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THESIS

AN ERROR ANALYSIS OF THE IMPACT OF CLEARLY STATED AND
UNCLEARLY STATED TIME MARKERS CONCERNING THE USE OF VERBS
AND TENSES IN TRANSLATION FROM THAI INTO ENGLISH BY
SECOND-YEAR ENGLISH MAJOR STUDENTS

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The objectives of this study is divided into two issues: examining if time markers clearly stated in Thai contexts reduce the errors of using wrong tenses when doing translation from Thai into English and investigating the types of errors concerning the use of verbs and tenses made by the English major students in two versions of translation tests. The subjects of this study were 33 second-year English major students of Kasetsart University enrolling in the 2011 academic year. The instruments were two versions of Thai into English translation tests: the test version I consists of 20 sentences in Thai without clearly stated time markers and the test version II consists of the same 20 sentences with clearly stated time markers. The results of the study were as followed: first, the results from the tests showed that the mean score of the test version II was higher than that of the test Version I. Second, the most problematic aspect concerning the use of verbs with preposition; the simple addition of prepositions to certain verbs was most frequently found in the study and using the wrong prepositions with particular verbs was the second mostly found. The results of the study showed that the existence of clearly stated Thai time markers helped the students use certain English tenses accurately but they did not efficiently help the students use all the tenses proficiently due to the different concept of time between Thai and English. Moreover, since the Thai students used English based on their native language structure when translating, the errors namely the use of verb with preposition were resulted. Consequently, it is necessary for translation or EFL instructors to raise the students' awareness of how to use certain verbs correctly and to help them distinguish the differences between the Thai and English structures.

Student's signature

Thesis Advisor's signature

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CHAPTER I

INTRODUCTION

Statement of the Problem

Presently, English is an international language and is also used for exchanging knowledge and technology by many countries. English is also taught in Thailand as a foreign language. Thai students are normally required to study English in primary and secondary schools for 12 years and may continue learning it at least 2 or 4 years at the university level.

However, a number of Thai students still have many problems in using English especially tenses. This is due to the fact that the concept of time is not directly expressed by tense in Thai. Thai has neither verb inflections nor auxiliaries to convey the time concept because the present, past or future times are expressed by the combination of time phrases, time markers, aspects markers and some types of verbs (Kanchanawan, 1978). In addition, there are many other differences of grammatical elements between Thai and English such as word order in sentence, subject verb agreement, and the use of modifiers which confuse the Thai learners when using English (Aksorncharung, 2000 and Thep-Ackrapong, 2006).

Consequently, many Thai students still make errors in using tenses and other grammatical elements when writing English sentences or passages although they have learned about them repetitively in secondary and high school levels. It seems that the English grammar and the concept of using tenses are still the great barrier for Thai students.

There are a number of studies conducted to examine Thai students' English competence and the problem concerning grammar and tense usage is found to be the dominant problem.

Lukanavanich (1988) analyzed the written errors of first-year English major students in Bangkok University. Two hundred fifty-six first-year students were asked to write an essay within an hour. The result of the study revealed that the most frequent errors are grammatical and structural errors concerning tense.

Puttasongkran (2006) studied English writing deficiency of undergraduate students of Sripatum University. The study was conducted by requiring the students to do three types of writing which were resume, cover letter and job application form. Next, the students were asked to answer the questions concerning job advertisement. The finding revealed that the use of grammar structure was the crucial problem for the students especially verb tense usage.

Additionally, Pholthee (2008) examined errors found in Thai students' academic writing in terms of verbs, tenses and aspects. It was found that wrong word choice, unnecessary insertion of verbs and using wrong tenses were frequently found in the students' writing tasks respectively.

Apparently, the English grammar especially tense seems to be one of the most problematic elements for a number of Thai students. This is due to the fact that tense is not directly expressed in Thai unlike in English. Time in Thai is optionally marked and sentences in Thai could be understood in any tense (Chaiyaratana, 1961).

The difference between Thai and English causes difficulties for Thai students to use appropriate English tenses since they tend to rely so much on the first language when producing English which subsequently results in errors (Tawilapakul, 2001).

It is believed that the similarity and difference between a native language and a target language affects the difficulty in acquiring and producing the second language (Lado, 1957). This concept associates with the contrastive analysis hypothesis (CAH) stating that where two languages are similar, positive transfer from the native language would occur but where they are different, negative transfer or mother tongue interference would result in making errors (Larsen-Freeman and Long, 1991). Moreover, in the view of Corder (1974), the errors can be studied through error analysis, the study of expressive errors both in spoken or written forms.

Therefore, it is interesting to test if the existence of time markers clearly stated in the Thai language which has no tense nor obvious expression of time (Danvivathana, 1981; Kanchanawan, 1978 and Thep-Ackrapong, 2006) would reduce the difficulty in the use of tense by Thai students and subsequently reduce the errors concerning tense when doing translation tasks from Thai into English.

Objectives of the Study

The objectives of this study are as follows:

1. To examine if time markers clearly stated in Thai contexts reduce the errors of using wrong tenses when doing translation from Thai into English or not.
2. To investigate the types of errors concerning the use of verbs and tenses made by the English major students in two versions of translation: The version I without clearly stated time markers and the version II with clearly stated time markers.

Research Questions

1. Do the Thai time markers clearly stated in the contexts reduce the errors of using wrong tenses?
2. What types of errors concerning the use of verbs and tenses are frequently found in the translation from Thai into English?

Scope of the Study

This present study attempts to investigate types of errors in translation at the sentential level, the types of errors in this study are based on Dulay *et al.* (1982) who proposed 4 errors in sentences: 1.) Omission; 2.) Addition; 3.) Misformation; 4.) Misordering.

This research will be restricted as follows:

1. The instrument of the study is two versions of Thai into English translation.

1.1 The translation version I contains 20 sentences in Thai without clearly stated time markers. The translation test in this version was used as a control treatment.

1.2 The translation version II contains 20 sentences in Thai with clearly stated time markers. The translation test in this version was used as an experimental treatment.

2. The subjects are second-year English major students of Kasetsart University enrolling in the 2011 academic year.

Research Contribution

The study is significant for the following reasons:

1. The study will be beneficial for ESL and EFL teachers to understand the types of the errors in the use of tenses in ESL and EFL learners.

2. The study could provide a guideline for course designers or translation instructors to develop more effective teaching techniques and materials to help Thai students reduce the difficulties in using tenses when doing the translation task.

3. This study will be beneficial for those who want to do the error analysis in other language areas or aspects.

Definitions of Terms

1. Errors in this study refer to the consistent and systematic errors appeared in the translation from Thai into English but mistakes are akin slips of the tongue. That is, they are generally one-time-only events. (Gass and Selinker, 1994)

2. Native language or first language in this study in Thai.

3. Foreign language or second language refers to a language which is not the native language in a country. It is usually studied either for communication with foreigners or for reading materials in a foreign language. In this study, the foreign language is English.

4. Source language refers to the language from which a text is to be translated into another language. In this study, the source language refers to the Thai language.

5. Target language refers to the language into which a text in a given language is to be translated. In this study, the source language refers to the English language.

6. Time refers to the real point when an event takes place. It is generally divided into past, present and future (Kanchanawan, 1978).

7. Tense is linguistic expression with reference to time and aspect (Kanchanawan, 1978 and Comrie, 1985).

8. Aspect refers to the presentation of events through grammatical viewpoints such as the perfective and imperfective and it indicates how the event takes place e.g. continuous, continuative, and completive (Kanchanawan, 1978 and Smith, 1991).

9. Time markers refer to words which are added in a particular sentence to indicate time of an event or an action.

10. The translation version I refers to 20 sentences in Thai without clearly stated time markers.

11. The translation version II refers to 20 sentences in Thai with clearly stated time markers to indicate English tense implications.

12. Second-year English major students refer to a group of second-year English major students at the faculty of humanities, Kasetsart University.

Abbreviations

NL	Native Language
L1	First Language
L2	Second Language or Foreign Language
CA	Contrastive Analysis
CAH	Contrastive Analysis Hypothesis

EA Error Analysis

SL Source Language

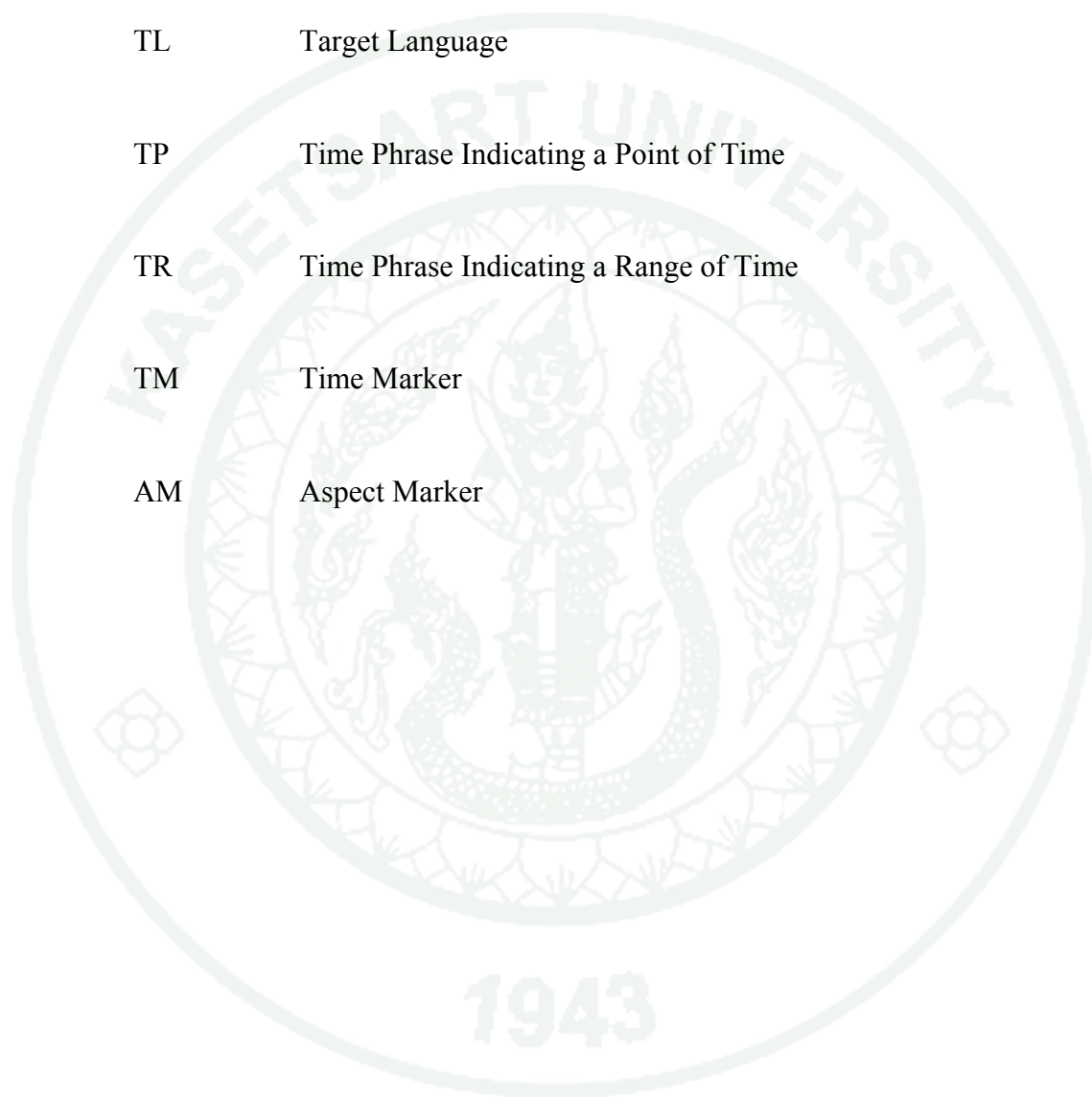
TL Target Language

TP Time Phrase Indicating a Point of Time

TR Time Phrase Indicating a Range of Time

TM Time Marker

AM Aspect Marker



CHAPTER II

REVIEW OF LITERATURE

This second part reviews the literature and research studies related to the present topic. In this section, there are eight main parts: 1.) Contrastive Analysis; 2.) Contrastive Analysis Hypothesis; 3.) Error Analysis; 4.) Translation Theories; 5.) The Nature of the English Language; 6.) The Nature of the Thai Language; 7.) The Problems Concerning the Use of Verbs and Tenses in Translation from Thai into English; 8.) Previous Studies on the Error Analysis from Thailand and other countries.

Contrastive Analysis

Contrastive analysis (CA) was originally formulated by Charles Fries in 1945 and developed by Robert Lado in 1957. It was used to compare the structures of two languages and investigate the points of similarity and difference between particular native languages (NL) and target languages (TL) believing that a more effective pedagogy would be created when these points were considered.

Additionally, Spolsky (1989) stated that CA was based on the hypothesis that it was a competence between a set of knowledge which was the learner's first language and his or her target language learning process. When the two language structures matched, learning was easy but when they are different (in form or use), there is a difficulty to overcome.

The fundamental concept of CA is transfer theory formulated within a Stimulus-Response (Behaviorist) theory of psychology (James, 1980).

Skinner (1957) defined learning as a functional change in behavior and the formation of associations between responses. A stimulus is a reaction to an individual organism while response is the behavior produced as a reaction to a stimulus.

When a particular Stimulus-Response pattern which is, in this case, language, is reinforced by approval, an individual is habituated to respond. This will lead to repetitions of the utterance and subsequently causes formation of linguistic habits. Thus, when a learner tries to learn new habits, the old ones will interfere with the new ones. This is called “mother tongue interference”.

This theory depicted the process of language acquisition as a product of habit formation. Habits were constructed through the repeated association between some stimulus and some response. Consequently, second language learning was viewed as a process of overcoming the habits of the native language in order to acquire the new habits of the target language (Larsen-Freeman and Long, 1991).

Contrastive Analysis Hypothesis

Lado's claim in 1957 about the similarity and difference between NL and TL affecting the difficulty in acquiring the second language and the strong belief that linguistic differences could be used to predict learning difficulty subsequently created the contrastive analysis hypothesis (CAH) stating that where two languages were similar, positive transfer would occur but where they were different, negative transfer or interference would result (Larsen-Freeman and Long, 1991).

It was believed that the contrastive analysis hypothesis was important for language learning since if differences between NL and TL could be investigated, errors might be prevented or decrease and the formation of bad habits could be finally avoided.

In 1989, Odlin elaborated the term transfer by categorizing it into 2 types. The first one is borrowing transfer referring to the influence a second language has on the native language. This transfer normally begins at the lexical level; it involves the native language absorbing the foreign vocabulary. The second one is substratum transfer. This type of transfer concerns the influence of a source or native language of a learner on the acquisition of a target language. This type of linguistic influence is investigated in most studies of second language acquisition.

He also pointed out that similarities and differences between the target language and any other language that has been previously acquired cause “cross linguistic influence” or “transfer” and the various effects that cross-linguistic similarities and differences can produce are the followings:

Positive Transfer

This transfer occurs when there are similarities between the native language and the target language. For example, the similarities of some vocabularies between a native language and a target language can reduce time needed to develop good reading comprehension or similarities between the writing systems can give learners a head start in reading and writing in the target language.

Negative Transfer

This transfer can be seen when there are differences between the native language and the target language. Negative transfer can be categorized into four types which are:

1. Underproduction. This transfer is caused by “language distance” that is when a learner feels that the structures in the target language are very different from his or her native language, he or she may try to avoid using those structures. For example, Chinese

and Japanese students of ESL tend to use fewer relative clauses than the students whose native languages have relative clause structures like those of English.

2. Overproduction. Overproduction is sometimes a consequence of underproduction. A learner who avoids using any structures in the target language that he or she is not familiar with will compensate for it by using numerous simpler structures. For example, the Chinese or Japanese students may write too many simple sentences instead of using relative clauses.

3. Production errors. In speaking and writing, there are three types of errors which result from the similarities and differences between the target language and the native language which are

3.1 Substitution involves a use of native language forms in the target language. For example, A Thai tends to place the word “right” at the end of a sentence to expect the answer “yes” or “no”, for instance, “you want a taxi, right?” It is because the word means the same as “chai mai” in Thai and it is always at the end of the yes/no interrogative sentences in Thai.

3.2 Calques occur when a learner produces errors that reflect a native language structure. For example, a learner tends to use word order that is closer to his or her native language, for instance, the French call compact disc as disque compact .

3.3 Alterations occur when a learner changes the target language structure. For example, Arabic speakers use “p” inappropriately since they tend to pronounce “b” instead of “p” such as “hapit” instead of “habit”.

4. Misinterpretation can be seen when native language structures influence the interpretation of target language messages. For example, a learner may infer something very different from what native speakers would infer.

Although Contrastive Analysis Hypothesis (CAH) has the strong claim that difficulties and errors in producing the target language are mainly caused by differences between the native language and the target language and all errors can be predicted by identifying the differences between them, the accurate prediction of contrastive analysis and the first and second language acquisition have faced serious challenge since 1970. It has been revealed that difficulties in learning a second language did not always result from the differences of the two languages and many contrastive analyses seemed questionable since empirical research showed that learning difficulties did not always arise from cross-linguistic differences and difficulties that arose were not always predicted by contrastive analyses. (Odlin, *ibid*)

In an attempt to resolve the disappointing results of empirical investigations, in 1970, Ronald Wardhaugh proposed a distinction between a strong version and a weak version of the CAH. The strong version involved predicting errors in second language learning based on a contrastive analysis of the NL and the TL. In the weak version, the study was conducted with investigating errors and explaining them by indicating the similarities and differences between the two languages.

