

3 ICLEHI-14 Chalard Jukpim

A Study to Analyze Errors of Writing English of EFL Students at Kasetsart University Chalermprakit Sakon Nakhon Province Campus, Thailand

Chalard Jukpim
Department of Thai and Foreign Languages,
Faculty of Liberal Arts and Management Science,
Kasetsart University Chalermprakit Sakon Nakhon Province Campus,
chalardj@outlook.co.th

ABSTRACT

The purpose of this study was to investigate the errors of writing English of first year students majoring in English in the issues of grammatical structure, vocabulary and idioms, spelling, and punctuation marks. The research instruments were four multiple-choice English achievement tests that were designed to measure the students' English writing ability in punctuation mark usage, word, sentence and paragraph writing. The tests were designed and administered to freshmen who are majoring in English. The samples were consisting of 40 Thai students, randomly selected from one English major class, studying at Faculty of Liberal Arts and Management Science, Kasetsart University Chalermprakit Sakon Nakhon Province Campus. The collected data were analyzed and interpreted statistically by the percentage. The results of study revealed that in the areas of grammatical structure, the errors found at high level were related to the categories of nouns, gerunds and infinitive, passive and active, direct and indirect, tenses, relative pronouns, question tags, prepositions, agreement of subjects and verbs, with the percentage of 85.33, 82.22, 82.22, 75.33, 72.44, 65.88, 65.88, 63.33 and 55.22 respectively. The errors found at moderate level were related to pronouns, adjectives, adverbs, conjunctions with the percentage of 44.33, 41.33, 38.22, and 38.22 respectively. The errors found at low level were related to articles with the percentage of 19.55. In relation to vocabulary and idioms, the errors were at high level in terms of meaning, and were at high level in terms of usage, the percentage of errors of the two aspects being 55.33 and 51.77 respectively. And the spelling mistakes were at moderate level with the percentage of 34.22. Finally, the errors of using punctuations were at moderate level with the percentage of 35.22.

Keywords: making errors, writing skills, grammatical structure, English writing teaching and learning

Introduction

Making errors of writing English for Thai students were shown at high level in terms of grammatical issues, vocabulary and idioms, meaning and usage of vocabulary and idioms, spelling, punctuation marks. These kinds of errors were the main obstacles for learning and teaching writing English these days. According to the studies of Vipaveenukoon (1985), Lakkhavanit (1988), Rujikiatkamchorn and Chiawkoon (1989), Chuachanchin (1992), and Pipatsrisawat (1992) stated clearly that Thai students still had writing English problems. These were harmonious with the investigation of Pooklek (1993), Kanlayaprasit (1996) and Naksawat (1998), the results found that most of the students made errors at high level of writing English in grammatical issues like tenses, direct and indirect speech, active and passive voices, subject and verb agreement, nouns,

pronouns, adjectives, adverbs, preposition, the spelling, vocabulary and idioms, meaning and usage of vocabulary and idioms.

Similarly, a preliminary investigation was conducted by Wonganusit (2001), found that the EFL students had limitation of grammatical structures and vocabulary knowledge was the main problems in writing English. Most of the students had made a lot of errors of tense, vocabulary, idioms, spelling and punctuation marks. Furthermore, an analysis of errors conducted by Adipattaranan (2001) who claimed that most of the EFL students had limitation of grammatical structures and vocabulary knowledge. The usage and meaning of vocabulary and idioms were mainly made errors of writing English at high level. In the other word, the lack of grammatical structure and vocabulary were the significant problems of learning English especially the writing skills.

Besides, Pongsiriwet (2002) clearly asserted that the limitation of grammatical structure was basically considered one of majority problems. The other findings of making errors were like tense, articles, prepositions, word form, verb formation. This impacted to the styles of writing paragraphs of Thai students who learned English as a foreign language (EFL). Especially the limitation of vocabulary knowledge played a crucial role for mastering foreign language learning of EFL students. Research findings that conducted by Dietrich (2002) who believed that when learners obtained an adequate number of words, they were more likely to read and write correctly. He also claimed that the students who learned English as a second language (ESL) could write a paragraph better than the EFL students. And a study of Sanpanit (2006) resulted that the students got the grammatical problems as she designed five patterns of writing strategies to analyze students' writing techniques. Plus, a study of Yotkhan (2009) clearly specified that some students improved their writing and reduced grammatical mistakes when they were developed by the dictation exercise patterns.

