in the space provided.

(1) I very glad study "Basic Writing".

   …………………………………………………………………………………..

(2) My teacher teaches the students about many things that I never study it before.

   ……………………………………………………………………………………….

(3) I know about English grammar structrures, verb tenses, organizing phrases, clauses,

   kinds of sentences, short paragraphs.

   …………………………………………………………………………………………

(4) I really like this course the teacher helps everyone with writing problems

   ……………………………………………………………………………………….

(5) We ask him some questions about what we do not understand, he immediately reply
   to them.

   …………………………………………………………………………………………

(6) he also gives us a chance to improve our writing: write diaries.

   …………………………………………………………………………………………

(7) He make comments on every piece our diary

…………………………………………………………………………………

(8) If impossible, I would like to study with teacher again.

…………………………………………………………………………

End of the Exam

Appendix 3

Analytical marking method

Name: …………………………………………
Major: ………………………………………
ID Number: ………………………………………
Total Score:
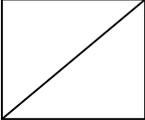
Component Skills	Total Mark	Student's Score
Content	3.5	
Vocabulary	3	
Grammar	3	
Organization	3.5	
Mechanics	3	

Total Score: 16 Marks

A Description

Content
3.5 Excellent to Very Good
  : Knowledgeable, substantive, through development of topic sentence, relevant to
   assigned topic.
2.5 Good to Average
  : Some knowledgeable of subjects, adequate range, limited development of topic
    sentence, mostly relevant to topic, but lack details.
1.5 Fair to Average
  : Limited knowledge of subject, little substance, inadequate development of topic.
0.5 Very Poor
  : Does not show knowledge of subject, non-substantive, not pertinent, or not enough
   to evaluate.

Vocabulary
3 Excellent to Very Good
  : Sophisticated range, effective word/idiom choice and usage, word form mastery,
   appropriate register.
2 Good to Average

: Adequate range, occasional errors of word or idiom, form, choice, usage, but meaning not obscured.

1 Fair to Average

: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

0 Very Poor

: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

Grammar

3 Excellent to Very Good

: Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

2 Good to Average

: Effective but simple constructions, minor problems in complex constructions, several prepositions, but meaning seldom obscured.

1 Fair to Average

: Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured.

0 Very Poor

: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.

Organization

3.5 Excellent to Very Good

: Fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.

2.5 Good to Average

: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

1.5 Fair to Average

: Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.

0.5 Very Poor

: Does not communicate, no organization, or not enough to evaluate.

Mechanics

3   Excellent to Very Good

: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

2   Good to Average

: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

1   Fair to Average

: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

0   Very Poor
  : No mastery of conventions, dominated by errors of spelling, punctuation,
    capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Appendix 4
Samples of the students' paragraph writing

B. Directions: Use the topic sentence given to write major supporting sentences in the
outline, and write their minor supporting sentences and concluding
sentence as well as use cohesive devices in order to make a paragraph in
the space provided. (16 marks)

Topic sentence: I have found that books are very important to my life.

Supporting Details:

Major supporting sentence (i) It's my mother's books.   0.5

Major supporting sentence (ii) My mother gave me on my birthday in
1996.   0.5

Major supporting sentence (iii) When I miss her I can read that books.
                                                                              0.5

The Paragraph:

   One day morning, I'm cleaning the bedroom I see the books
in the box under the bed. I open the box and find the books.
I read them and I can remember that my mother gave me on
my birthday on 1996. They're about fairy tales. I don't see
them for a long time. They're very important to my life because
they're the old books that my mother gave to me.

   Now a day I don't live with my mother, because I have
to go to study in the different province and I think when
I miss my mother I can read that books. Because she liked to
read it to me when I will go to sleep. So, when I see them again
I miss her. And I think, if I don't clean up the room today I won't
find it, because for four years I don't clean up it.

6.5 + 1.5