Hence, although CAH might not be flawless, it was still claimed to have an explanatory power which was useful in a broader approach to detecting the source of error which is *error analysis*. (Larsen-Freeman and Long, 1991 cited Wardhaugh, 1970).

Error Analysis

Error analysis is not new. There have been numerous studies of errors in L2 learning language. According to Gass and Selinker (1994), error analysis is a type of linguistic analysis that focuses on the errors learners make.

Corder (1967) was the first person who proposed the importance of learners' errors in L2 language learning. He claimed that a learner's errors provide evidence of the language system that he or she is using. Although it is not the right system, they are significant in three ways. Firstly, it is useful for the learner to know how far he or she has progressed and what is remained to learn. Secondly, the errors provide evidence to a researcher of how language is acquired. Lastly, it is a way for the learner to test his or her hypothesis about the nature of the language he or she is learning.

Spolsky (1989) also stated that Corder's proposal was significant because it moved attention from the target language or native language to the learner's own performance. This performance can be used as a suitable object of research.

Selinker (1972) later adopted this idea and finally created his own term "interlanguage" which was described as the observable output from a speaker's attempt to produce a foreign norm, from his or her errors and non-errors. This attempted output was highly structured.

Sources of Errors

The theory that motivated the empirical research is known as interlanguage theory. The term interlanguage was first coined by Selinker in 1972, refers to a linguistic system that has been produced and developed by the second language learners based on their attempt to produce a standard target language.

In other words, L2 learners try to make and test hypotheses about the target language with basic knowledge acquired from the native language and readjust their mental model of the target language in order to develop the communicative capacity. Finally, successful hypotheses become mental constructions that accord to the rules of the target language.

However, since the learner develop their second language knowledge based on their basic native language, there may be the characteristics of the learner's native language interference in the target language and inter language errors are the results of the mother tongue influences. (Ellis, 1990)

Furthermore, Selinker also used the term fossilization to refer to the condition in which many learners stop developing their interlanguage grammar in the direction of the target language, this may be because there is no communicative need for further development or the full competence in a target language is impossible for most learners.

On the other hand, in 1971, Richards conducted a study focusing on several types of errors which were not caused by transfer from another language or interlanguage errors. The errors appeared in the study are regardless of the learner's language background. They may be called intralingual or developmental errors. In other words, they were the errors which did not reflect the inability of learners to separate two languages but they reflected the learners' competence at a particular stage and their general characteristics of language acquisition. This type of error is caused by the structure of the target language itself. Moreover, he identified four types and causes of intralingual errors or developmental errors which are:

1. Overgeneralizations, this type of error can be regarded as a blend of two structures in the standard version of the language. The errors might be made as a result of blending structures learned early in the learning sequence. According to Richards, this error may be the result of the learners trying to reduce their linguistic burden. Yesterday I *walk* to the shop and I *buy* a pack of cigarettes. In the example, the redundancy is removed: the adverbial marker "yesterday" is, for the learners, sufficient to indicate a time reference and consequently the -ed is omitted from the stems of the verbs. (Norrish, 1983)

2. Ignorance of rule restrictions, this error occurs when learners apply the rules to inappropriate contexts. It is due to the failure to observe the restrictions of existing structures. For example, I made him *to* do it. This error shows the ignorance of restrictions on the distribution of *make*.

3. Incomplete application of rules. This type of error arises when learners fail to develop a structure fully. Hence, there is the occurrence of structures whose deviancy represents the degree of developmental of the rules required to produce acceptable utterances. For example, when a teacher asks “Do you read much?” the learner’s response is “Yes, I read much” this is because, according to Richards, the learners are only interested in communication and achieving quite efficient communication without the need for mastering more than elementary rules of questions and answer usage.

4. Developmental errors or false concepts hypothesized occur when learners do not completely understand a distinction in the target language. For example, the form *is* may be interpreted as marker of the present tense such as She *is* currently a lawyer. The word *is* may be misunderstood to be the corresponding marker of the present tense such as he *is speaks* English.

He also concluded that interference from the learners’ native language was major source of difficulty in second language learning and contrastive analysis were essential for locating areas of interlanguage interference. However, many errors in the study derive from the interference of items within the target language which cannot be accounted for by contrastive analysis.

Notably, error analysis is different from contrastive analysis since it concerns the comparison made between the errors a learner makes in producing the target language and the target language form itself while in contrastive analysis, the comparison is made with the native language and the target language.

In addition, Ellis (1990) stated that error analysis was a device used to enquire typical errors made by learners from different language backgrounds. It is used for different purposes, in particular, to investigate the contrastive analysis hypothesis.

Describing Types of Errors

One of the ways in describing the errors is errors taxonomy. Description of learner errors is the process of specifying how the forms produced by the learner differ from those produced by native speakers (Ellis, 2005).

According to James (1998), there are two types of error taxonomy. The first one is linguistic category classification. This type of taxonomy is based on categories drawn from a descriptive grammar of the target language. The grammar includes general categories relating to basic sentence structure, the verb phrase, verb complementation, the noun phrase, prepositional phrases, adjuncts, coordinate, subordinate constructions and sentence connection.

The second one is the surface structure taxonomy which was suggested by Dulay, Burt and Krashen in 1982. The surface structure taxonomy is a classification of errors made by learners studying English as a foreign language. There are four principle types of errors as follows:

1. Omission errors are categorized by the absence of an item that must appear in a well-formed utterance. Grammatical morphemes tend to be omitted more frequently than content morphemes (ibid) For example:

I want to go (to) New York. There is an omission of preposition “to” in the sentence.

I (am) not crying. There is an omission of auxiliary in the present progressive sentence. Conversely, there may be also an omission of progressive -ing in the sentence such as I am cry (-ing), fish is swim (-ming) and I'm play (-ing) with it.

2. Addition errors are the opposite of omissions. They are the presence of an item which must not appear in a well-formed utterance. This type of errors usually occurs when the learner has already acquired some target language rules. They are the errors result from all-too-faithful use of certain rules (ibid). There are three subtypes of the errors:

2.1 Double markings. This type of error is the failure to delete certain items which are required in some linguistic constructions but not in others. For example:

He does not knows my name. (He does not *know* my name.)

We didn't went there. (We didn't *go* there.)

The examples show that the learner failed to recognize that in a sentence where auxiliary is required in addition to the main verb, the auxiliary takes the tense not the main verb.

2.2 Regularizations. This type of errors occurs when a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example:

Irregular past: I *putted* it on a table an hour ago. (I *put* it on a table an hour ago.)

Direct object: We will buy another one *hat*. (We will buy another *hat*.)

2.3 Simple additions. If an addition error is neither a double marking nor regularization, it is a simple addition. In other words, it is the use of item which should not appear in a well-formed utterance. For example:

I *doesn't* know how to make it. (I *don't* know how to make it.)

They *doesn't* cut my finger. (They *don't* cut my fingers.)

3. Misformation. It is the wrong form of the morpheme or structure. Three types of misformation have been frequently reported in the literature (ibid).

3.1 Regularization errors. This type of errors occurs when a single regular marker is used in place of an irregular one. For example:

Regular past: A plane *flyed* over my house. (A plane *flew* over my house.)

Irregular past: I *catched* it. (I *caught* it.)

Reflexive pronoun: He loves *hissself*. (He *loves* himself.)

3.2 Archi-forms. The selection of only one member of a class to represent others in the class is called archi-form. For example, in the production of certain complex sentences, the use of infinitive as an archi-form for the other complement types, for instance, gerunds and that-clauses is a common type error.

I *finish to watch* TV. (I *finish watching* TV.)

I *don't mind to lend* you my money. (I *don't mind lending* you my money.)

Moreover, some learners may substitute the helping verb *does* for *are*, *do* or *is* in a sentence. For example:

Does he going to come? (Does he *come*? / *Is* he going to come?)

How *does* he getting it? (How does he *get* it? / How *is* he getting it?)

3.3 Alternating forms. As the learner's vocabulary and grammar grow, the use of archaic forms often gives way to the free alternation of various members of a class. However, it is still erroneous. For example:

In the case of pronoun:

A ship carry its (her) cargo.

An infant will get his (its) first vaccine shot next week.

In the case of verb productions, the participle form (-en as in taken) may be alternated with the past irregular. For example:

If he had had a chance, he would have *took* (taken) them.

They will have *saw* (seen) the movie when I arrive.

4. Misordering. It is the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

I go *sometimes* to the beach. The correct sentence: I go to the beach *sometimes*.

What you *are* doing? The correct sentence: what *are* you doing?

I don't know *what is that*. The correct sentence: I don't know *what that is*.

A yellow *big* taxi is coming. The correct sentence: A *big* yellow taxi is coming.

To sum up, in order to study mother tongue interference on L2 production, contrastive analysis and error analysis are concerned. The contrastive analysis is used to compare the similarities and differences between the mother tongue and the target language to find the cause of difficulty while the error analysis focuses on finding the errors in L2 production which are, in this study, categorized by the surface structure taxonomy.

Translation

Definitions of Translation

The term “translation” has been defined in many ways by many theorists. However, many definitions of translation tend to share a similar concept since many of them refer the term “equivalence”. For example:

Oettinger (1960) defined the term translation as the replacement of elements of one language by equivalent elements of another language.

Catford (1965) also defined translation as the replacement of textual material in language (Source language) by equivalent material in another language (Target language).

Likewise *et al.* (1974) denoted that translation is the process of reproducing the receptor language the closest natural meaning and equivalent of the SL messages.

Similarly and Newmark (1981) viewed translation as a craft consisting in the attempt to replace a written message or statement in one language by the same message or statement in another language in equivalent meaning.

Apparently, based on the mentioned definitions, equivalence is considered as a crucial element of translation and finding translation equivalence is the central problem of doing translating work (Catford, 1965).

Translation Equivalence

According to Kade (1968 cited in Pym, 2010), at the lexical level, there are four types of equivalence as follows:

1. One-to-one equivalence. This type of equivalence happens when one SL item corresponds to one TL item. For example, the word “สิงโต” [sing-to] in Thai corresponds to “lion” in English. This may be considered as “total equivalence” since both language cultures have the same and limited concept or meaning of lions.

2. One-to-several equivalence. This type happens when an item in one language corresponds to several in the other language. For example, the Thai word “ช่าง” [chang] (technician or specialist) may correspond to mechanic, barber, plumber and so on. However, in context, the translator will usually know what kind of “ช่าง” is referred to and will have few choices to make. Hence, the result of this equivalent is “choice-based equivalence”

3. One-to-part equivalence. In this type, only partial equivalences are available. This will lead to “approximate equivalence” For example, the Thai word “ยาย” [yai] (grandmother) has no full equivalence when translating it into English since the fully corresponding term is required to specify whether it is a mother of one’s father or mother. This equivalence will thus be only approximate.

4. One-to-none equivalence. This happens when no equivalent word is available in the TL. For instance, in English, there is no word for [rot-tuk-tuk]. When the word has to be translated, the translator would have to use a phrase to describe it or use the original term as a “Tuk-Tuk car”.

At the sentence level, Catford (1965) divided equivalence into two main groups. The first one is textual equivalence which happens when the TL text is equivalent to the SL text. The other one is formal correspondence which happens when the TL text is translated just as close as possible to the SL text. Hence, since every language is unique in its characteristics, formal correspondence is nearly always approximate

Moreover *et al.* (1974) stated equivalence is also divided into two main types:

1. Formal equivalence. This type focuses on both form and body of the text. When translating, the original form in SL is kept so the text can be compared sentence by sentence or idea by idea. The purpose is to convey the details in the SL text as comprehensible as possible.

2. Dynamic equivalence. In this type, the main purpose and concept of the text must be accurate. The original sentence form could be changed in order to make the TL text as precise and as understandable as the SL text.

Thus, based on the above theories, it can be concluded that translation is a method of transferring the equivalent meaning of the source text into the appropriate target language at both lexical level and sentence level. Moreover, to gain the equivalence in translation, one factor is sufficient knowledge of the source and the target language (Pinitpouvadol, 1999).

The Nature of the English Language

English is a time-oriented language which requires the overt marking of time in its sentences. This time orientation is generally shown in the use of tense or the set of verbs which are inflected in different forms indicating when events occur, occurred or will occur.

According to Greenbaum and Quirk (1990), tense is a grammatical category related to time of situation, It is realized by the inflected form of the verb. There are 2 tenses in English which are past and present or alternatively called “past” or “non past”.

1. “Past” includes reference to remote events as well as the prior moment of speaking. According to Swan (1989), the past indicates that an activity or a situation began and ended at a particular time in the past. For example, in the sentence:

“John *went* to Paris last week”

The verb “go” inflected to the past form to indicate that *John’s visiting to Paris* is completed at the particular time in the past which is *last week*.

2. “Non past” includes references to present and future time.

According to Leech (1990), the present is used to talk about actions or situations which happen at any time or repeatedly or all the time. For example, in the sentence:

“John *goes* to Paris.”

The use of the present tense in the example is referred as “unrestrictive use” which does not place any limitation on the extension of the action (*John’s travelling*

to Paris.) into past or future time. The activity may occur repeatedly as a routine or any time. The unrestrictive use is also presented in “Water freezes at 0 centigrade” which is the expression of “eternal truth” commonly found in scientific, mathematical and other general statements of fact that occur all the time.

The future time in English normally comes with the auxiliary “will” and “shall”. They have the double function of modal auxiliaries and auxiliaries of the future. Regarding their future meaning, they indicate prediction or something concerning the speaker’s judgment. For example, in the sentence:

“John *will go* to Paris”

The auxiliary “will” in the sentence expresses that *John’s travelling to Paris* will happen or obviously be on the way.

Furthermore, English is not only governed by tenses but it sometimes requires the use of auxiliary which allows the speaker to interpret the temporal elements of an event such as whether it is in progress, habitual, repeated, momentary. Such use of auxiliary is called “aspect”.

According to Lewis (1986), the English aspect has been divided as follows:

1. *Progressive* refers to an aspect which indicates that an action is incomplete, in progress or developing.

The progressive in English is formed with the auxiliary verb *be* and the –*ing* form of the verb. This aspect maybe used with the present tense which is called the present progressive used to express actions or situations which are temporary or occurring around now. For example, in the sentence:

“John *is going* to Paris.”

The auxiliary verb *is* and the *-ing* form of the verb “go” expresses that *John’s travelling to Paris* is happening and not completed. Moreover, the present progressive also has a meaning of future time when the idea of the sentence concerns a planned or definite intention. A future meaning for the present progressive is indicated either by future time words in the sentence or by the context. For example, in the sentence:

“John *is going* to Paris this evening because his mom is sick”

When this aspect is used with the past tense, it is called the past progressive which is used to say that something was happening around a particular past time. It expresses that the event or the situation is incomplete at the time under consideration. For example, in the sentence:

John *was going* to Paris *at 10 o’clock yesterday evening*.

Additionally, there may be the combination of the past progressive tense and the past tense to state that the incomplete action in the past is interrupted by another short action or event. For example, in the sentence:

“John *was going* to Paris *at 10 o’clock yesterday evening* when he *met* his old friend at the airport.”

Sometimes the past progressive is also used in both parts of a sentence when the two actions are in progress simultaneously:

“John *was going* to Paris while his old friend *was going* to Tokyo.”

There is also a use of future progressive which indicates the temporary or developing events at a time in the future. For example, in the sentence:

“John *will be going* to Paris *at 10.15 pm. tomorrow*”

2. *Perfect*. This aspect shows a relationship between one state or event and a later state, event or time.

In English, the perfect is formed by the auxiliary verb *have* and the past participle. If the auxiliary is in the present, the verb group is described as the present perfect.

According to Swan (1989), the tense is used to say that something in the past is in some way connected with the present. If the speaker says that something has happened, he or she is thinking about the past and the present at the same time. There are two different ways in which a past event maybe related to the present by means of the perfect.

2.1 *State up to the present*. This state extends over a period lasting up to the present moment. The action or situation began in the past and continues to the present. The conjunctions “since” and “for” are frequently used. For instance:

“John *has lived* in New York for 5 years.”

2.2 *Indefinite Past*. The present perfect may refer to some indefinite happening in the past. It expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. If there is a specific mention of time, the simple past is used. The adverbs “ever”, “never”, “already”, “yet”, “still” and “just” are frequently used. For instance:

“John *has already booked* the flight to Paris”

Additionally, if the auxiliary is in the past tense, the verb group is described as the past perfect. The past perfect is used to talk about actions or events which had happened before another actions or events in the past. The past point of reference namely *before* and *after* is required in the past perfect. For example, if a speaker is already talking about actions or events in the past, the past perfect is used to talk about an event that had previously happened in the time frame his is talking about:

“John *had lived* in Paris before he *went* to New York”

The past point reference in this sentence is *John’s travelling to New York* and the past perfect applied in the sentence which indicates the situation which had happened before that.

There is also a future perfect. The future perfect expresses an event that will have been completed by a certain time in the future. It also expresses an activity that will be completed before another time or event in the future. For example in the sentence:

“John *will have arrived* in Paris by the time his friend’s plane *lands* on Tokyo.”

In addition, there is also a combination of the aspects perfect and progressive to emphasize the more temporary actions and situations which may have apparent effects or duration at a point of time (Leech, 1987). There are 3 tenses which contain the combination of the two aspects:

Present Perfect Progressive implied both perfect and progressive aspects. As a present perfect, it is used to view a past event from the point of view of the present.

And as a progressive, it implies that an event happens over a period of time, it is incomplete and temporary. It is often used with the time words such as for, since, all day, all week etc.

“John *has been living* in New York *for the past 5 years.*”

Past Perfect Progressive is used to talk about longer actions or situations which continued up to a past point reference. It emphasizes the duration of an activity that was in progress before another activity in the past.