Moreover, an investigation of Adipattaranan (2010) indicated that the EFL students who were supported continually and added the knowledge of grammatical structures could help improve their writing ability and reduced their grammatical mistakes. For this reason, the limitation of vocabulary knowledge was the crucial issue to obstruct EFL students' writing English performance.

Consequently, this research was carefully designed to investigate the errors of writing English skills of EFL students. The main issue of conducting the research was to analyze errors of writing English of first year students majoring in English at Kasetsart University Chalermprakit Sakon Nakhon Province Campus in terms of grammatical structure, vocabulary and idioms, spelling, and punctuation mark usage. In the meantime, it was to specify the aspects of making errors of writing English and to find the teaching and learning techniques to improve the EFL students' writing skills.

Purpose of the Study

The main purposes of this study were to investigate the errors of writing English of First year students majoring in English in the issues of grammatical structure, vocabulary and idioms, spelling, and punctuation marks. And to analyze the errors of writing English and the findings found could be introduced to conduct action research.

Samples of Study

The samples for this study comprised of 40 first year students who are majoring in English. They had already enrolled and completed two subjects of Structure 1 course 01355117 and Reading and Writing English 1 course 01355118. These samples were attached to Faculty of Liberal Arts and Management Science, Kasetsart University Chalermprakit Sakon Nakhon Province Campus.

Research Instruments

The research tools were consisting of 6 types of tests; the grammatical structure test, the spelling test, the punctuation mark test, the vocabulary and idioms test, the picture description and the paragraph writing test. The collected data were analyzed and interpreted statistically by the percentage (Srisa-art: 2013).

Results of the study

The findings of study have been shown in terms of grammatical structure, vocabulary and idioms, spelling, and punctuation marks, the mistakes of writing English were shown as following tables:

The results of study have been indicated in terms of grammatical structure, vocabulary and idioms, spelling, and punctuation marks.

Table 1

Percentage of Errors of Writing English in Grammatical Structure

Order	Grammatical type	Percentage
1	Nouns	85.33
2	Gerunds and Infinitive	82.22
3	Active and passive voice	82.22
4	Direct and indirect	75.33
5	Tenses	72.44
6	Relative pronouns	65.88
7	Question tags	65.88
8	Prepositions	63.33
9	Agreements of Subject and Verbs	55.22
10	Pronouns	44.33
11	Adjectives	41.33
12	Adverbs	38.22
13	Conjunctions	38.22
14	Articles	19.55

Table 1 showed that the students made errors of using nouns were at high level of 85.22. The gerunds and infinitive errors were at high level of 82.22 and the active and passive voice as well. For the direct and indirect usage were at high level of 75.33. The tenses had been shown that the errors were made at high level of 72.44. The relative pronouns error making was at high level of 65.88 which was the same level of the question tags. The making errors of prepositions were at high level of 63.33. The agreements of subject and verbs were at high level of 55.22. The pronouns were at moderate level of 44.33. The adjectives were at moderate level of 41.33. The making errors of adverbs were at moderate level of 38.22. Especially, the errors of using conjunctions were at moderate level of 38.22. And the mistakes of using articles were at low level of 19.55 respectively. Therefore, it has been apparently that the students still have made errors of writing English except the articles usages.

The findings of using vocabulary and idioms have been presented as the table 2.

Table 2

Percentage of Errors of Using Vocabulary and Idioms

Order	Vocabulary and Idioms	Percentage
1	Meaning of vocabulary and idioms	55.33
2	Usage of vocabulary and idioms	51.77

Table 2 showed that the students had made errors of stating the meaning of vocabulary and idioms were at high level of 55.33. And the usage of vocabulary and idioms was at high level of 51.77. It has shown that the students have made mistakes both stating the meaning of words and idioms and the usage of vocabulary and idioms.

The results of making errors of spelling have been displayed as the table 3.