“John *had been suffering* from his personal financial crisis before he *went* to New York”

Future Perfect Progressive emphasizes the duration of an activity that will be in progress before another activity in the future.

“John *will have been talking* to his mother by the time his friend’s plane lands on Tokyo.”

The Nature of the Thai Language

In 1956, Phraya Anuman Rajadhon stated in his book “Thai Language” that Thai language belongs to a type of language technically in philology called isolating language. The isolating language generally has words which are free to enter into the construction of sentences without any modifications as to case, mood gender and tense. Hence, each word is independent as a unit in a sentence and Thai does not make any use of inflections.

In addition, according to Danvivathana (1981), the arrangement of words in Thai sentence is fundamentally “subject-verb-object” as in English. However, the

attributive constructions are different from those of English since the noun must always precede the attribute; for example, the word *new car* in English is arranged as *car new* in Thai.

Tense and number are another elements which make Thai different from English since it does not exist in Thai. For example, the sentence “เด็กไปโรงเรียน” [dek-pai-rong-rian] may mean a child goes to school, children go to school, a child went to school or children went to school. However, time and number maybe shown by special words when needed. For example, the words “หลายคน” [lai-khon] (many people) may follow the word [dek] to indicate plurality. As to tenses, the time phrase “เมื่อวาน” [muea-wan] (yesterday) to point out the time.

Time Reference in Thai

According to Kanchanawan (1978), although Thai has no verb inflections, time is still expressed by the combination of time phrases, time markers, aspect markers and certain types of words.

Time Phrases (TP) are divided into two categories:

1. Time phrases indicating a point of time (TP)

1.1 TP indicates present time such as “วันนี้” [wan-ni] (today), “ตอนนี้” [ton- ni] (now)

1.2 TP indicates past time such as “ปีก่อน” [pi-kon] (last year), “เมื่อก่อนนี้” [muea - kon- ni] (in the past)

1.3 TP indicates future time such as “บ่ายนี้” [bai- ni] (this afternoon), “พรุ่งนี้” [phrung- ni] (tomorrow)

2. TP indicating a range of time (Tr). There are two kinds of Tr:

2.1 Tr heading by preposition “ตั้งแต่” [tang-tae] (since, from) for example, tang- tae preceding past time-adverbial past range such as “ตั้งแต่ปีก่อน” [tang-tae- pi-kon] (since last year) or “ตั้งแต่เมื่อก่อนนี้” [tang-tae- muea-kon- ni] (since the old time)

2.2 Tr with tang-tae preceding a future time or an adverbial future range. For example,

“ตั้งแต่พรุ่งนี้” [tang-tae-phrung- ni] (from tomorrow)

Additionally, there is a type of Tr which indicates an unspecific starting point of an action such as “สามชั่วโมง” [sam-chua-mong] (three hours) or “สามวัน” [sam-wan] (three days).

Time Markers (TM) are divided into three categories:

1. TM implying past

1.1 “ได้” [dai] (have an opportunity) has a syntactic function as a pre-serial verb or post-serial verb and its semantic function is a past time marker. For example:

“เขาได้เจอเธอ” [khao-**dai**-choe-thoe] (He **met** her.)

1.2 “เคย” [khoei] (experience) has a syntactic function as a pre-serial verb and its semantic function is a past time marker with a sense of achievement. For example:

“เจนเคยไปญี่ปุ่น” [Jane-**khoei**-pai-yi-pun] (Jane **ever went** to Japan.)

1.3 “ไว้” [wai] (keep for a certain purpose) has a past time implication and a sense that a previous action indicated by the main verb is achieved for a certain purpose. For example:

“มีคนทาสีกำแพงไว้” [mi-khon-tha-si-kam-paeng-wai] (Someone **has painted** the wall.)

2. TM implying recent past

“เพิ่ง” [phoeng] (just) has a semantic function as a recent time marker. It is used to refer to an activity which has just started, a state which has just happened or an achievement which has just occurred. For example:

“เด็กๆ เพิ่งหลับ” [dek-dek-phoeng-lap] (Children have **just** slept.)

3. TM implying future

“จะ” [cha] (potentiality) is frequently translated “will” in English. It is a pre-serial verb is regarded as a future time marker. For example:

“เราจะไปเที่ยว” [rao-cha-pai-thiao] (We **will** go on vacation.)

Aspect Markers (AM) are divided into five categories:

1. AM indicating continuous

1.1 “กำลัง” [kam-lang] indicates the process of doing something or being in some state. It is a pre-serial verb and semantically functions as a continuous marker. For example:

“เขากำลังกอดเธอ” [khao-kam-lang-kod-thoe] (He **is hugging** her.)

1.2 “อยู่” [yu] is a post serial-verb indicating the process of doing something or staying in some state. For example:

“เจนหลับอยู่” [Jane-lap-yu] (Jane **is sleeping**.)

2. AM indicating completive

There are three markers in this category which are “จบ” [chob] (end, finish), “สำเร็จ” [sam-ret] (successful) and “เสร็จ” [set] (finish). The three words function as post-serial verbs. As intransitive and transitive verbs, they indicate achievement. For example:

“จอห์นอ่านหนังสือเล่มนั้นจบ” [John-aan-nang-sue-lem-nan-chob] (John **finishes** reading that book.)

“พวกเขาหลอกเธอสำเร็จ” [phuak-khao-lok-thoe-samret] (They **succeed** in deceiving her.)

“พวกเขาทาสีกำแพงเสร็จ” [phuak-khao-tha-si-kam-paeng-set] (They **finish** painting the wall.)

3. AM indicating perfect

“แล้ว” [laew] (already) has a syntactic function as a post-serial verb. It can also function as a past time marker or a perfective marker.

“เธอไปแล้ว” [thoe-pai-laew] (She **has gone**.)

4. AM indicating continuative

There are two markers in this category which are “มา” [ma] (come, since) and “ไป” [pai] (go, for, from). The two words have syntactic functions as either pre-serial verbs or post-serial verbs. For example:

“พวกเขาทาสีกำแพงมา 3 วัน” [phuak-khao-tha-si-kam-paeng-**ma**-sam-wan)
(They have been painting the wall **for** 3 days.)

“พวกเขาทาสีกำแพงไปแล้ว 3 วัน” [phuak-khao-tha-si-kam-paeng-**pai**-laew-sam-wan) (They have been painting the wall **since** 3 days ago.)

5. AM indicating generic

“ยอม” [yom] (naturally) syntactically, is a pre-serial verb which has a function to indicate simple present.

“น้ำน้อยยอมแพ้ไฟ” [nam-noi-**yom**-phae-fai] (If you **don't have** a lot of water, **don't try** putting out a fire.)

The Expression of Present Time

Present Simple Tense

“ยอม” [yom] (naturally) syntactically, is a pre-serial verb which has a function to indicate simple present. It indicates that the event “naturally” happens that way. For example:

“ทำดียอมได้ดี” [tham-di- **yom**-dai-di] (One good turn **deserves** another.)

However and Kanchanawa (1978) also pointed out that although the sentence context itself is the element that helps indicate the present simple, there are some contexts indicating generic time such as every day, always, frequently, and usually and others. Such contexts are “ทุกวัน” [thuk-wan] (everyday), “เสมอ” [sa-moe] (always, usually) and “บ่อยๆ” [boi-boi]. For example:

“เขารักแม่เสมอ” [khaw-rak-mae- **sa-moe**] (He **always loves** his mother.)

Moreover, Ratanotayanonth (1982) found that a fact can be expressed just by a verb without any time marker. For example:

“นกบิน” [nok-bin] (Bird **flies**.)

Present Continuous Tense

When “กำลัง” [kam-lang] which is a pre-serial verb semantically functioning as a continuous marker co-occurs with “อยู่” [yu], which literally means “stay”, functions as a post-serial verb, it indicates that the event stays that way or stay continuous: For example:

“เขากำลังอ่านหนังสืออยู่” [khao-**kam-lang**-aan-nang-sue-yu] (He **is reading** a book.)

“ฝนกำลังตก” [fon-**kam-lang**-tok] (It **is raining**.)

Moreover, when “กำลัง” [kam-lang] precedes “จะ” [cha], the event is present continuous:

“ฝนกำลังจะตก” [fon-**kam-lang**-cha-tok] (It **is going** to rain.)

Present Perfect Tense

According to Kanchanawa (1978), if past TM: “ได้” [dai], “เคย” [khoei], “ไว้” [wai] and recent TM “เพิ่ง” [phoeng] are not governed by a specific past time and imply that the event has happened at an unspecified time in the past, the tense is present perfect. For example:

“บริษัทได้ประกาศขึ้นราคาน้ำมัน” [bo-ri-sat-**dai**-pra-kat-khuen-ra-kha-nam-man]
(The company **has announced** the rise of gas price.)

“เขาเคยกินเค้ก” [khao-**khoei**-kin-khek] (He **has eaten** cake.)

“เธออบเค้กไว้” [thoe-op-khek-**wai**] (She **has baked** cake.)

“เขาเพิ่งตาย” [khao-**phoeng**-tai] (He **has just** died.)

Additionally, if “ได้” [dai] functions as a post-serial verb followed by quantity, the tense is still present perfect. For example:

เขาอ่านหนังสือได้สามหน้า” [khao- aan-nang-sue-dai-sam-na] (He **has read** three pages of the book.)

When a perfect AM “แล้ว” [laew] co-occurs with a past TM “ได้” [dai], the sentence implies the present perfect tense:

“เขาได้อ่านหนังสือแล้ว” [khao-**dai**-aan-nang-sue-laew] (He **has already read** the book.)

Present Perfect Continuous Tense

When an AM indicating continuative “มา” [ma] co-occurs with a time phrase indicating a range of time with a starting point, it indicates present perfect continuous.

“เขาอ่านหนังสือมาตั้งแต่เมื่อวาน” [khao-aan-nang-sue-**ma-tang-tae**- muea-wan]
(He **has been reading** since yesterday.)

Furthermore, when only AM indicating continuous “อยู่” [yu] co-occurs with past TM “ได้” [dai], the tense is present perfect continuous. Significantly, “ได้” [dai] must precede an activity plus “อยู่” [yu] so the past time implication is expressed:

“เขาได้อ่านหนังสืออยู่” [khao-**dai**-aan-nang-sue-**yu**] (He **has been reading** the book.)

The Expression of Past Time

Past Simple Tense

When only a TP indicating past time is present in a sentence, the tense is past simple. For example:

“ปีก่อนเขาอ่านหนังสือเล่มนี้” [pi-kon-khao-aan-nang-sue-lem-ni] (**Last year**, he **read** this book.)

“เขาตายเมื่อวานนี้” [khao-tai-**muea-wan-ni**] (He **died yesterday**)

When “จบ” [chob], “สำเร็จ” [sam-ret] and “เสร็จ” [set] co-occur with a past TP, they will indicate event in the past:

“ปีก่อนเขาอ่านหนังสือเล่มนี้จบ” [pi-kon-khao-aan-nang-sue-lem-ni-chob] (Last year, he finished reading this book.)

“ฉันทำมันสำเร็จเมื่อวานนี้” [chan-tam-man-sam-ret-muea-wan-ni] (I did it yesterday.)

“เขาทำงานเสร็จเมื่อวานนี้” [khao-tham-ngan-set-muea-wan-ni] (He finished his work yesterday)

Additionally, when the three aspect markers co-occur with a perfect AM “แล้ว” [laew], the tense is still past simple but the TP is still needed in order to avoid the ambiguity between past simple and present perfect:

“ปีก่อนเขาอ่านหนังสือเล่มนี้จบแล้ว” [pi-kon-khao-aan-nang-sue-lem-ni-chob-laew] (Last year, he finished reading this book.)

“ฉันทำมันสำเร็จแล้วเมื่อวานนี้” [chan-tam-man-sam-ret-laew-muea-wan-ni] (I did it yesterday.)

“เขาทำงานเสร็จแล้วเมื่อวานนี้” [khao-tham-ngan-set-laew-muea-wan-ni] (He finished his work yesterday)

Past Continuous Tense

When a past TP co-occurs with “กำลัง” [kam-lang] and “อยู่” [yu], the tense is past continuous. The verb may be either an activity or a state, but not an achievement. For example:

“เขากำลังอ่านหนังสืออยู่เมื่อวานนี้” [khao-kam-lang-aan-nang-sue-yu-muea-wan-ni] (He was reading a book yesterday.)

Additionally, the action expressed with the past continuous was generally happening at the time another action occurred. So, the action that occurred is expressed with the simple past. The sentence generally includes a subordinate clause that begins with when “เมื่อ” [muea]. For example:

“เมื่อวานนี้เขากำลังอ่านหนังสืออยู่เมื่อเธอเดินเข้ามา” [muea-wan-ni-khao-kam-lang-aan-nang-sue-yu-muea-thoe-doen-khao-ma] (He **was reading** a book when she **came in**.)

However, when two ongoing actions in the past were occurring simultaneously, they were expressed with the past continuous and the sentence generally includes a subordinate clause beginning with while “ขณะที่” [kha-na-ti]. For example:

“เมื่อวานนี้เขากำลังอ่านหนังสืออยู่ขณะที่เธอกำลังอบเค้กอยู่” [muea-wan-ni-khao-kam-lang-aan-nang-sue-yu-kha-na-ti-thoe-kam-lang-op-khek-yu] (He **was reading** while she **was baking** cake.)

Past Perfect Tense

When a past TP, perfective or completive AM and either a past TM (except “ไว้” [wai]) or recent past TM co-occur, the tense is past perfect.

However, in order to avoid the ambiguity between past perfect and past simple, it should be noted that the action expressed with the past perfect generally had happened before another action occurred so the sentence generally includes a subordinate clause that begins with before “ก่อน” [kon] or after “หลังจาก” [lang-chak]. For example:

“เมื่อวานนี้เขาได้อ่านหนังสือเล่มนี้จบแล้วก่อนไปสอบ” [muea-wan-ni-khao-dai-aan-nang-sue-lem-ni-chob-laew-kon-pai-sop] (Yesterday, he **had already read** this book **before** he **took** the exam.)

“ปีก่อนเขาเคยอ่านหนังสือเล่มนี้จบแล้วก่อนไปสอบ” [pi-kon-khao-khoei-aan-nang-sue-lem-ni-**chob-laew-kon-pai-sop**] (Last year, he **had read** this book **before** he **took** the exam.)

“เมื่อวานนี้เขาเพิ่งอ่านหนังสือเล่มนี้จบแล้วก่อนไปสอบ” [muea-wan-ni-khao-**phoeng**-aan-nang-sue-lem-ni-**chob-laew-kon-pai-sop**] (Yesterday, he **has just read** this book **before** he **took** the exam.)

Moreover, when a past TP, a future TM, and a completive AM co-occur, the tense is non-fulfilled past perfect or third conditional sentence. For example:

“เมื่อวานนี้เขาจะอ่านหนังสือเล่มนี้จบถ้าเขามีเวลา” [muea-wan-ni-khao-**cha**-aan-nang-sue-lem-ni-**chob-tha-khao-mi-we-la**] (He **would have read** this book **yesterday** if he **had** time.)

The previous sentence indicates that the reading did not even take place in the past.

The Expression of Future Time

According to Kanchanawa (1978) “จะ” [cha] does not always literally mean “will” in English since in some situations [cha] only indicates assertion. For example:

“เขาจะอ่านหนังสือทุกเช้า” [khao-**cha**-aan-nang-sue-**thuk-cha**] (He **reads every morning**.)

In addition, in some situation [cha] also indicates determination.

“ฉันจะรักคุณเสมอ” [chan-**cha**-rak-khun-sa-**moe**] (I **always love** you.)

However, “จะ” [cha] is still regarded as a future time marker and its future implication arises from its potentiality indication.

Future Simple Tense

When only a TP indicating future time is present in a sentence, the tense is future simple. For example:

“เขาไปเที่ยวทะเลบ่ายนี้ [khao-pai-thiao-tha-le-**bai-ni**] (He **will go** to the sea **this afternoon**.)

When a TP indicating future time and TM implying future [cha] co-occur, the tense is future simple as well.

“เขาจะไปเที่ยวทะเลบ่ายนี้ [khao-**cha**-pai-thiao-tha-le-**bai-ni**] (He **will go** to the sea **this afternoon**.)

Future Continuous Tense

When a future TP, a future TM [cha] and “อยู่” [yu] co-occur, the tense is future continuous. For example:

“เขาจะอ่านหนังสืออยู่บ่ายนี้ [khao-**cha**-aan-nang-sue-yu-**bai-ni**] (He **will be reading this afternoon**.)

When a future TP, a future TM [cha] **precedes** “กำลัง” [kam-lang] and “อยู่” [yu], the tense is also future continuous. For example:

“เขาจะกำลังอ่านหนังสืออยู่บ่ายนี้ [khao-**cha**-kam-lang-aan-nang-sue-yu-**bai-ni**] (He **will be reading this afternoon**.)

Furthermore, if “ไป” [pai] co-occurs with future range in the above sentence, it also indicates future continuous:

“เขาจะอ่านหนังสือเล่มนี้ไปตั้งแต่พรุ่งนี้ [khao-**cha**-aan-nang-sue-lem-ni-**pai-tang-tae-phrung-ni**] (He **will be reading** this book **from tomorrow on.**)

Future Perfect Tense

When a recent TM “เพิ่ง” [phoeng] co-occurs with a future TM [cha], a future TP and predictive words such as “คง” [khong] (probably) “คงจะ” [khong-cha] (will probably) “แน่” [nae] (surely), the tense is future perfect. However, a completive marker is needed in order to avoid ambiguity between the finished and the unfinished actions. For example, “พรุ่งนี้เขาคงจะเพิ่งอ่านหนังสือเล่มนี้เสร็จ” [**phrung-ni**-khao-**khong-cha**-aan-nang-sue-lem-ni-**set**] (He **will probably have read** this book **tomorrow.**)

To sum up, after considering the natures of the English language and the Thai language, one of the significant characteristics of the English language is tense. The verb in a sentence inflects according to time and tenses while in Thai language, although it has neither verb inflections nor tense, time is still expressed by the combination of time phrases, time markers, aspect markers and certain types of words as discussed in the previous section.

However, time and tenses in Thai are morphologically marked optionally. A sentence in Thai without any attached specific time markers is capable of being understood in any tense (Danvivathana, 1981). Additionally, since Thai verbs are not required to inflect according to any time or tense structure as English, there are many problems concerning the use of verbs and tenses when Thai into English translation is conducted.

The following section will reveal the common problems concerning the use of verbs and tenses in translation from Thai into English.

Problems of Translation Concerning the Use of Verbs and Tenses in Translation from Thai into English

Wimonchalao (1985); Boonyavanich (1998); Chanchairerk (1999) and Thep-Ackrapong (2006) discussed some of the problems concerning the use of verbs and tenses in translation from Thai into English as follows:

1. Tense selection. Thai does not have tenses. Time is mostly expressed by Thai time phrases or time markers. Hence, tense errors occur when translating. For example:

“เขายืมหนังสือมาแล้ว” [khao-yuem-nang-sue-ma-laew] should be translated as “She *has already* borrowed a book” not “She *borrowed* a book” because there is no adverb of time indicating past tense in the sentence.

2. Consistency of the tense used in a context problem. Many linguists assume that there is no tense in Thai. So the use of verb tends to be inconsistent in English sentences translated from Thai. For example:

I worked with the company in 1999 after I **graduate** from the university.

3. Passive voice. Passive voice is hardly used in Thai and some Thai sentences are more proper in the passive voice for example:

“เชื่อกันว่าบุหรี่ก่อมะเร็ง” [chuea-kan-wa-bu-ri-ko-ma-reng] (**It is believed** that cigarettes cause cancer.)

4. Problem of conditional sentences. In Thai conditional sentences, there is no verb inflection but in English, there are three different verb inflections according to the three types of conditional sentence. Consequently, different verb inflections could be problematic in translation.

5. Problem of wrong –ing and –ed forms. The erroneous use of –ing and –ed forms could lead to misunderstanding. For example, the Thai sentence “ฉันรู้สึกเบื่อ” [chan-ru-suek-buea] should be translated as “I am bored” not I am boring since the latter means “ฉันน่าเบื่อ” [chan-na-buea]

6. Problem of word choice. This is the most frequent problem found in translation. This problem happens when a translator is familiar with some particular words and uses them erroneously when translating. For example:

Thai sentence: “เขาลืมแว่นตาไว้ในโรงเรียนเมื่อวานนี้” [khao-luem-waen-ta-wai nai-rong-rian-muea-wan-ni]

Incorrect English sentence: He *forgot* his glasses in the school yesterday.

Correct English sentence: He *left* his glasses in the school yesterday.

7. “Be” and “Do” in questions and negative sentences. Translator have to experience the structure of English questions and negative sentences, Auxiliary verbs have to be correctly used in such sentences according to the tenses, voice and the number of the sentence subjects.

8. Problem of the inversion. English has an inversion of the subject and auxiliary in the direct questions and when following certain words but Thai has none of this form. For instance, “*Did you say that?*” or “*Never again will I listen to you!*”

9. Subject-verb agreement. English requires a change of verb form to indicate the number of nouns and tenses while Thai does not. For example, “*The vases are on the table*” or “*Statistics shows that women are smoking more than ever.*”

The above sections concern the nature of the English language and that of the Thai language on the aspect of time expression which is the main focus of the study. Moreover, the common problems concerning the use of verbs and tenses in Thai into English translation were also revealed.

The following section is related to the previous research on the error analysis in Thailand and other foreign countries as well as the error analysis on the translation.

Previous Research

The section reveals some research that has been conducted which is relevant to the main topics of the study. They are divided into 3 main categories which are the research concerning the error analysis of Thai students’ English competence, the error analysis of foreign student’s English competence and the error analysis of translation.

The Error Analysis of Thai Students’ English Competence

Lukanavanich (1988) analyzed the written errors of first-year English majored students in Bangkok University. Two hundred fifty-six first-year students were asked to write an essay within an hour. The result of the study revealed that the most frequent errors are grammatical and structural errors concerning the use of tenses, determiners and subject-verb agreement. Most of the errors were caused by ignorance of rule restrictions. Additionally, the interference from the students’ native language was another major cause of errors.

Tawilapakul (2001) investigated the impact of using time markers in Thai, causes of errors in the use of English tenses and how different levels of English proficiency impacted on students when using tenses. The subjects were seventy five first-year Thai university students of the Southeast Asian Studies program. The finding showed that the time markers mostly resulted with a negative transfer and the causes of errors were overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concept hypothesized. Moreover, the student English proficiency also gave impact on the use of tenses; the result showed that the students in the class who had the highest proficiency got the highest scores.

Supanakorn (2005) studied Thai learner's comprehension and production of English subject verb agreement in present simple tense and present progressive aspect. The subjects of this study were thirty students from different levels which are sixth grade, tenth grade and university, second year students. They were assigned to complete grammaticality judgment and elicited production tests level 1, 2 and 3 respectively. The finding revealed that present simple subject-verb agreement was the most difficult in declarative form of sentence since the Thai learners tended to disregard the-s addition to the base forms of main verbs when the sentence subject is the third person singular. Additionally, the mismatch of do/does occurred most frequently in the present simple tense negative and interrogative sentence production. However, the subject-verb agreement was easier in present progressive yes/no question than in negative and declarative patterns.

Puttasongkran (2006) studied English writing deficiency of undergraduate students of Sripatum University. The study was conducted by requiring the students to do four types of writing which were resume, cover letter and job application form. Next, the students were asked to answer the questions concerning job advertisement. The finding revealed that the use of grammar structure was the most problematic elements for the students' writing especially verb tense usage.

Pholthee (2008) examined and categorized errors found in Thai students' academic writing in terms of verbs, tenses and aspects and identified the possible causes of errors. The subjects of this research were fifty graduate students studying on the English for Specific Purposes program. The instruments were academic writing essays, a grammar test and interviews. It was found that three main errors in the academic writing were word choice, using wrong tenses and aspects and subject-verb agreement. For the grammar test, errors concerning unnecessary insertion of verbs were the most problematic. The overall results of the study showed that verbs errors are the significant type of error which was frequently found in the students' writing.

Bootchuy (2008) studied the extent to which Thai graduate students transferred Thai into their academic English writing in terms of ill-formed sentences and identified the types of errors appeared in writing with and without time constraint. The participants were forty one first-year graduate students studying in English Master program at a university in Bangkok. The data were collected from forty one pieces of written work from a writing task and their final term papers. The finding showed that omission of subjects, verbs, objects and complements are the most frequent types of ill-formed sentences. Moreover Interference caused the most frequently found errors in the study.

Arakkitsakul (2008) investigated the knowledge of present perfect used by sixty first year students of Nakhon Si Thammarat Rajabhat University. The research tools in this study consisted of six English proficiency test which were a multiple choice test, a cloze test, an error identification test, a filling the blank of dialogues test, a translation test and an interview test. The results revealed that the use of present perfect tense instead of past simple tense was the most problematic for Thai students. The cause of the errors was the interference of the students' first language which happened when the students used the present perfect tense.

The Error Analysis of Foreign Student's English Competence

Kirkgoz (2011) examined errors in 120 essays produced by 86 adult Turkish learners who were beginners in their English language proficiency in Cukurova University. The essays were examined to identify and classify written errors. The errors were classified in accordance with 2 major categories: interlingual errors and intralingual errors. It was found that the most written errors the students produced result from the interlingual errors indicating interference of the Turkish language such as the order of adjective and noun, prepositions and the concept of time and tenses.

Manfu (2011) used the corpus approach to study the misuse of tense in Chinese college students. The corpus used in this study derived from the “Non-Major College Students Corpus (CLEC)” which has approximately 15,000 words. The whole class of 45 college students in a private college in Beijing were the participants in the study. They were asked to write an essay of which the length was 450 words based the vocabulary in the corpus. The essays were submitted online. The software named “ConsApp” was used to search for the tense errors. It was found that the misuse of tenses in the students' essays is mainly the present simple tense and the past simple tense. There was a shifting of the past simple to the present simple mostly in the complex sentences and the use of the future simple instead of the present simple. This was due to the fact that the students had vague understanding of time concept indicated by different tenses. The students were affected by interlingual transfer since the time concepts in Chinese and English are relatively different.

Surina (2011) investigated the subject-verb agreement (SVA) errors made by second-year diploma students at a public university in Malaysia. The participants were taking their EOP (English for Occupational Purposes) proposals which were part of the course assessment. The proposals served as the instrument for the study. Five types of errors which were focused are the SVA of person, the SVA of number, the agreement with coordinated subject, the agreement with indefinite expressions of

amount and the notional agreement and proximity. The results revealed that these students who have spent almost 12 years learning English still possessed problems in the use of SVA especially the SVA of number, the agreement with coordinated subject and the agreement with indefinite expressions of amount respectively.

Mehdi (2012) examined errors in writing task of 20 Iranian lower intermediate male students aged between 13 and 15 in Sherrub University. The task given to the participants was a composition about the seasons of a year. All of the errors found were identified and classified according to Corder's classification (1967) and Keshavarz's classification of errors (1997). The results of the study showed that the most common errors were spelling, word choice, verb tense, preposition, subject verb agreement and word order. The sources of errors were examined too. This study has pointed out that interlingual transfer is the main source of the errors.

The Error Analysis of Translation

Posen (2010) collected and identified errors made by 60 third-year English major students in a public university in Taiwan in the translation tasks submitted via online platform. Once the errors were identified by the error analysis approach, the errors were described in detail and put into categories. The results indicated that all the translation errors could be divided into 3 categories: language errors (Tenses and subject-verb agreement), rendition errors (Word choices and misuse of preposition) and miscellaneous errors. It was also revealed that the language errors were found more frequently than the rendition errors. The sources of errors were from interlingual errors due to the negative language transfer from Chinese language structure.

Yunhong (2011) examined the impact of the error analysis on the Chinese students' development of English learning. A whole class of 60 freshmen students at Beijing University was used as a research unit. All the common errors made by the students in their Chinese to English translation homework were analyzed. The researcher

constantly recorded the error types, the number of each type and finally listed out the top six errors according to their frequency. After the analysis, the teacher feed backed the results as well as explained the method of error identification and correction to half of the student in the class. The objective was to compare the development of the students who had adopted “Error Analysis” and the ones who had not. After one semester, the students who had applied “Error Analysis” made less English grammatical errors than the other students.

Hamid (2011) investigated the frequency of the grammatical errors related to the four categories of preposition, relative pronoun, article and tense in the translation tasks of 60 junior EFL students. The quantitative component of the study further looked at the differences between literature students and translation students in the frequencies in different categories. A total of 60 junior students (30 literature students and 30 translation students) at Shahid Bahonar University of Kerman are the subjects of the study. The results showed that the students had the most number of errors in preposition, relative pronoun, article and tense usage respectively. Furthermore, it was reveal that the number of errors made by the literature students was higher than that of the translation students with a statistically difference.

Amin (2012) investigated a number of grammatical errors that were committed by the junior Iranian students in their translation from Azad University in the academic year of 2009/2010 and The errors committed by the senior students in their translation from Payam-e-Noor University in the same academic year were investigated to reach the dominant errors which had not been remedied during the years of studying at university level. To do so, the errors from 80 translation tasks: 40 tasks from the junior students and 40 tasks from the senior students were examined. The errors were classified into 2 main categories namely, Lexico-Semantic (Cross Association Error or the use of typical Persian structure in the target language) and Syntactico-Morphological according to Kesahvarz’s model (1997). The results showed that 98 percent of the students had the Lexicao Semantical problem and the Syntactico-Morphological problems such as

tense errors, subject and verb inversion in indirect questions and the wrong use of quantifiers. Most of the errors the students produced were of interlingual errors indicating the influence of the mother tongue language.

All in all, after considering all the research findings from the above studies, it is obvious that both Thai and foreign students still have difficulty in using English grammar especially tenses. Most of the errors are caused from mother tongue interference.

In order to study mother tongue interference on L2 production, contrastive analysis and error analysis are concerned. The contrastive analysis is used to compare the similarities and differences between the mother tongue and the target language to find the cause of difficulty while the error analysis focuses on finding the errors in L2 production and their causes.

Consequently, both analysis devices should be used together as a framework for this study. The contrastive analysis hypothesis is used to test if the difference of time and tense between English and Thai, which is diminished through the use of time markers, would reduce errors concerning tenses. Additionally, the types of the errors concerning the use of verbs and tenses are also studied through the use of error analysis.

To be concluded, this part has discussed theories and previous studies related to the present topic as well as discussing the differences between English and Thai, the natures of the Thai language and the English language, their time expressions and the problems concerning the use of verbs and tenses in Thai into English translation. In the next part, the methodology of the present study will be presented.

CHAPTER III

METHODOLOGY

This part describes the methodology used to find the answers to the questions mentioned in the first part. It contains information about the research hypothesis, subjects, construction of instrument, the data collection and the data analysis processes.

Research Hypothesis

This study attempted to examine if time markers clearly stated in Thai contexts reduce the errors of using wrong tenses when doing translation from Thai into English or not. Accordingly, the main research hypothesis is that the mean score of the translation test version II which contains clearly stated time markers will be higher than that of the version I which does not contain any clearly stated time markers.

Subjects

33 Second-year English major students studying in the Department of Foreign languages, faculty of humanities, Kasetsart University enrolling in the 2011 academic year were selected as subjects by means of purposive sampling procedure. The students were selected as the subjects because they were English major students and the researcher had assumed that they had already studied all the 12 tenses from high school. Furthermore, their English proficiency scores from admission met the requirement criteria for English major students. Thus, it was assumed they had enough basic background of English grammar and had developed the understanding of how to use English tenses.

Instrument

The instruments used in this study consisted of two versions of translation. They are as the followings:

1. The translation version I consists of 20 sentences in Thai without clearly stated time markers. The translation test in this version was used as a control treatment.

2. The translation version II consists of 20 sentences in Thai with clearly stated time markers to indicate English tense implications. The translation test in this version was used as an experimental treatment.

All the sentences in both versions contain activities or situations which happen at different points of time. These activities and situations focus on 10 different English tenses: present simple, present continuous, present perfect, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple and future continuous.

Each sentence had one focused verb which did not contain any clearly stated Thai time marker in version I but contained the clearly stated Thai time marker in version II. Totally, there were 20 focused verbs in each test.

The Construction of the Instrument

1. All the sentences in both versions were in the 10 focused tenses which derived from news articles published in 3 daily English newspapers sold in Thailand such as the International Herald Tribune, the Daily Mail and the Bangkok Post from 13 November 2010 to 30 April 2011.

2. All the English sentences were firstly translated into Thai by the researcher. Next, the translated sentences were checked again by the advisor and other two English translation instructors to ensure the most accurately and suitably translated sentences.

Data Collection

The data collection took place on 18th January 2012. All The 33 subjects were given the translation tests version I and II to complete. They were assigned to complete the version I for an hour and then the version II for another one hour. After, the 2 hours, all the tests were collected by researcher. Notably, dictionaries were not allowed during the session.

Data Analysis

In this study, the quantitative approach was applied to answer the research questions regarding the total scores of translation tests version I and II. The independent samples t-test was used to test the significant difference between the mean scores of both versions.

The quantitative approach was also used to investigate the quantity of errors and identify the types of errors in both versions.

The Framework of the Study

Moreover, both contrastive analysis and error analysis are applied as a framework in this study.

The contrastive analysis hypothesis is used to test if the difference of time and tense between English and Thai, which is diminished through the use of time markers, would reduce errors concerning tenses.

Additionally, the types of the errors concerning the use of verbs and tenses are also studied through the use of error analysis proposed by Corder (1974) and Ellis (2005), there are four main steps in conducting an error analysis:

1. Collecting of a sample of learner language. In this step, it is necessary for a researcher to narrowly specify the sample since it allows for specific research questions to be addressed in the design of EA. For example, by collecting two carefully defined samples that vary on a single variable (for example, the existence of the Thai time marker), it would be possible to investigate the effect of this variable on learner errors (Ellis and Barkhuizen, 2005).

2. Identification of errors. This step involves a comparison between what the learner has produced and what a native speaker would produce in the same context. In this study, a comparison between the sentences translated by the students and the original sentences in English was made to identify the errors found in the translation tests.

3. Description of errors. This involves specifying how the forms produced by the learner differ from those produced by the native speaker. It focuses on the surface properties of learner utterance. There are 2 sub-steps:

3.1 The development of a set of categories for coding the errors that have been identified. The categories relate to grammar sentence structure such as the verb phrase, noun phrase and prepositional phrase. Next, more delicate categories of the errors can be developed. For example, verb phrase errors can be classified into categories relating to the different verb tenses (for example, the past simple tense errors), aspect (for example, perfective and progressive), the subjunctive, auxiliary and non-finite verbs.

However, the categories finally chosen for the analysis need to depend on the data. In other words, the analyst should develop categories to reflect the errors identified in the sample. The error should be classified in terms of the target language categories that have been violated rather than the linguistic categories used by the learners.

3.2 Recording the frequency of the errors in each category.

4. Explanation of errors. Explaining errors involves determining their sources in order to examine why they are made. Traditionally, in order to explain errors, two major processes are identified, distinguishing interlingual errors and intralingual errors.