Table 3

Percentage of Spelling Mistakes of Vocabulary

Order	Spelling	Percentage
1	Spelling	34.22

Table 3 showed that the students had made spelling mistakes at moderate level of 34.22. Obviously, it has been revealed that the students have made some mistakes while writing the vocabulary.

The results of making errors of using punctuation mark have been revealed as the table 4.

Table 4

Percentage of Using the Punctuation Mark

Order	Punctuation mark	Percentage
1	Punctuation mark	35.22

Table 4 showed that the students' errors of using the punctuation mark were at moderate level of 35.22. Consequently, it has been shown clearly that students still have made some mistakes when use the punctuation mark.

Conclusion

The results of study showed that in the areas of grammatical structure, the errors found at high level were related to the categories of nouns, gerunds and infinitive, passive and active, direct and indirect, tenses, relative pronouns, question tags, preposition, agreement of subjects and verbs, with the percentage of 85.33, 82.22, 82.22, 75.33, 72.44, 65.88, 65.88, 63.33, and 55.22, respectively. The errors found at moderate level were related to pronouns, adjectives, adverbs, conjunctions with the percentage of 44.33, 41.33, 38.22, and 38.22 respectively. The errors found at low level were related to articles with the percentage of 19.55.

Furthermore the study revealed that errors of the relation in using vocabulary and idioms, they were at high level in terms of meaning, and were at high level in terms of usage, the percentage of errors of the two aspects being 55.33 and 51.77 respectively. And the spelling mistakes were at moderate level with the percentage of 34.22. Finally, the errors of using punctuations were at moderate level with the percentage of 35.22.

Discussion

According to the findings of study as shown above, the results were categorized in terms of significant aspects and causes of making errors of writing English for Thai students to indicate more detailed information on each issue of the study as following;

Grammatical structure

There were some points to give as the examples like making errors of forming nouns and gerunds. The students misunderstood the plural formation. That meant how to add “s” or “es” to make plural nouns with the word that ended with “o”, “x”, “ss”, “ch”, and “sh”. Some words were changed to make it plural like “child” to “children”, “woman” to “women”. Some were not changed like “deer”, and “fish”. To add “ing” to verb to make it gerund, however the verb that ended with “e”. The letter “e” should be deleted before putting “ing” to that verb. The lack of knowledge about countable nouns and uncountable nouns and the proper nouns were the main styles of making errors of writing English for Thai students. Obviously, the mother tongue played the key role to interfere with their writing styles as well. Especially, the grammatical structure of Thai language was introduced when students wrote English.

The other issues were active and passive voices. Actually Thai students made mistakes when they used Thai grammar to write in English. They could not see the difference between Thai grammar and English grammar. It was simply that they were confused by the grammatical structures. For example, the teacher asked a student “Do you understand the exercise in this unit?” The student should answer, “No, I don’t. I am confused by it.” But a student would reply, “No, I confused by it.” To give more, “A new plan will be done.” A student would write, “A new plan will do.”, or “A new plan will be doing.”

The next points were direction and indirection speech. Most of the students were always used incorrectly. The other’s speech was repeatedly spoken by a student but he did not change the pronouns. Simply they had done mistakenly were the reporting verbs and reported verbs. The third pronouns were used instead of the first pronouns. They made errors because they always used the first pronouns in a reported speech.

The next style of making errors of writing was using tenses improperly. Most of students liked to use Thai grammar instead of English grammar. Generally, they always thought that Thai grammar like English. For Thai language, the adverb of time and the tense were not changed in the form when used. On the contrary, English tense would be changed depended on the adverbs of time. They liked to think in Thai tenses and wrote in English. The lack of good grammar was the main cause to make them write appropriately. Consequently, the usage of tenses was not completely correct.

Then the next issue was relative pronouns. Most of students liked to make mistake of using “who” and “whom”. The word, “who” was used as the subject of a sentence. The word, “whom” was used as an object. However, the students always used these two words incorrectly. The complex sentence was introduced in English tense more than Thai tense.

The question tags and the commands were one of the issues they liked to make errors. Most of the students always made mistakes when making question tags, especially the negative question tags in terms of negative meaning. For example, a student wrote, “Kate never stays up late, doesn’t she?” that should be, “Kate never stays up late, does she?” The word, “never” stated the negative. The student did not know that “never” was giving the negative. To add more, “He stole your purse, did he?” It should be, “He stole your purse, didn’t he?”