The Process of Examining the Impact of the Time Markers

The following is the process of examining the impact of the clearly stated and unclearly stated time markers in the translation tests:

1. The verbs in the translated sentences in both versions were checked based on the original sentences in English. Each sentence had one focused verb which did not contain any clearly stated Thai time marker in version I but contained the clearly stated Thai time marker in version II. Totally, there were 20 focused verbs in each test.

One Mark would be given to the translated verb which was in the same English tense as the original one. Each sentence had one focused verb which did not contain any clearly stated Thai time marker in version I but contained the clearly stated Thai time marker in version II. Totally, there were 20 focused verbs in each test; therefore, the total score was 20.

2. The marks for correct tenses in the version I and the version II were separately counted and ranked according the number of correct usage to investigate which tense was used most accurately in each version. The results are then put in the form of percentage.

3. The total marks in each version were calculated and transformed to mean scores. The mean score from version I was then compared with that of version II to examine the impact of the clearly stated and unclearly stated time markers.

In this process, an independent samples t-test was used to examine if a statistically significant difference existed between the mean score of version I and that of version II.

The Independent Samples t-Test

The t-distribution or the Student's t-test was discovered by W. S. Gossett, employed at a time by a large brewing company. However, the company did not allow him to publish his articles with his real name. Thus, he used the pseudonym "Student". Many statistical tests including the t-test that "Student" is credited with are very common in the social sciences (Wright, 1997).

According to Wilcox (1996), the goal of the independent samples t-test is to compare population measures of location corresponding to two independent groups. In other words, it is a comparison of sample means from independent two groups to test if there is a statistically significant difference between the two sample means.

In experimental research, the first procedure is to take a pool of participants and then divide them into two groups; the first one is the experimental group which will receive some experimental treatment while the other group or called the control group will not receive any treatment. Additionally, the assignments or activities of the two groups in the study should ensure that the group with special treatment and the group without it would account for any difference in favorability results or scores between the two groups (Sirkin, 1995). Finally, the independent t-test is used to test if there is a statistically significant difference between the two sample means.

Moreover, in order to conduct an experimental test, there are five issues to be mentioned and discussed: kinds of research hypothesis, level of significance, the P and α symbols, the t-distribution and degrees of freedom.

Directional Hypothesis: One and Two Tailed Tests

In experimental research, there are two kinds of hypothesis: directional (one-tailed test) and non directional (two-tailed test), If the researchers have no theoretical reasons for believing one group would be more alienated than the other, they would conduct what is called a two-tailed or a non directional test of the hypothesis.

On the other hand, if there are theoretical reasons for expecting a difference in a particular direction, they will conduct a one-tailed or directional test. In a one-tailed test, the outcomes in the only side of the tail are interested. To reject the null hypothesis, at least five percent of the area that constitutes the rejection in one tail of the curve must be located (Walsh, 1990).

Level of Significance

In accordance with Steel (1960), a level of significance is basically involved in every experimental study since it is used to test two kinds of hypotheses formulated: in the research the null hypothesis and the alternative hypothesis. The null hypothesis (H_0) is the logical antithesis of whatever hypothesis it is that the researcher is seeking to examine while the alternative hypothesis (H_1) is the research hypothesis.

The null hypothesis is generally set up with the hope of nullifying it. In most social research, the primary goal is finding significant differences between two groups since such differences, whether expected on theoretical or empirical grounds provide rationale for research. When conducting an experimental research, if the null hypothesis is rejected or, the hypothesis of no difference between means does not hold, it means the research hypothesis is automatically accepted that a true population difference exists.

To establish whether the obtained sample difference is statistically significant, the use of level of significance is involved. The level of statistical significance is known as an alpha level (α). It is the level of probability at which the null hypothesis can be rejected with confidence and the research hypothesis can be accepted with confidence. Accordingly, the null hypothesis is rejected when the statistics achieve a given level of significant. In many fields of experimentation, 5% level is customarily used. It means the research is willing to reject the null hypothesis if the probability is less than 5 chances out of 100 that the sample difference is a product of sampling error.

However, significance level can be set up for any degree of probability. For instance, a more stringent level is the .01 level of significant. It means the null hypothesis is rejected if there is less than 1 chance out of 100 that the obtained sample difference could occur by sampling error.

According to Levin (2004), levels of significance do not give an absolute statement as to the correctness of the null hypothesis. Whenever the null hypothesis is rejected at a certain level of significance, there is always a chance of making the wrong decision. Rejecting the null hypothesis when it should be retained is called “Type I error”.

A Type 1 error can probably occur when the null hypothesis is rejected and its probability varies according to the level of significant chosen. Consequently, the smaller the chosen significant level, the smaller of Type I error.

The P and α Symbols

In statistics, when interpreting the results, the two components namely the P value and the alpha level are generally compared with each other. The P symbol represents the exact probability that the null hypothesis is true in light of the sample data while the α symbol or the alpha level is the threshold below which is considered so small that the null hypothesis is rejected. In other words, the null hypothesis is rejected when the P value is less than the alpha value and otherwise it is retained (ibid).

Unlike the alpha level, which is determined by the researcher in advance, the P value is determined by the data themselves. The P value is derived from the *t-critical value* which is closest to the original obtained t in the study. Notably, with the t-distribution table, the P value varies according to the degrees of freedom of a sample.

The t- Distribution

The t-distribution refers to a family of distributions of which the particular member is used depends upon the sample size for each problem (Silverman, 1973). Generally, the t-distribution is an entire family of distributions which is suitable for the study in which N (the sample size) is greater than 30. Each t-distribution was clarified for all values of the variable t.

Degrees of Freedom

Degrees of freedom, which involve in many statistics including the t-test, basically represent restrictions placed on the data (Walsh, 1990). For example, suppose that five numbers that must sum to 30 needed to be selected, any five numbers can be chosen as long as their sum is 30, but only four choices are “free” choices since the fifth number is entirely determined by the previous choices.

Degrees of freedom in the context of the t-test refer to the sample(s) size minus the number of parameters being estimated. For example, if one sample has an N of 150 and the other one N of 201, the degrees of freedom would be 149 and 200 respectively, for a total of 349 degrees of freedom or *df*. In a test, four parameters which are two population means and two population standard deviations need to be estimated. For the mean, the values of all scores of N must be identified to calculate the mean, so in this sense, the N (349) are all free to vary ($df = N$).

On the other hand, when estimating *s* or the deviation, N – 1 value are also free to vary. That is, basically, the sum of the deviations from the mean must always be zero, all deviations except the last one are also free to vary.

Conducting Steps of the Independent Samples t-Test

According to Sirkin (1995) and Mantzopoulos (1995), the independent samples t-test involves a family of various tests. When conducting the test, each of the two population means is calculated and the two means are compared. The means are then incorporated into 2 different hypotheses. The first one is the null hypothesis (H0) or the logical antithesis of whatever hypothesis it is that the researcher is seeking to examine and the second one is the alternative hypothesis (H1) or the research hypothesis.

Next, for each sample, determine its sample size or N, its \bar{x} or mean and its s^2 or variance. Since when conducting the independent t-test, it is basically assumed that the variances of the two groups are being assessed as “equal” (Smith, 2009), it is necessary to investigate the equality of variance.

In order to investigate the population equality of variance, the F test for homogeneity of variance is applied to determine which t-formula to use. The steps for this process are as follows:

1. Write out H0 and H1 for the F test. In other words, the null hypothesis is that the population variances are equal and the alternative hypothesis is that they are not.
2. Calculate F and its two degrees of freedom, using the following formula:

$$F = \frac{s^2 (\text{larger variance})}{s^2 (\text{smaller variance})}$$

3. Compare the obtained F to Fcritical .05 level, taken from a table of critical value of F.
4. If Fobtained \geq Fcritical, assume unequal population variances but if Fobtained $<$ Fcritical, assume equal population variances.

5. Perform the appropriate t-test as determined by the F test.

5.1 Calculate t with equal variances, using the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{N_1 s_1^2 + N_2 s_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$df = N_1 + N_2$$

5.2 Calculating t with unequal variance, use the formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{s_1^2}{N_1 - 1} \right) \left(\frac{s_2^2}{N_2 - 1} \right)}}$$

6. After the t critical is found and concluded, compare it with the t-distribution critical value according to the degree of freedom of the test at the level of significance or a probability of $P < .05$ in order to investigate if H_0 can be rejected.

Conducting Steps of the Independent Samples t-Test in the Present Study

The conducting steps of the independent samples t-test in this present study was as follows:

1. The means of the scores from version I and those of version II were calculated. The results were the mean score of version I was 4.82 and the mean score of version II was 9.91.

Next, the two means are compared. Finally, they were incorporated into 2 different hypotheses. The first one was the null hypothesis (H_0). In this study, the null

hypothesis is that there is no significant difference between the scores of version I and those of version II. The second one is the alternative hypothesis (H1) stating that the scores of the version II is higher than those of the version I:

$$H_0: u_1 = u_2$$

$$H_1: u_1 < u_2$$

(u_1 = the scores of version I, u_2 = the scores of version II)

2. Since the research hypothesis stated that the scores of version II will be higher than those of the version I, it is a directional hypothesis. Consequently, the present test is a one tailed test.

3. After the number of students ($n = 33$) assigned to do the test, the total scores (*version I = 159 and version II = 327*) and the mean score (x : *version I = 4.82 and version II = 9.91*) for each version were determined, the variance (s^2) of score for each group was calculated since when conducting the independent t-test, it is basically assumed that the variances of the two groups are being assessed as equal.

In order to investigate the population equality of variance, the F test for homogeneity of variance was applied to determine which t formula to use.

To get the sample variances, two sets of scores were squared. The results were as follows:

$$\sum x^2_1 \text{ (Version I)} = 793$$

$$\sum x^2_2 \text{ (Version II)} = 3,379$$

Each squared result of score was calculated using the formula:

$$s^2_1 = \frac{(\sum x_1)^2}{\sum x_1^2 - n_1}$$

$$= \frac{(159)^2}{793 - 33}$$

$$= \frac{25281}{793 - 33}$$

$$= \frac{793 - 766.09}{33}$$

$$= \frac{26.19}{33}$$

$$s^2_1 = 0.82$$

$$s^2_2 = \frac{(\sum x_2)^2}{\sum x_2^2 - n_2}$$

$$= \frac{(327)^2}{3379 - 33}$$

$$= \frac{106929}{3379 - 33}$$

$$33$$

$$= \frac{3379 - 3240.27}{33}$$

$$= \frac{138.73}{33}$$

$$s^2 = 4.20$$

The results were summarized:

Translation test version I

$$n_1 = 33$$

$$\bar{x}_1 = 4.82$$

$$s^2_1 = 0.82$$

Translation test version II

$$n_2 = 33$$

$$\bar{x}_2 = 9.91$$

$$s^2_2 = 4.20$$

In the F test, the null hypothesis is that the population variances are equal and the alternative hypothesis is that they are not.

$$H_0: \sigma^2_1 = \sigma^2_2$$

$$H_1: \sigma^2_1 \neq \sigma^2_2$$

To calculate the F, the larger of the two sample variances was divided by the smaller one.

$$F = \frac{s^2_2}{s^2_1} = \frac{4.20}{0.82}$$

$$F = 5.12$$

The F has two degrees of freedom, one associated with the numerator and one associated with the denominator. In each case, one was subtracted from the sample size. Consequently, in this study, $n = 33$ for each group and

$$\text{df numerator} = 33 - 1 = 32$$

$$\text{df denominator} = 33 - 1 = 32$$

The obtained F (5.12) was then compared to F_{critical} , .05 level, $df = 32$ and 32. After comparing the obtained F in the critical value of F table, 1.00 was the F_{critical} .

The H_0 for the F test is rejected when F_{obtained} equals or exceeds the F_{critical} . In this study, F_{obtained} was 5.12 and F_{critical} was 1.00. Consequently, $F_{\text{obtained}} 5.12 > F_{\text{critical}}, .05, (df = 32 \text{ and } 32) = 1.00$. Thus, H_0 was rejected and unequal population variances were assumed.

4. After finding that the unequal population variances were assumed, the t-test which was appropriate for the unequal population variances was conducted. Notably, although the t test assumes equality of variances since if two groups are sampled from the same population, only random difference is assumed, the t test is quite robust because it has an ability to withstand violations of its assumptions without seriously impairing its interpretations (Walsh, 1990).

The t test for the unequal population variances was conducted as followed:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S_1^2}{N_1 - 1} + \frac{S_2^2}{N_2 - 1} \right)}}$$

$$t = \frac{4.82 - 9.91}{\sqrt{\left(\frac{0.82}{33 - 1} + \frac{4.20}{33 - 1} \right)}}$$

$$t = \frac{-5.09}{\sqrt{\left(\frac{0.82}{32} + \frac{4.20}{32}\right)}}$$

$$t = \frac{-5.09}{\sqrt{\frac{5.02}{32}}}$$

$$t = \frac{-5.09}{\sqrt{0.16}}$$

$$t = \frac{-5.09}{0.4}$$

$$= -12.73$$

$$t = -12.73$$

After using the independent samples t-test, the t value was found as -12.73.

5. The interpreted result was clarified in order to investigate the significant value of difference between the scores from version I and II in the chapter 4.

The Process of Investigating the Types of Errors

1. All the verbs including finite and non-finite verbs in the sentences in both versions were checked for errors based on the original English sentences.

2. The errors were then categorized according to their types which was surface structure taxonomy proposed by Dulay, Burt, and Krashen (1982).

Moreover, to make the error types reliable, the translation tests version I and II and all the errors in each categories were rechecked by two native English speakers. Then the checked data were compared. The errors that at least two checkers agreed on were used in the study otherwise they were deleted.

3. The errors in each category were counted and calculated as percentage.
4. The types of error were ranked according to their frequency to examine which type was found most in the study. The results were shown in tables.

Validity of the Instrument

According to Carmines and Zeller (1985), validity is defined as the extent to which any measuring instrument measures what it is intended to study. Since the instrument used in this study deals with the Thai into English translation and the Thai time markers, all the translated sentences without any stated Thai time markers in the test version I and the ones with the time markers in the test version II were verified by the advisor and other two experts who teach translation in the university level to ensure the most valid and suitable translated sentences for this study.

The type of validity in the present study was *content validity* since the Thai into English translation tests were constructed to be logically related to research questions and the objectives of the study. The agreement on the content of marking scheme and discussion among experts were made in order to ensure the content served the objectives of the study efficiently (Black, 1999).

Reliability of the Results

According to Carmines and Zeller (1985), reliability concerns the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials. The type of reliability in this study is *inter-rater reliability* which means more than one judge or rater uses the same measure to obtain the results and if the ratings of all raters match, the measurement is reliable (Muijs, 2004).

To establish the reliability of categorizing the errors in the present study, the translation tests version I and II and all the errors in each categories were rechecked by two native English speakers.

Then the three checked data were compared. The errors that at least two checkers agreed on were used in the study otherwise they were deleted.

The validity percentage of checking and categorizing derived from the total number of the errors which the three checkers agreed on divided by the total number of the errors in the data. The reliability of checking and categorizing the errors in this study was 90.76 percent.

Ethical Consideration

The formal permission was written in the form of a letter of consent to all the students participating in this study and the instructor of the course from which the data were collected. All the participants were asked for permission and informed about the research purposes.

CHAPTER IV

RESULTS

This chapter reports the results of the study according to the research questions. The sources of data are the translation tests version I and II. The results of the impact of clearly stated and unclearly stated time markers in Thai into English translation by second-year English major students are revealed in tables presenting in the form of frequency and percentage.

Moreover, the types of errors concerning the use of verbs and tenses are categorized according to Dulay, Burt, and Krashen (1982), that is, the errors were grouped into four types: omission, addition, misformation and misordering.

This chapter is divided into two main parts:

1. The findings of the impact of clearly stated and unclearly stated time markers in Thai into English translation test version I and II and
2. The types of the errors found in the translation tests.

The Impact of Clearly Stated and Unclearly Stated Time Markers

The subjects of this study were 33 second-year English major students who were required to finish the translation test version I which was used as a control treatment and the test version II which was used as an experimental treatment.

All the sentences in the tests in both versions contain activities or situations which happen in 10 different English tenses: present simple, present continuous, present perfect, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple and future continuous. Notably, only the sentences in version II have the clearly stated time markers.

There were 20 sentences in each version: 2 sentences in each tense. Hence, the subjects had opportunities to use each of the 10 mentioned tenses twice. Regarding scoring, one mark was given to each verb where the correct tense was provided. Additionally, since there were 33 participants in this study, the total score for each tense was 66.

The findings of the impact of clearly stated and unclearly stated time markers in Thai into English translation test in both versions are counted and calculated into percentages as show in Table 1 and 2.

Table 1 The mean score of the accurate uses of tenses in the translation version I (unclearly stated time markers)

Tense	Marks of Accurate Uses	Total Score	%
Present Simple	62	66	93.93
Past Simple	58	66	87.87
Past Continuous	20	66	30.30
Future Simple	8	66	12.12
Past Perfect	5	66	7.57
Past Perfect Continuous	3	66	4.54
Present Perfect	2	66	3.03
Present Continuous	1	66	1.51
Present Perfect Continuous	0	66	0
Future Continuous	0	66	0
Total	159	660	-

Average mean score (x1) = 4.82

From Table 1, most students were able to use present simple tense (93.93%), past simple tense (87.87%) and past continuous tense (30.30%) respectively.

However, the students still had difficulty using the other tenses. Crucially, the most problematic tenses were present continuous (1.51%), present perfect continuous

(0%) and future continuous (0%) respectively. The average mean score of the accurate uses of tenses was 4.82.