The next making errors of writing were prepositions. Most of the students were confusing with the prepositions “in, on, at” when they used with the day, month and year. They knew these prepositions very well but they always used them incorrectly.

Then the subjects and verbs agreements were always used incorrectly. The lack of grammatical and vocabulary knowledge was the main cause of making errors of writing English. Most of the students studied the rules of grammar by themselves however they used them inappropriately. For example, the plural subjects and the singular subjects did not agree with the verbs of sentences. The other reason was that they misunderstood the rules of grammar they studied especially the verb forms would be changed to agree to the tense.

The pronouns were always used improperly. It was simply that these errors were used incorrectly like the plural pronouns and singular pronouns, possessive adjectives, possessive pronouns. Some of the students knew the rules well but they could not use it appropriately in terms of communication and writing.

Then the adjectives and adverbs were always used inappropriately. Some of the students could not define the difference between the adjectives and the adverbs when used, like how to make adverb from adjective or to make noun from adjective. Some adjectives were like the adverbs for instance “hard” like “He works hard to earn more money.” and “He is a hard man to please.” However, the word that ended with “ly” were not adverbs like “weekly”, “monthly”, and “yearly.” This led to write English incorrectly. For example, they could not place the adjectives and the adverbs correctly in a sentence like “Today Tim is very happiness.” instead of “Today Tim is very happy.” To see more, “He has already got a week payment.” In fact it should be, “He has already got a weekly payment.”

The next issue of making errors of writing English was using conjunctions unsuitably. Some of the students were confusing with “but”, and “or”. Misunderstanding and lack of knowledge were the main causes of using the conjunctions wrongly. Thai grammar could interfere in the style of writing English. For example, a student wrote, “The girls must be good but they will be punished.” It should be, “The girls must be good or they will be punished.”

Finally, the articles were still used incorrectly. The main cause of making errors was from their carelessness when used the articles. A few of the students could not classify the difference between “a” and “an.” For the article “the” was used to state something repeatedly.

Vocabulary and idioms

Most of students made errors of stating the meaning of vocabulary and idioms at high level. For the usage of vocabulary and idioms were at high level as well. The lack of practice using vocabulary and idioms was the main cause to make them use the words improperly and some vocabularies were too difficult for students to learn and use them correctly.

Spelling

Some of students could make errors of writing words when wrote it. It was simply to see from building singular nouns to plural nouns. Especially, they always made mistakes of spelling with the word consisting of more than four syllables. The causes of making errors were the limitation of vocabulary knowledge, the lacking of practice. The lack of using standard dictionary for the meanings and usages of words they studied.

Punctuation Mark

Some of students made errors of using punctuation mark at moderate level. They still had problems with using apostrophe with nouns to indicate the ownership. Furthermore, the mistake was the usage of exclamation mark and full stop. They did not use full stop because Thai language had influence with their writing. They lack of using punctuation mark and they did not practice continually. And the English grammar had more complex sentences than Thai grammar.

Consequently, the styles of making errors of writing English for Thai students related to the English grammar and other relevant issues were mainly different levels. Obviously, the issues of making errors of writing English that found were the same types like grammatical structure, vocabulary and idioms, usage of vocabulary, spelling and punctuation mark. There were several studies which clearly gave the results like this study. This study simply showed that these findings were agreed with the study of Dietrich (2002). She studied the samples of Spanish and Portugal in terms of writing English which based on their mother tongue and English. English was used as the second official language. The results found that the length of writing English was completely different depended on their own writing ability. And the samples who were good at writing English could write the detailed content in English better than the ones who were not good at English. The other errors were made in such as grammar, spelling and punctuation marks. And the study showed that the samples could not write grammatically because of the lack of grammar knowledge and vocabulary. This study was agreed to the study of Vonganusith (2001). She studied the 40 samples of first year students majoring in English of Sakon Nakhon Rajabhat University. The findings were that the making errors of writing English in terms of grammar were at high level for instance nouns, gerunds and infinitives, passive and active, direct and indirect speech, tenses, relative pronouns, question tags, prepositions, subjects and verbs agreements. The making errors of writing English were at average level of pronouns, adjectives and conjunctions respectively. The making errors of writing English in high level were indicating the meaning of vocabulary and idioms. And the usage of vocabulary and idioms was at average level which was the same level of spelling and punctuation mark as well. In addition, this study was agreed to the study of Chuechanchin (1990) which investigated the writing English of 40 high school students. The findings showed that the making errors of writing English were at average level of reported speech, articles, verbs agreements, prepositions, relative pronouns, active and passive voices, adjectives and adverbs. The other errors had been shown which were at low level such as question tags, commands, nouns and gerunds and incomplete sentences. The making errors of writing English were at high level such as indicating meaning of vocabulary and idioms.

The usage of vocabulary and idioms, the spelling and the punctuation mark were at average level respectively. However, this study was agreed to the study of Pongsirivet (2002), she studied the relation of grammar and writing paragraph patterns of Thai students who studied English as a second language. The findings showed that nouns, pronouns, tenses, articles, prepositions, word form, verb formation, subjects and verbs agreement were making errors at high level. Furthermore, this study was agreed to the study of Naksawat (1998). She studied the special education program for adults of informal education in Bangkok area. The findings showed that the students could not write in a sentence that consisted of complex patterns were in high level. The students could not write in a short sentence and a short passage which were at average level. Plus, this study had agreed to the study of Lakkavanit (1988) that she studied the first year students majoring in English at Bangkok University, Thailand. The results showed that the students made errors of writing English such as grammar, lexical errors, stylistic errors, tenses,

determiners and agreements were at high level. The main causes of making errors were from lacking of grammar rules, the mother tongue interference. And this studied was agreed to the study of Rujikiatkajorn and Chiawkoon (1989) who studied the first year students at Khon Kaen University, Thailand. The findings showed that the students lacked of the grammar knowledge and vocabulary at high level. The students used techniques of grammar conclusion notes in order to help improve their writing. The interference of mother tongue and the wrong usage of grammar were the main causes of making errors of writing English.

Implication for English writing teaching and learning

The suggestions that found when analyzing the collected data, there were two main parts of the study proposed to develop students' writing English. The first issue was the suggestion for teaching and learning writing skill for Thai students and Thai teachers. The second point was the suggestion for conducting the related research. A researcher was going to present all detailed issues as below respectively.

There were some suggestions which were introduced for teaching and learning writing skills for both Thai teachers and EFL students. These suggestions were introduced and stated explicitly as following;

Grammatical structure

The grammatical structures which students studied and got problems should be focused and needed more explanation. The examples should be introduced for students to see more and have them practice. Correcting exercises could help students learn writing English techniques and improve their writing skills as shown from the study of Adipattaranan (2010). She studied the writing English techniques of the bachelor degree students and found that teacher help students to learn more grammatical rules and techniques for writing could improve students' writing English a lot. Especially the feedback of writing among peers could help them develop the writing ability. The feedback writing technique could lead to create their new ideas and see the other techniques to solve the English writing problem among students. And the study of Samawattana (2010), he studied the English writing skills of 240 Thai first year students at Mahasarakham Rajabhat University, Thailand. The study showed that the grammatical exercises were brought to students for intensive practice could help improve their grammatical mistakes. Furthermore, a study of Saewae and others (2009) claimed that the grammatical constructions were focused on and brought to class before the students wrote could help their writing and reduced the mistakes. In addition, Rattananikhom (2013) found that the students developed their writing English, especially the English grammar and vocabulary knowledge. The techniques used that based on the cooperative practice of writing English and had the students give the comments among themselves. The exercises had been corrected and presented to class. Obviously, they could learn from the peers and help them improve their writing a lot. That meant to students could learn better when they worked in group.

The students should have more exercises or practice writing short dialogue before they were going to write. To help students gain more vocabulary and correct their grammar while practiced writing a dialogue.

The teacher should give the examples to compare the structure of both Thai and English grammar for example how to use verbs and the infinitives with "to". "To" was used between two main verbs. Teacher explained how to use modals with tenses, emphasized the change of verb in accordance with the tense. Teacher indicated clearly how to use subject and verb agreements and the pronouns as well.