Table 2 The mean score of the accurate uses of tenses in the translation version II (clearly stated time markers)

Tense	Marks of Accurate Uses	Total Score	%
Present Simple	63	66	95.45
Past Simple	62	66	93.93
Future Simple	48	66	72.72
Present Continuous	45	66	68.18
Past Continuous	44	66	66.66
Present Perfect Continuous	20	66	30.30
Present Perfect	16	66	24.24
Past Perfect Continuous	12	66	18.18
Past Perfect	11	66	16.66
Future Continuous	6	66	9.09
Total	327	660	-

Average mean score (x2) = 9.91

As shown in Table 2, when translating sentences with clearly stated time markers, the number of accurate uses of tenses significantly increased especially that of the future simple tense which approximately increased to 72.72%, present continuous tense 68.18%, past continuous tense 66.66% and present perfect continuous tense 30.30% respectively. Additionally, the average mean score of the accurate uses of tenses in this version was increased to 9.91.

Independent Sample t-Test

In order to test the research hypothesis which was stated that the mean score of the translation test version II will be higher than that of the version I, an independent samples t-test was used to examine the statistically significant difference between the mean scores in both versions. The results are shown in the table 3, 4, 5 and 6.

Table 3 The comparison of students' scores in translation tests version I and II

Student	Version I	Total Score	Version II	Total Score
1	7	20	9	20
2	4	20	8	20
3	2	20	7	20
4	8	20	14	20
5	4	20	10	20
6	5	20	13	20
7	4	20	10	20
8	5	20	8	20
9	4	20	7	20
10	6	20	12	20
11	4	20	7	20
12	7	20	9	20
13	5	20	6	20
14	4	20	8	20
15	4	20	14	20
16	6	20	9	20
17	3	20	4	20
18	4	20	10	20
19	4	20	9	20
20	5	20	7	20
21	4	20	11	20
22	5	20	12	20
23	5	20	11	20
24	5	20	9	20
25	5	20	15	20
26	4	20	11	20
27	6	20	11	20
28	4	20	10	20
29	6	20	13	20
30	4	20	7	20
31	5	20	8	20
32	6	20	15	20
33	5	20	13	20
Total	159	660	327	660

Table 4 Mean scores of version I and II

	N	Mean
Version I	33	4.82
Version II	33	9.91

Table 4 gives the descriptive statistics of the mean score of each translation version. The total score of the test in each version was 20. In this present study, 33 students were tested (N) in each translation version. The average mean score in version I was 4.82 and that of version II was 9.91. Conclusively, it shows that the mean score of version II was higher than that of version I.

Table 5 The sample variances of the two sets of scores (F test)

Translation	N	Mean	Variance	F	df		Sig.
Version I	33	4.82	0.82		Numerator	Denominator	
				5.12*	32	32	1.00
Version II	33	9.91	4.20				

H0: $\sigma^2_1 = \sigma^2_2$

H1: $\sigma^2_1 \neq \sigma^2_2$

Table 5 reveals the F value which equals to 5.12. It was obtained by dividing the larger of the two sample variances by the smaller one. The F value was then compared to the Fcritical at the .05 level of significance with 32 numerator degrees of freedom and 32 denominator degrees of freedom.

After comparing the obtained F in the critical value of F table, 1.00 was the Fcritical.

The H_0 for the F test is rejected when $F_{obtained}$ equals or exceeds the $F_{critical}$. In this study, $F_{obtained}$ was 5.12 and $F_{critical}$ was 1.00. Consequently, $F_{obtained}$ 5.12 > $F_{critical}$., .05, (df = 32 and 32) = 1.00. Thus, H_0 was rejected and unequal variances were assumed.

Table 6 The testing of the statistical significant difference between the mean scores in version I and II

	N	Mean	Mean Difference	t	df	Sig. 1 tailed
Version I	33	4.82				
			-5.09	-12.73*	64	0.000
Version II	33	9.91				
H0: $\mu_1 = \mu_2$						
H1: $\mu_1 < \mu_2$						

Table 6 presents the results of the independent samples t-test based on unequal variances. The t value in this study is -12.73 which is significant at the 0.000 level with 64 degrees of freedom.

The statistical data in the table shows that there is a significant difference between the mean score of the translation test version I and that of version II. It accordingly means that the null hypothesis is rejected with the zero chance out of 100 that the obtained sample difference could occur by sampling error.

Conclusively, the null hypothesis is rejected and the alternative hypothesis is accepted. In other words, there is sufficient evidence to conclude that the mean score in version II was higher than that of version I with a statistically significant difference.

The Impact of Thai Time Markers on the Reduction of Errors Concerning Using Wrong Tense

The mean score of the translation test version I with no clearly stated time markers was 4.82 and that of version II was 9.91. Apparently, the existence of clearly stated time markers had a positive impact for the students. The mean score of the version II was far higher than that of version I.

However, despite the existence of time markers, in both versions, the students had difficulties using 5 tenses which were present perfect continuous (30.30%), present perfect (24.24%), past perfect continuous (18.18%), past perfect (16.66) and future continuous (9.09%).

All in all, the time markers in some tenses had an obvious positive impact on translating Thai into English since the uses of correct tense dramatically increased in version II.

Nevertheless, at some point, the existence of clearly stated time markers did not efficiently help the students use all the tenses accurately since the mean score in version II was slightly lower than a half of the total score.

Types of Errors Concerning the Use of Verbs and Tenses

Table 7 Overall errors from the translation tests version I and II based on each type of errors

Types of Errors	Frequency (Version I)	Frequency (Version II)	Total	%
1. Misformation	155	165	320	54.70
- Verb preposition errors	(45)	(41)	(86)	(14.70)
- Subject-verb agreement	(41)	(32)	(73)	(12.47)
- Inappropriate use of voice	(24)	(43)	(67)	(11.44)

Table 7 (Continued)

Types of Errors	Frequency (Version I)	Frequency (Version II)	Total	%
- Word choice	(20)	(20)	(40)	(6.83)
- Irregular past participle errors	(15)	(16)	(31)	(5.29)
- Tense indicative errors	(5)	(6)	(11)	(1.87)
- Verb forms	(5)	(7)	(12)	(2.05)
2. Addition	87	77	164	28.03
- Prepositions	(50)	(46)	(96)	(16.41)
- Unnecessary items	(19)	(20)	(39)	(6.66)
- Double marking	(18)	(11)	(29)	(4.94)
3. Omission	70	31	101	17.26
- Tense indicator	(35)	(14)	(49)	(8.37)
- Auxiliary verb	(9)	(7)	(16)	(2.73)
- Main verb	(13)	(4)	(17)	(2.90)
- Past participle markers	(7)	(5)	(12)	(2.05)
- Prepositio	(6)	(1)	(7)	(1.19)
4. Misordering	(0)	(0)	(0)	(0.00)
Total	312	273	585	100

The types of English verb errors frequently found in the Thai into English translation tests are shown in Table 7. It shows the types and the frequency of errors found in the tests version I and II. As seen in the Table, the most frequent type of errors was misformation. The second and the third most frequent errors were addition and omission respectively. However, the misordering errors were not found in the study.

Table 8 The rank of the errors in version I and II based on the frequency occurred

No.	Types of Errors	Frequency (Version I)	Frequency (Version II)	Total	%
1.	Simple addition of prepositions	50	46	96	16.41
2.	Verb-preposition errors	45	41	86	14.70
3.	Subject-verb agreement	41	32	73	12.47
4.	Inappropriate use of voice	24	43	67	11.44
5.	Omission of tense indicator	35	14	49	8.37
6.	Word choice errors	20	20	40	6.83
7.	Simple addition of unnecessary items	19	20	39	6.66
8.	Irregular past participle errors	15	16	31	5.29
9.	Double marking	18	11	29	4.94
10.	Omission of main verb	13	4	17	2.90
11.	Omission of auxiliary verb	9	7	16	2.73
12.	Verb form errors	5	7	12	2.05
13.	Omission of past participle markers	7	5	12	2.05
14.	Tense indicative errors	5	6	11	1.87
15.	Omission of preposition	6	1	7	1.19
Total		312	273	585	100

The frequency of English errors concerning the use of verbs and tenses found in the translation from Thai into English is shown in Table 8. As seen from the table, the most frequent errors found in the translation tests were the simple addition of prepositions (16.41%). The second and the third most frequent errors in this study were verb-preposition errors (14.70%) and subject-verb agreement errors (12.47%) respectively.

The following is a discussion of the result of each category. Frequency and examples of errors in each category are provided along with the corrected sentences in English.

Table 9 Frequency of errors concerning the simple addition of prepositions

Simple Addition	Frequency (Version I)	Frequency (Version II)	Total	%
Preposition	50	46	96	16.41

Table 9 shows that the students tended to add prepositions to particular verbs which did not require any preposition. 16.41% of all the errors in this study were the simple addition of prepositions.

Examples 1: Errors concerning the simple addition of prepositions**Incorrect Sentences**

When the toast was raised here in order to *celebrate for* the opening of the highest communication tower, Yakuza gangsters didn't participate.

The Born Free Foundation *has fought at* ivory trade.

The public auctions for license plates *announce about* the new service to customers that they can have telephone bidders.

Corrected Sentences

When the toast was raised here in order to *celebrate* the opening of the highest communication tower, Yakuza gangsters didn't participate.

The Born Free Foundation *has fought* ivory trade.

The public auctions for license plates *announce* the new service to customers that they can have telephone bidders.

Table 10 Frequency of errors concerning verb preposition

Type of Error	Frequency (Version I)	Frequency (Version II)	Total	%
Verb Preposition	45	41	86	14.70

As seen from Table 10, the second most frequent errors in this study were the use of verb and preposition (14.70%). That is, the students used the wrong prepositions with particular verbs. Furthermore, the most problematic verb in this study was the verb which has to be followed by the preposition *of*. The verbs which were used inaccurately most frequently were *accuse* and *admit*.

Examples 2: Errors concerning verb preposition

Incorrect Sentences	Corrected Sentences
Chuwit Kamolwisit, the leader of Rak Thailand Party, was <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was <i>admitted to</i> a hospital.
Many people around the world <i>looked forward for</i> watching Poland in UEFA.	Many people around the world <i>looked forward to</i> watching Poland in UEFA.

Table 11 Frequency of errors concerning subject-verb agreement

Subject-Verb Agreement Errors	Frequency (Version I)	Frequency (Version II)	Total	%
Plural subject + singular verb	29	16	45	7.69
Singular subject + plural verb	12	16	28	4.78
Total	41	32	73	12.47

Table 11 shows the number of errors in relation to the use of subject-verb agreement. The students tended to use verbs that did not agree in terms of number with their subjects. Using plural subject with singular verb was the most frequent errors found in the study (7.69%) and singular subject with plural verb (4.78%). Additionally, this type of errors was in the third rank in this study.

Errors in terms of subject-verb agreement in this study were found that the plural subjects seemed to be the most problematic for the students. The reason was most of the subjects in the tests were in the plural forms.

Examples 3: Errors concerning subject-verb agreement

Incorrect Sentences	Corrected Sentences
The truck with high speed in South of India crashed and killed 18 Muslim pilgrims who <i>was sleeping</i> on the footpath.	The truck with high speed in South of India crashed and killed 18 Muslim pilgrims who <i>were sleeping</i> on the footpath.
1,350 people <i>was</i> killed in Karachi.	1,350 people <i>were</i> killed in Karachi.
The English government <i>have</i> no plastic bag reduction policy.	The English government <i>has</i> no plastic bag reduction policy.

Table 12 Frequency of errors concerning the use of voice

Form used	Accurate Form	Frequency (Version I)	Frequency (Version II)	Total	%
Active	Passive	17	31	48	8.20
Passive	Active	7	12	19	3.24
	Total	24	43	67	11.44

Table 12 reveals the frequency concerning the inappropriate use of voices; the students apparently used inappropriate active voice more frequently than the inaccurate passive voice.

Examples 4: Errors concerning inappropriate use of voice

Incorrect Sentences	Corrected Sentences
Aung San Suu Kyi <i>had detained</i> for 15 years.	Aung San Suu Kyi <i>had been detained</i> for 15 years.

Examples 4: (Continued)

Incorrect Sentences	Corrected Sentences
Taiwan <i>had separated</i> from China.	Taiwan <i>had been separated</i> from China.
The Born Free Foundation <i>has been fought against</i> ivory trade. Foundation	The Born Free <i>has been fighting against</i> ivory trade.

Table 13 Frequency of errors concerning the omission of tense indicator

Omission	Frequency (Version I)	Frequency (Version II)	Total	%
Tense Indicator	35	14	49	8.37

From Table 13, there were about 8.37% of errors concerning the omission of tense indicator. It was the fifth most frequent category of error. The students tended to omit the item which indicated the tenses and aspects in particular sentences.

Examples 5: Errors concerning the omission of tense indicator

Incorrect Sentences	Corrected Sentences
Guzzini <i>always make</i> designer objects for kitchen and routine life.	Guzzini <i>always makes</i> designer objects for kitchen and routine life.
Bin Laden lived in Abbottabad city before attacking team <i>kill</i> him.	Bin Laden lived in Abbottabad city before attacking team <i>had killed</i> him.
The company now <i>give</i> cars to customers without slowness.	The company <i>is</i> now <i>giving</i> cars to customers without slowness.
Mazda Company said that they <i>send</i> the car to their customers without slowness.	Mazda Company said that they <i>sent</i> the car to their customers without slowness.

Table 14 Frequency of errors concerning word choice

Types of Error	Frequency (Version I)	Frequency (Version II)	Total	%
Word choice	20	20	40	6.83

Table 14 shows that the number of word choice errors in the tests version I and that of version II were 40 (6.83%). Significantly, the number of the type in each version is exactly the same: 20 times. This is probably because the students simply used the sentences in the first version to write in the second version. Consequently, the wrong word was rewritten in the version II by the same students.

Examples 6: Errors concerning word choice errors**Incorrect Sentences**

Election *effects* positively with travel industry.

The toast will be *rised up*.

Aung San Suu Kyi has been *prisoned*.

Corrected Sentences

Election *affects* travel industry positively.

The toast will be *raised*.

Aung San Suu Kyi *has been imprisoned*.

Table 15 Frequency of errors concerning the simple addition of unnecessary items

Simple Addition	Frequency (Version I)	Frequency (Version II)	Total	%
Unnecessary items	19	20	39	6.66

The results of the study showed that unnecessary insertion of items which must not appear in well-formed utterances was the seventh most frequent errors. As shown in Table 15, there are 39 times that the errors were found.

Examples 7: Errors concerning the simple addition of unnecessary items

Incorrect Sentences	Corrected Sentences
Chuwit Kamolwisit, the head of Rak Thailand Party, was taken to <i>cure at</i> a hospital in Surajthani province.	Chuwit Kamolwisit, the head of Rak Thailand Party, <i>was taken to</i> a hospital in Surajthani province.
Chris Pine always works as an actor but he isn't noticed in Hollywood until playing in Star Trek movie in 2009 <i>that</i> makes him famous.	Chris Pine always works as an actor but he isn't noticed in Hollywood until <i>playing in Star Trek movie in 2009 makes</i> him famous.

Table 16 Frequency of errors concerning irregular past participle

Sentence Form	Frequency (Version I)	Frequency (Version II)	Total	%
Past simple	10	10	20	3.41
Passive voice	3	4	7	1.36
Present perfect	1	1	2	0.34
Would + have + past participle	1	-	1	0.17
Past perfect	-	1	1	0.17
Total	15	16	31	5.29

Examples 8: Errors concerning irregular past participle

Incorrect Sentences	Corrected Sentences
The Born Free Foundation <i>fighited</i> with ivory trade.	The Born Free Foundation <i>fought</i> ivory trade.
Pilgrims <i>sleeped</i> along the footpath.	Pilgrims <i>slept</i> along the footpath.
A high speed truck in South India <i>slided</i> .	A high speed truck in South India <i>slid</i> .

Table 17 Frequency of errors concerning double marking

Types of Double Marking	Frequency	Frequency	Total	%
	(Version I)	(Version II)		
Past tense marker	11	6	17	2.90
Negative marker	1	4	5	0.85
Present tense marker	4	1	5	0.85
Preposition	2	-	2	0.34
Total	18	11	29	4.94

Table 17 above shows the frequency of errors concerning the double marking of English grammatical items. The students double the markers indicating past tense the most frequently (58.62%). It is interesting that the double marking of past tense was found more frequently than the other types of the same category combined.

Examples 9: Errors concerning double marking

Incorrect Sentences

Bin Laden had lived in Abbottabad before the USA commando *attacked to slain* him.

Aung San Suu Kyi was *rarely not* allowed to meet or communicate with the outsiders.

Yaguza gansters *didn't celebrated*.

Corrected Sentences

Bin Laden had lived in Abbottabad before the USA commando *attacked to slay* him.

Aung San Suu Kyi was *rarely* allowed to meet or communicate with the outsiders.

Yaguza gansters *didn't celebrate*.

Table 18 Frequency of errors concerning the omission of main verb and auxiliary verb

Types of Omission	Frequency	Frequency	Total	%
	(Version I)	(Version II)		
Main verb	13	4	17	2.90
Auxiliary verb	9	7	16	2.73

The table 18 shows that there were 17 times that the error concerning the omissions of main verbs were found (2.90%) while the omission of auxiliary verbs, which were required in the well-formed sentences, was found 16 times (2.73).

Examples 10: Errors concerning the omission of main verb and auxiliary verb**Incorrect Sentences**

At the opening of communication tower which ___ the tallest in the world, yaguza gangsters didn't celebrate.

The Born Free Foundation _____ against ivory trade.