Teacher gave more additional exercises about using prepositions, especially the prepositions that expressed time, place and direction. And to clearly explain the examples and the mistakes they wrote. Exercises should be corrected continuously. And the mistakes should be pointed out explicitly.

Teacher asked students to see more examples that comparing between Thai structure and English grammar for instance how to use relative pronouns with the “who” and “whom”. And the exercises were introduced for they would see the difference between “who” and “whom”.

The teacher had students practice writing sentences about the rules of grammatical patterns like passive voice in terms of simple present, simple present continuous, simple past and simple future.

The teacher presented the difficult grammatical rules on the bulletin that students could look at any time. Especially, the grammatical mistakes exercises should be introduced as an example.

The teacher had students read grammatical books as much as they could. To have students gain direct experiences of word and idioms, grammatical rules, to help them pick the right words for good writing.

Vocabulary and idioms

The students could write English well if they had a lot of words and good English grammars. However, this study revealed that they had not strong English background. In the meantime, some had learned a lot of words but they couldn't organize the words and idioms they learned properly. The main reason was that they lacked of practice writing continuously. Especially the words they learned should be used for appropriate communication in daily life. Here were some points for teaching and learning words and idioms.

The teacher emphasized the meaning of words and idioms when writing, especially the phrasal verbs. The exercises of words usage and idioms should be added up. The other points were to have students understand the culture and the language they were using at that time. According to the study of Sattanan (2008), he studied the techniques of memorizing words for English writing of high school Thai students. The study revealed that the memory techniques of words for writing could help improve the students' writing English.

The teacher had students increase their vocabulary by making the word card, vocabulary report, and bulletin board activity. For example, the word card with an example of usage, the students presented the words they prepared for class like a warm-up activity.

The emphasis of vocabulary and idioms studied while students had been learning from the lessons. Some words were selected to explain and how to use it appropriately.

Spelling

The main point of teaching and learning the word and the spelling was to have students pronounce, write and use it correctly. Especially the usage of vocabulary should be emphasized. For example, the capitalization should be used appropriately for proper nouns, the spelling of words in terms of American English and British English. For pronunciation, a study of Tungsakoon (2012) found that it was very supportive for students to write English well and use the word suitably if they could pronounce the words correctly. Particularly, the usage of dictionary should be used very often to help students improve their pronunciation. And teacher should ask the students to pay attention closely to the phonetic symbols. That was geared to student could practice both British and

American writing and accents. Obviously, a study of Wintachai (2007), he stated that the development of word knowledge could help improve students' reading and writing a lot. In addition, students should look at the stress, intonation, phrase and the examples. Furthermore, the students' writing and reading skills could be improved by using the reading and writing series. And Singruang (2007) clearly stated that the reading and writing series used for her students could develop the students' reading and writing abilities. She emphasized on the reading and writing of the vocabulary that led to students' writing progress. Here were some issues to improve students' spelling skills.

Teacher focused on the word that consists of more syllables, especially the word which had more than three syllables. However, this study found that some students still had problem with the two syllables. Spelling the words should be emphasized

The games should be introduced during class to help students expand their vocabulary knowledge for example word spelling competition, dictation, word puzzles, antonym and synonym activities.

The phonetic symbols should be mainly focused on to help students learn and continue practice by themselves. Especially, the techniques how to use dictionary to find the meaning of words and the usage as well for example Cambridge Dictionary Online, the Cambridge Dictionary, the Webster, and the Longman. Definitely, students could learn and improve their writing skills from the examples of using the words and idioms from dictionary. As shown from the study of Wintachai (2007), she studied the development and promotion techniques to improve students' words pronunciation and writing. The techniques that used in the class could help improve students' writing and reading skills.

The teacher explained clearly the difference between Thai and English. Especially the cluster, the final consonant in terms of spelling, stress, pronunciation and intonation should be clarified. The words that borrowed from English and be used in terms of Thai word, Thai words would imitate the English pronunciation for example computer, company, mobile, printer, phone, motor, color and etc. Some words in English had the same pronunciation but completely different in meaning and spelling like break and brake. Thus, teacher should ask students to pay attention closely to these differences.