An Accident and Emergency doctor was told he made the mercy killing to an old woman by injecting medicine which _____used with death row prisoners

Corrected Sentences

At the opening of communication tower which *is* the tallest in the world, yaguza gangsters didn't celebrate.

The Born Free Foundation *fight*s against ivory trade.

An Accident and Emergency doctor was told he made the mercy killing to an old woman by injecting medicine *which was used* with death row prisoners.

Table 19 Frequency of errors concerning verb forms

Types of Error	Frequency	Frequency	Total	%
	(Version I)	(Version II)		
Verb form	5	7	12	2.05

As seen from Table 19, a few errors concerning verb forms were occasionally found in the study (2.05%). Shifting from gerund to past participle or infinitive is the most frequent error in relation to this type.

Examples 11: Errors concerning verb forms

Incorrect Sentences	Corrected Sentences
Cambodian authorities have tried to contact the Thai Government <i>before to visit</i> 3 Cambodian men.	Cambodian authorities have tried to contact the Thai Government <i>before visiting</i> 3 Cambodian men.
The glass was held high <i>for celebrated</i> .	The glass was held high <i>for celebrating</i> .
He used the medicine that is used <i>for kill</i> the death row prisoners.	He used the medicine that is used <i>for killing</i> the death row prisoners
The public auctions for license plates allow customers <i>telling</i> the price by telephone bidders.	The public auctions for license plates allow customers <i>to tell</i> the price by telephone bidders.

Table 20 Frequency of errors concerning the omission of past participle indicative markers

Omission	Frequency (Version I)	Frequency (Version II)	Total	%
Past participle indicative markers	7	5	12	2.05

In Table 20, it shows that the omission of past participle markers was another error type which was occasionally found in the study (2.05%). A few students did not complete the requirement of writing a sentence in the passive form since they omitted the past participle markers in the main verbs.

Examples 12: Errors concerning the omission of past participle indicative markers

Incorrect Sentences	Corrected Sentences
The glasses were <i>lift</i> up for toasts.	The glasses were <i>lifted</i> up for toasts.
The public auctions for license plates <i>will be provide</i> for telephone bidders.	The public auctions for license plates <i>will be provided</i> for telephone bidders.
Chris Pine did not seem <i>to be notice</i> in Hollywood.	Chris Pine did not seem <i>to be noticed</i> in Hollywood.

Table 21 Frequency of errors concerning tense indicative markers

Type of Error	Frequency (Version I)	Frequency (Version II)	Total	%
Tense Indicative	5	6	11	1.87

As seen in Table 21, a few students used the inaccurate form to express the tense and aspects in the sentences. These errors appeared in version I 5 times (0.85%) and 6 times (1.02%) in version II. Totally, there were 11 times or 1.87% that this error type was found in the study.

Examples 13: Errors concerning tense indicative markers

Incorrect Sentences	Corrected Sentences
The upcoming election <i>will has</i> a positive consequence.	The upcoming election <i>will have</i> a positive consequence.
Pheu Thai party <i>helds</i> meeting at Bangkok's Lumpini.	Pheu Thai party <i>holds</i> meeting at Bangkok's Lumpini.

Examples 13: (Continued)

Incorrect Sentences	Corrected Sentences
PheuThai Party <i>was also has</i> a campaign at Bangkok's Lumpini.	PheuThai Party <i>was also having</i> a campaign at Bangkok's Lumpini.
Chris Pine continually works as an actor but <i>does not quite to be</i> noticed.	Chris Pine continually works as an actor but <i>is not</i> quite noticed.

Table 22 Frequency of errors concerning the omission of preposition

Omission	Frequency (Version I)	Frequency (Version II)	Total	%
Preposition	6	1	7	1.19

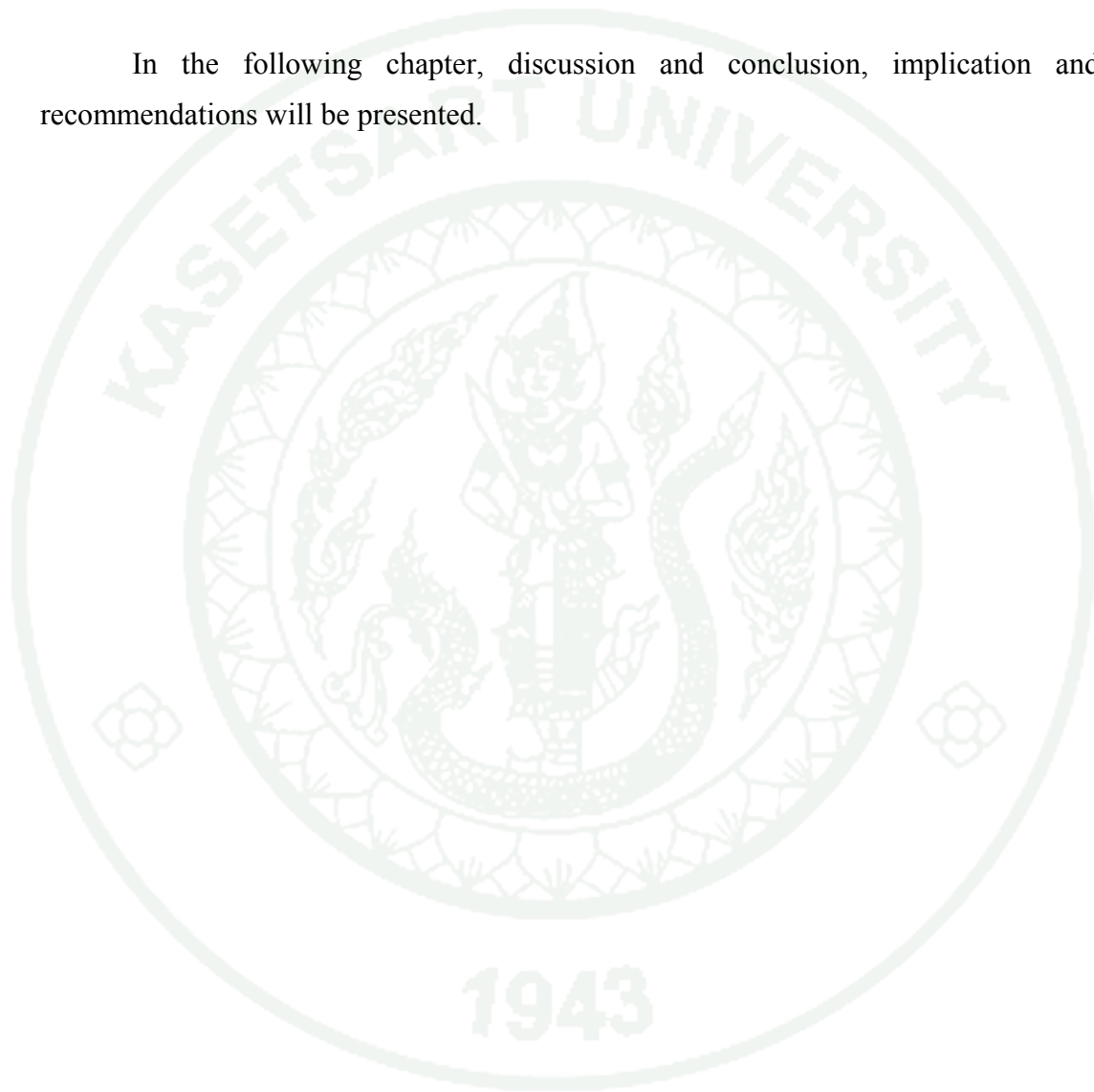
The total number of this error found in version I and II is 7 or 1.19%. This error type is the least frequently found in the study.

Examples 14: Errors concerning the omission of preposition

Incorrect Sentences	Corrected Sentences
An Accident and Emergency doctor was accused ____ doing the mercy killing.	An Accident and Emergency doctor was accused <i>of</i> doing the mercy killing.
An Accident and Emergency doctor was charged ____ doing the mercy killing.	An Accident and Emergency doctor was charged <i>with</i> doing the mercy killing.
An old woman was injected ____ the poison	An old woman was injected <i>with</i> the poison

This chapter has discussed the results in the present study in two main aspects. Firstly, it has revealed the impact of unclearly stated and clearly stated time markers on the Thai into English translation. Secondly, the frequency and the types of errors found in the translation tests version I and II have been identified.

In the following chapter, discussion and conclusion, implication and recommendations will be presented.



CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents the discussion and conclusion of the research finding regarding to the research questions and previous studies, implication and recommendation of the study.

Discussions of the Research Findings

The results obtained from the translation tests version I and II can be used to answer the three main research questions:

1. Do the Thai time markers clearly stated in the contexts reduce the errors of using wrong tenses?
2. What types of errors concerning the use of verbs and tenses are frequently found in the translation from Thai into English?

The conclusion and discussion are presented according to the research questions of the study as follows:

1. Do the Thai time markers clearly stated in the contexts reduce the errors of using wrong tenses?

The results from the students' translation tests version I and II provide the answer to one of the main research questions which investigate if the Thai time markers clearly stated in the contexts reduce the errors of using wrong tenses. The mean score of the translation test version I with no clearly stated time markers was 4.82 and the mean score of the test version II was 9.91. The tenses which were the least problematic for the students in this research were present simple tense and past simple tense since the total scores were up to 90% in both versions.

Obviously, the mean score of the translation test with time markers was far higher than that of the translation test without the time markers. Thus, considering the finding, the research hypothesis stated that the mean score of the translation test version II will be higher than that of the version I was proved. It can also be concluded that the Thai time markers clearly stated in the contexts helped reduce the errors of using wrong tenses. In other words, they had more positive impact on the students' translation than the negative one.

Additionally, it was found that the existence of clearly stated Thai time markers which convey similar meanings to the English ones had a positive impact for the participants. This is in accordance with Odlin (1989) who stated that the foreign elements which are similar to the learner's native language will result in positive transfer. For example, the overall scores for the present continuous increased from 1.51% in version I to 68.18% in version II due to the existence of the time marker “กำลัง” [kam-lang]. This is due to the fact that the time marker indicates the process of doing something in both Thai and English. Another time marker which has positive impact is “จะ” [cha] (potentiality). The existence of this time marker helped the students choose the accurate tense since it showed in the chapter four that the percentage of accurate use for this tense increased from 12.12% in version I to 72.72% in version II. Since the time marker “จะ” is frequently translated as “will” in English (Kanchanawan, 1978 and Tawilapakul, 2001) and both time markers indicate an action which happens in the future, the students did not have many difficulties using the future simple tense when the time marker “จะ” appeared in the context.

Even so, despite the existence of the Thai time markers, it was found that the students still had difficulties using 5 tenses which have the lowest scores in both versions. The tenses were present perfect continuous, present perfect, past perfect continuous, past perfect and future continuous. Most of these problematic tenses found in this research supported the previous study by Lukanavanich (1988) who found that present perfect, present perfect continuous and past perfect continuous were the most problematic tenses for Thai university students. Even so, the investigation of the impact of Thai time markers on the use of the past perfect and future continuous tenses was initiated in this study.

The reason why some tenses are still problematic for the Thai students was due to the fact that certain English tenses could not be clearly expressed by Thai time markers since there are no such distinct concepts of time in Thai.

For example, the co-occurrence of Thai time markers “ได้” [dai] and “ก่อน” [kon] which indicate the past perfect in the sentence “นายกรัฐมนตรีอภิสิทธิ์ กล่าวเมื่อวานนี้ว่าเจ้าหน้าที่กัมพูชาได้พยายามติดต่อกับทางการไทยก่อนหน้านี้อันเพื่อที่จะเข้าเยี่ยมชายเขมรทั้ง 3 คน” had a negative impact for the students since the total scores only slightly increased from 7.57% in version I to 16.66% in version II.

Although this situation apparently happened in the past, most of the students still did not understand the time concept of the past perfect which implied that the latter action “ได้พยายามติดต่อกับทางการไทยก่อนหน้านี้อัน” had happened before the former action “นายกรัฐมนตรีอภิสิทธิ์ กล่าวเมื่อวานนี้”. Consequently, despite the existence of the time markers, most of the students simply translated the Thai sentence into English in the form of past simple tense since there is no distinct sense or concept of past perfect in Thai.

Another time marker which had a negative impact on the translation is the co-occurrence of the time markers “จะ” [cha] and “อยู่” [yu] which express the future continuous tense in the sentence “โลกกีฬาจะจับตาดูทีมชาติโปแลนด์อยู่เมื่อเป็นเจ้าภาพรวมในศึกฟุตบอลชิงแชมป์แห่งชาติยุโรปกับยูเครนตั้งแต่วันที่ 8 มิถุนายนถึง 1 กรกฎาคม 2012” The percentage of accurate use for this tense in both versions were extremely low (0% in version I and 9.09% in version II). Although the Thai students were familiar with the future simple tense with the existence of “will” and the Thai time marker “จะ”, the concept of the future continuous tense is very rare in Thai. Hence, most of the students tended to translate this sentence using the future simple tense.

All in all, from the results, the clearly stated Thai time markers expressing the concepts of time or the tenses which have similar meanings or concepts to the English ones had positive impact on Thai into English translation in terms of reduction of the use of wrong tense. However, the Thai time markers expressing the

English tenses which do not have any clear sense or concept in Thai namely perfective and perfect progressive resulted with negative impact.

Moreover, considering the mean score in version II, although the existence of clearly stated time markers helped the students choose certain tenses accurately, they did not efficiently help the students use all the tenses proficiently since the mean score in version II was still lower than a half of the total score.

Crucially, since the data collection of this study took place in only one day, that is, all the 33 subjects were given the translation tests both version I and II to complete within the same period, it was possible that the subjects could recognize the difference between the texts in version I and II which led to the increase of the mean score in version II.

Consequently, in order to provide more reliable results, research on the same topic should be repeatedly conducted with a longer period of data collection and the two groups should be independently separated in order to see a more distinct difference between the result from the control group and that of the experimental group.

2. What types of errors concerning the use of verbs and tenses are frequently found in the translation from Thai into English?

The errors found in this study fall into three main categories which are as follows:

Misformation is the use of wrong form of the morpheme or structure (Dulay, Burt, and Krashen, 1982). There are 7 error types which belong to the category: verb-preposition errors, subject-verb agreement errors, inappropriate use of voice, word choice errors, irregular past participle errors, verb form errors and tense indicative errors.

Simple addition is the presence of an item which must not appear in a well-formed utterance. There are 3 error types in this category: simple addition of prepositions, simple addition of unnecessary items and double marking.

Omission is the absence of an item that must appear in a well-formed utterance. There are 5 types of omission found in the study: omission of tense indicator, omission of main verb, omission of auxiliary verb and omission of past participle markers and omission of preposition.

According to the research findings, the most problematic aspect concerning the use of verbs for the students was the use of verb with preposition. The simple addition of prepositions to certain verbs was most frequently found in the study and using the wrong prepositions with particular verbs was the second mostly found. The following is a detailed discussion of the five most frequent error types and interesting aspects in each category.

First, as for the simple addition of prepositions, the students tended to add prepositions to particular verbs which did not require any preposition. The verb which was used incorrectly most frequently was *fight*.

Second, as for the verb preposition errors, the students used the wrong prepositions with particular verbs. Furthermore, the most problematic verb preposition in this study was the verb preposition *to*. The verbs which were used inaccurately most frequently were *admit*, *accuse* and *suspect*.

Third, the results of the study showed that subject-verbs agreement errors were one of the most significant types of error since most of the students tended to use plural subjects with singulars verbs.

Fourth, as for the appropriate use of voice, many Thai learners frequently used the active form to translate the Thai sentences which were required to be in the passive form in the original English.

Fifth, the students tended to omit the item which indicated the tenses and aspects in particular sentences. In other words, they lacked consistency of the tense used in a context.

The simple addition of prepositions to the verbs and the verb preposition errors were initially found in this present study as the first and the second most problematic aspects concerning the use of verbs and tenses in translation from Thai into English by the Thai students. Nevertheless, the other categories of errors in this study, which were the problem of passive voice, the omission of tense indicator, word choice errors and the errors concerning verb inflections, were also found.

Discussions of Possible Sources of the Errors in the Study

In this present study, the mother tongue interference or interlingual errors seemed to be the possible major source of errors. With regard to Selinker (1972) and (Ellis 1990), this is due to the fact that, during the learning process, L2 learners tend to learn the target language with basic knowledge from their native language. Simultaneously, they also attempt to adjust their mental learning system to understand the different grammatical rules of the target language in order to develop the communicative skill.

However, since the learners develop their second language knowledge based on their basic native language, there may be the characteristics of the learner's native language interference in the target language. Hence, interlingual errors are the results of such interference.

Consequently, it is common for the Thai students to use English based on their native language structure. It can be seen from the findings that the simple addition of prepositions was the most frequently found errors in this study. It was because Thai and English have different structures of verb and preposition and when the Thai students did the Thai into English translations, they inappropriately applied the Thai structure to translating certain Thai verbs into English; they added the prepositions, which were required to follow the verbs in Thai but not necessarily in English.

For example, the word *fight*, which means to try hard to stop, deal with or oppose something bad, does not come with any preposition. However, the Thai learners tended to add the preposition *with* to the verb since in Thai the word “ต่อสู้” [tor-su] (fight) always comes with the preposition “กับ” [kab] (with).

In addition, the result shows that the verb preposition error was the second frequently found in the study. The students also had difficulties using the accurate preposition with some specific verbs. The participants in this study seemed to have insufficient knowledge or experience of how to use some English verbs which have to be followed by specific prepositions. For example, in the sentence

“แพทย์แผนกฉุกเฉินและอุบัติเหตุคนหนึ่งถูก **ตั้งข้อหาว่า** กระทำ “การฉวยฆาต” คุณชายคนหนึ่งผู้ซึ่งถูกเขาเกลียดชังที่ใช้นักโทษประหาร”

When translating the Thai verb “ตั้งข้อหา” [tang-kor-ha] (accuse, charge), many students tended to use the word *accuse* with the relative pronoun *that* followed by subordinate clause although the word is required to use with the specific preposition which is *of*.