Punctuation Mark

Obviously, the punctuation mark that used in English was different from Thai language. The main cause of making error was due to their carelessness and the influence of mother tongue as shown from a study of Lakkhanavanit (1988). Here were some points for teaching and learning the punctuation marks.

Teacher had students practice the exercise that used the punctuation marks like apostrophe with singular and plural nouns, colon, semicolon, comma, question mark, hyphen and full stop.

Teacher focused on the comma (,) when used with the proper name, title, adjective and clause in the sentence. The semi colon was used when clarified or gave the example.

Teacher corrected the students' exercises and emphasized on the punctuation marks.

The students' mistakes could be brought as examples for students to learn from making mistakes to improve their writing.

Consequently, the other interesting suggestions which were used for conducting related studies in terms of writing skills for both Thai teachers and EFL students were as following;

The teacher focused on the grammar that students had made errors just took notice from the assigned exercises they did.

Teacher had students practice more exercises and especially teacher had to correct the students' exercises in order to give good feedback to their writing. Students could improve their writing skills from mistakes.

Teacher compared the grammatical difference between Thai and English languages to see the difference and especially the words which always used mistakenly, the similarity of English words. The spelling was the same but the meaning was different like the word "fine". You are fine. The fine was 500 baht for breaking the traffic law.

Teacher gave additional exercises to the lessons the students studied like grammatical exercise, vocabulary and idioms, and the punctuation mark.

Teacher encouraged students to read more such as grammatical books, short stories, novels, English magazines and English newspapers and especially the grammatical systems of both Thai and English.

Teacher had students do some special activities like Valentines' day bulletin, Christmas Day, and e-mail. Writing email activities could help students practice their writing a lot. According to a study of Duangkamchan (2005), she studied the writing of high school students by using e-mail. The study showed that the e-mail writing could help improve students' grammar, spelling, punctuation mark and the content.

Especially, the use of dictionary should be emphasized for students to practice and study by themselves.

In conclusion, this study was expected to have gained some interesting issues for English writing teaching and learning such as firstly, the English teacher deeply understood the errors of writing English that made by EFL students. Secondly, the errors found could be introduced to improve the English writing teaching and learning for EFL students. Thirdly, the guidelines found for the English teacher to design appropriate lessons and exercises fit for the EFL students. Fourthly, the guidelines found for making teaching materials for remedial English writing class, developing English writing teaching and learning techniques. Furthermore, the guidelines found for making standardized test of English writing to apply with the other EFL students in order to have them improve their writing. Finally, these errors findings could be introduced for further conducting action research.

Recommendations for further study

On the basis of the research findings, the recommendations were as follows:

There were only 40 Thai students participated in this study. In order to be able to generalize the results of the study, a large number of students should be included.

Further research should be conducted on students majoring in English who were at the second year and the third year to help analyze and improve their English writing skills progress.

Further research should be conducted on other main skills of English teaching and learning such as listening, speaking and reading.

Further research should be conducted on writing different types of English essays such as business letter writing, expository, cause and effect, similarity and contrast, problem and solution writing, and etc.

Further research should be conducted on writing English paragraph due to the difference of both Thai language and English language.

Further research should be conducted on students from other majors of the study such as hotel, marketing, accounting, information technology, engineering, mechanics, electronics, construction, public health, and etc.

Further research should be conducted on students from other majors to analyze and compare their English writing skills among themselves in order to develop their English language performance especially the writing skills.

Acknowledgment

I would like to thank Vijitra Vonganusit, Brendan Mckel as well as Michael Guillory for their valuable comments on an earlier version of this paper. I am particularly grateful to Lucas Paul Keith Groves for his interesting views in this article.

REFERENCES

- Adipattaranan, N. (1993). An Analysis of High School Students' Writing in Chiang Mai. Chiang Mai : Faculty of Education. Chiang Mai University.
- _____ (2010). Using Blog Technique to Improve Undergraduate Students' Grammar and Feedback Writing. Faculty of Education. Chiang Mai : University of Chiang Mai.
- Cheuchanchin, S. (1990). An Analysis of Writing English of Mattayomsuksa 4 at Udornpittayanukoon High School. M.Ed. Thesis. Udorn Thani : Udorn Thani.
- Dietrich, Sarah Elizabeth. (2001). A Bilingual Approach to the Examination of Writing. EdD. Dissertation, The University of Arizona, Abstracts.
- Duangkhamchan, W. (2005). The Use of E-mail Correspondence to Enhance Student's Writing Accuracy. M.Ed. Independent Study. Mahasarakham : Mahasarakham University.
- Kanlayaprasit, N. (1996). A Comparison of the Ability in Writing Expository Paragraph of Mattayomsuksa 6 Based on Sex and Different Class Size of High Schools in Bangkok. M.Ed. Thesis. Bangkok : Chulalongkorn University.
- Lakkhanavanit, S. (1988). An Analysis of Writing English of First Year Students at Bangkok University. Bangkok : Bangkok University.
- Naksawat, K. (1998). The Opinions towards Making Errors of Writing English of Informal Education Students at Informal Education of Bangkok. M.Ed. Thesis. Bangkok : Chulalongkorn University.
- Pipatsrisawat, M. (1992). An Analysis of Errors of Writing English of Pratomsuksa 6 Education Area 7. M.Ed. Thesis. Bangkok : Chulalongkorn University.
- Pongsiriwet, C. (2001). Relationships among Grammatical Accuracy, Discourse Features, and the Quality of Second Language Writing: The Case of Thai EFL Learners. EdD. Dissertation, West Virginia University, Abstracts.
- Pooklek, R. (1993). The Comparison of Writing Expository between Mattayomsuksa 6 of Public and Private High School Students at Bangkok. M.Ed. Thesis. Bangkok : Chulalongkorn University.
- Rattananikom, K. (2013). A Report of Using the Innovation of Development of English Writing Based on Group Cooperation of Mattayomsuksa 2. Sakon Nakhon : Sakon Tawapee High School.
- Rujikiatkamchorn, S. & Chiawkoon, S. (1989). An Analysis of Making Errors of Writing English of First year Students at Khon Kaen University. Khon Kaen : Faculty of Humanities and Social Sciences. Khon Kaen University.
- Saewae, T. and others. (2009). Development of First Year Students' English Performance. Chiang Mai : Chiang Mai University.
- Samawattana, K. (2010). The Development of Patterns for Improving Students' English Writing Skills with the Smart Strategy. Ph.D. Dissertation. Bangkok : University of Technology Rajamangala North Bangkok
- Sanpanit, N. (2006). A Study of Students' Writing Strategies of the Second Year Students at Bangkok University. Bangkok : Bangkok University.
- Sattanan, S. (2009). The Technique of Memorizing Vocabulary to Develop Vocabulary Learning of Pratomsuksa 2. M.Ed. Thesis. Mahasarakham : Mahasarakham University.
- Singruang, S. (2007). The Development of Reading and Writing Skills and Vocabulary. Ubonratchatani : Ban Poklang Municipality Primary School. Ubonratchatani.

- Srisa-art, B. (2013). *The Principle of Research*. 6th Edition. Bangkok : Suweeriyasarn Publishing House.
- Tungsakoon, S. (2012). *The Use of Reading-Based Vocabulary Exercises to Improve Vocabulary Learning for Third-Year Business Vocational Students at Faculty of Industrial Technology, Nakhon Phanom University*. M.Ed. Thesis. Khon Kaen : Khon Kaen University.
- Vipaveenukoon, S. (1985). *An Analysis of Writing Paragraph of Education Program Students after Learning through the Writing for Communication and the Traditional Style of Paragraph Writing*. M.Ed. Thesis. Bangkok : Srinakarinwirot Prasanmit University.
- Wintachai, U. (2007). *Development and Improvement of Reading Vocabulary*. Bangkok : Watratsingkhorn High School. Bangkok : Bangkok.
- Wonganusit, V. (2001). *An Analysis of Writing English of Freshmen Majoring in English at Sakon Nakhon Rajabhat University*. Sokon Nakhon : Sakon Nakhon Rajabhat University.
- Yotkhan, S. (2009). *A Study to Develop the Students' Writing English by the Dictation Exercise Patterns of the Second Year Students at Sriprathum University*. Bangkok : Sriprathum University.