The possible reason that could explain why this type of errors occurred is since the Thai word “ตั้งข้อหา” always comes with the relative pronoun “ว่า” [wa] (that), so the students might combined the Thai structure with the English one.

Still, the errors concerning verb and preposition could be resulted from the intralingual aspect as well. According to Richard (1971), the failure to observe restrictions in the use of verb and preposition derived from analogy. Some learners rationalized a different usage of prepositions from their previous experience of English. For example, some learners who have encountered a particular preposition with one type of verb will attempt to use the same preposition with similar verbs.

Besides the simple addition of prepositions and the error concerning verb preposition errors, the interlingual errors are the possible major sources of subject-verb agreement errors, the errors concerning the use of voice and omission of tense indicator in the study.

The Sources of Subject-verb Agreement Errors

According to the results of the study, the students tended to use verbs that did not agree in terms of number with their subjects. Using plural subject with singular verb was the most frequent errors found in the study (7.69%) and singular subject with plural verb (4.78%). Additionally, this type of errors was in the third rank in this study.

This is due to the fact that one of the significant differences of grammatical elements between Thai and English was subject verb agreement. This difference has confused Thai learners when using English and the interlingual error was the most possible source of this type of error since Thai words do not change the form according to the number, tense or gender (Pholthee, 2008). Hence, the Thai learners are not aware of using correct form of verbs to agree with the subjects.

The Source of Errors Concerning the Use of Voice

This type of error was ranked as the fourth in the study. Many Thai students frequently used the active form to translate the Thai sentences which were required to be in the passive form in the original English.

According to Wimonchalao (1985) and Thep-Ackrapong (2006), the use of voice was one of the significant problems in translation of Thai into English since Thai language does not have a dominant pattern of passive form. Consequently, some Thai learners might find it more comfortable to use the active form to translate the Thai sentences which were or had to be in the passive form in the original English texts. Consequently, this type of errors may have resulted from interlingual interference.

The Source of Omission of Tense Indicator

Thai students in this study seemed to have difficulties using the accurate tenses when translating Thai sentences. Overall, there were 49 omissions of tense indicator found in the translation tests version I and II. This type of error was the fifth mostly found in the study.

The possible source of error is mother tongue interference. This is due to the fact that the concept of time is not directly expressed by tense in Thai. Thai has neither verb inflections nor auxiliaries to convey the time concept because the present, past or future times are expressed by the combination of time phrases, time markers, aspects markers and some types of verbs (Kanchanawan, 1978). Consequently, it is possible that some Thai learners were not aware of the importance of applying tenses and aspects to particular verbs in the sentences.

In conclusion, the results of this study revealed that the most frequently found errors made by the second-year English majored students in this study were the simple addition of verbs and the misuse of verb and preposition. The errors were possibly resulted from the differences between Thai and English which led to mother tongue interference or interlingual errors.

Implication of the Study

The present study can make contributions to Thai students who confront the problem with tenses because the findings of the study can be a guideline for a better understanding on how the Thai time markers impacted the use of tenses when translating Thai sentences into English. Moreover, The Thai students could gain recognition and awareness of the types and the possible causes of the errors in the use of verbs and tenses.

Moreover, the results of the study could provide a guideline for course designers or translation instructors in order to develop more effective teaching techniques and materials to help Thai students reduce the difficulties when doing the translation task. From the research findings, they could have a better understanding of the problematic aspects which Thai students confront the most when translating.

In this study, the most problematic area in the translation from Thai into English is the use of verb and preposition. Consequently, it is necessary for translation or EFL instructors to raise the students' awareness of how to use certain verbs correctly and to help them distinguish the differences between the Thai and English structures.

As for those who want to do the further study of error analysis in other language areas or aspects, the findings could be used as background knowledge which demonstrates the factors and problems concerning the learners' L2 acquisition.

Recommendation for Further Study

Firstly, since the present study concerns only the use of verbs and tenses at the sentence level, it will be beneficial that the study of the same topic in a broader level is conducted.

Secondly, since the data collection of this study took place in only one day, that is, all The 33 subjects were given the translation tests both version I and II to complete within the same period, it was possible that the subjects could recognize the difference between the texts in version I and II. Consequently, in order to provide more reliable results, research on the same topic should be conducted with a longer period of data collection and the two groups should be independently separated in order to see a more distinct difference between the result from the control group and that of the experimental group.

Thirdly, since the sample in this study were only second-year English major students, the findings cannot be generalized to all Thai students due to the small sample size. Hence, in order to provide more reliable results, further study should be focused on a larger number of samples.

Fourthly, this present study only focused on the impact of Thai time markers on the use of verbs and tenses so the main focus is only on the Thai time markers. Thus, there should be the study of the impact of other kinds of markers such as Thai preposition or plural markers. Additionally, future study should be conducted to investigate errors in other elements of English structure such as articles, preposition and subject-verb agreement.

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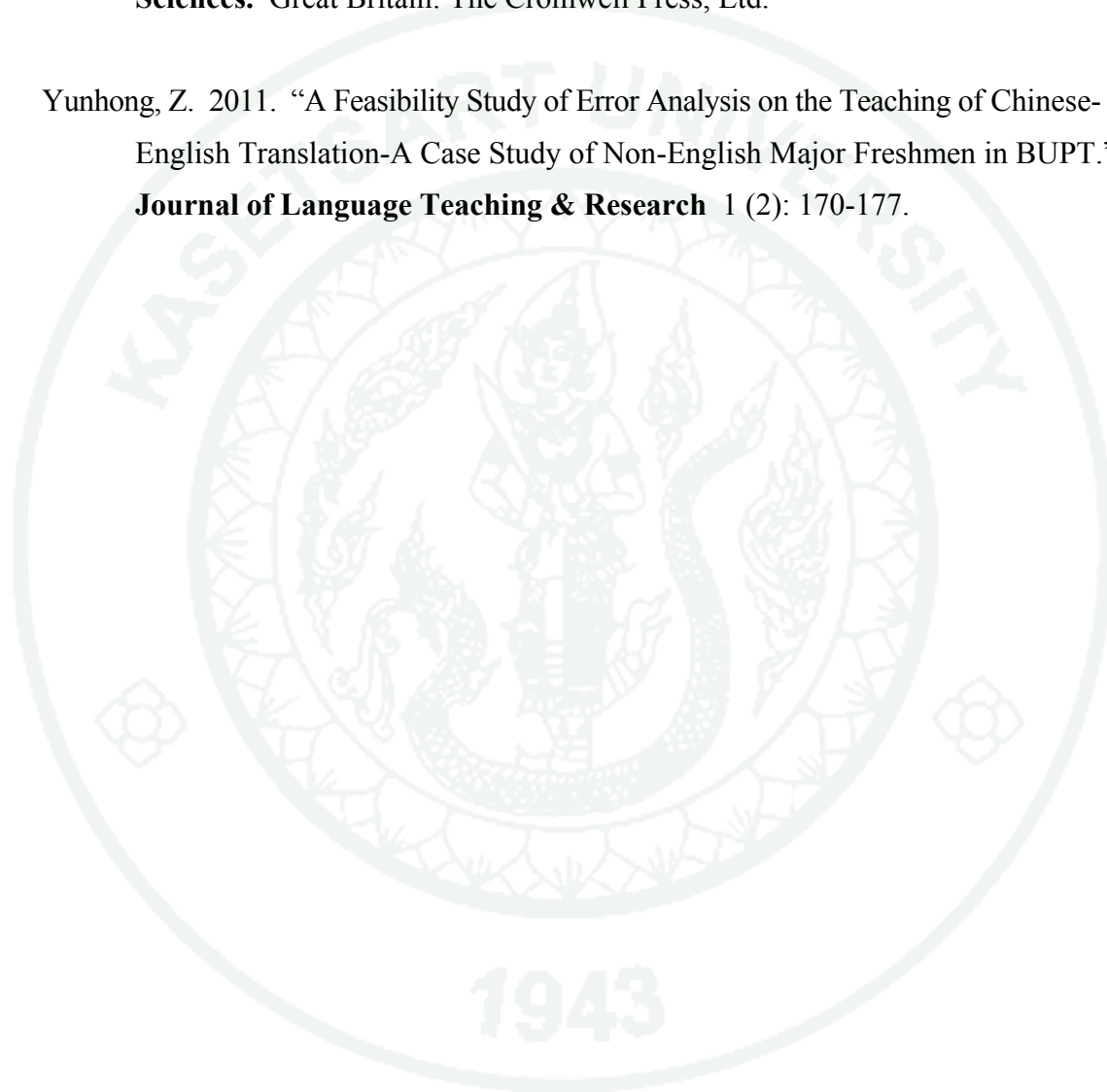
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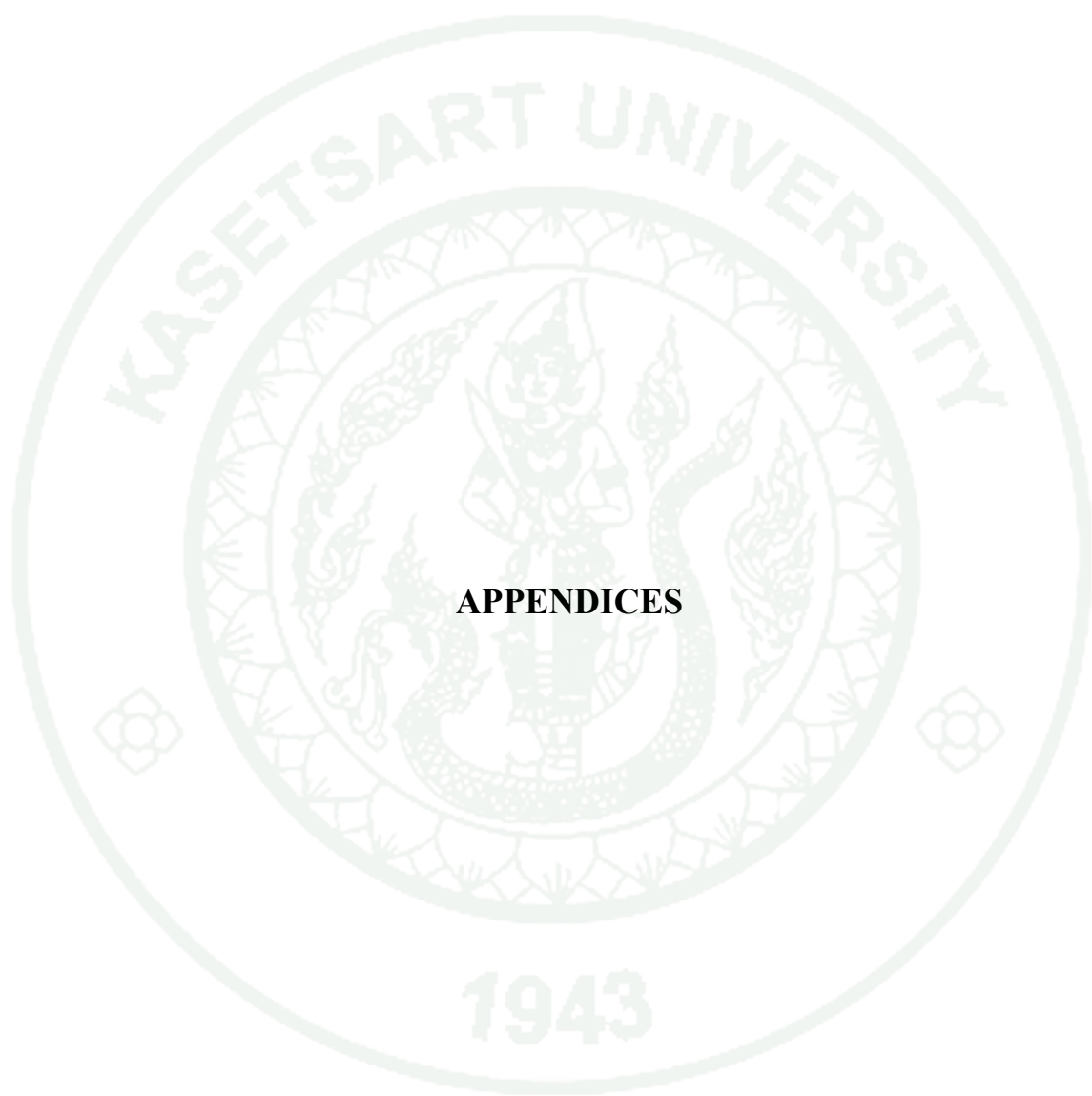
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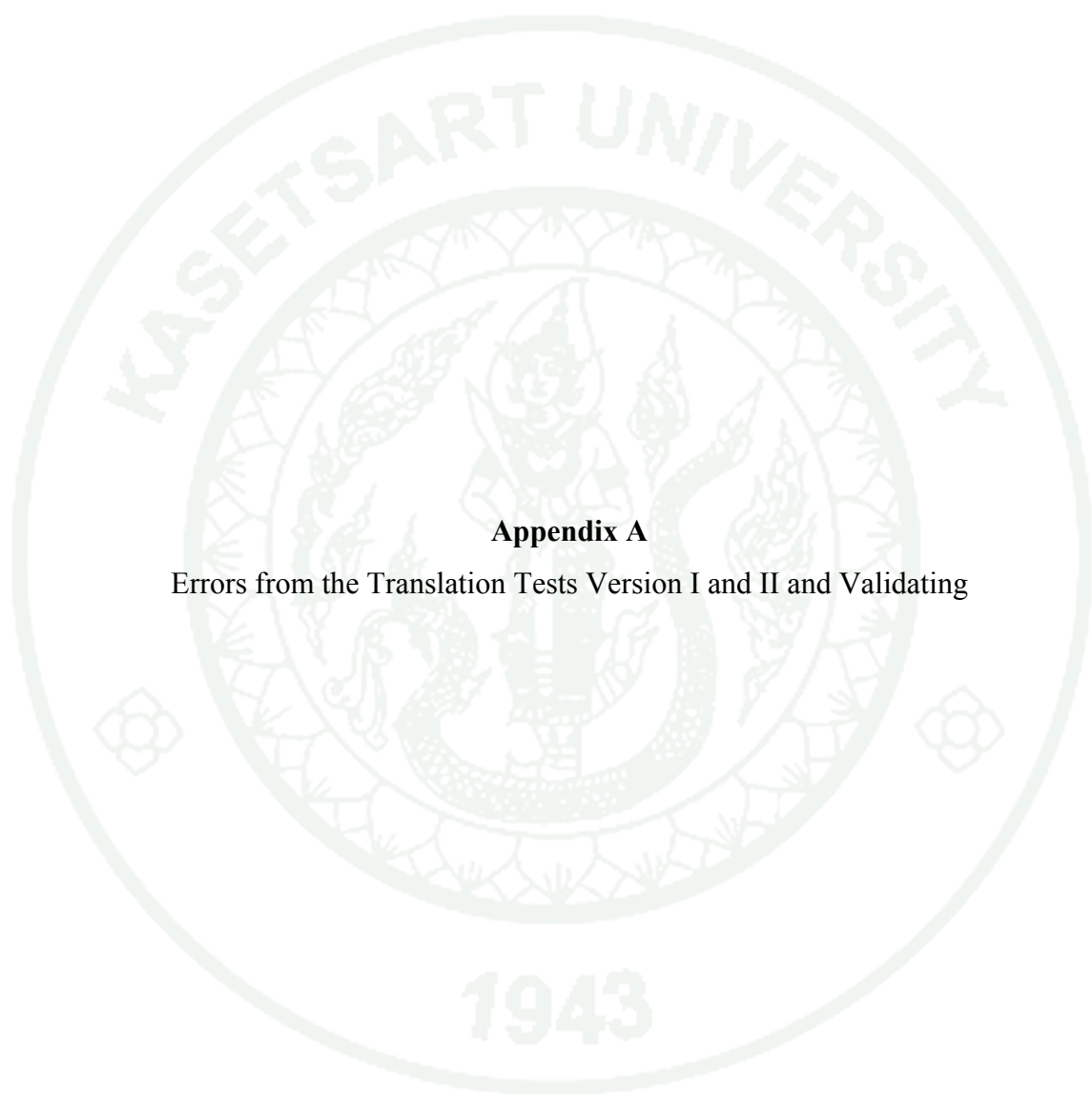
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Appendix A

Errors from the Translation Tests Version I and II and Validating

Appendix Table 1 Addition: Simple Addition of Preposition in Version I (50)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	The Born Free Foundation <i>fought with</i> the ivory trade.	The Born Free Foundation <i>fought</i> the ivory trade.	√	√	√
2.	The Born Free Foundation, Protected Wildlife <i>fights with</i> the ivory trade.	The Born Free Foundation, Protected Wildlife <i>fights</i> the ivory trade.	√	√	√
3.	The Born Free Foundation - the International Organization which protects the wild life- <i>fought with</i> the ivory trade.	The Born Free Foundation - the International Organization which protects the wild life- <i>fought</i> the ivory trade.	√	√	√
4.	The Born Free Foundation <i>fought with</i> the ivory trade.	The Born Free Foundation <i>fought</i> the ivory trade.	√	√	√
5.	The Born Free Foundation, the international wild life animal protecting organization, <i>fought with</i> ivory trade.	The Born Free Foundation, the international wild life animal protecting organization, <i>fought</i> the ivory trade.	√	√	√
6.	The Born Free Foundation – National Animal Protection Institute <i>fight with</i> the ivory trade.	The Born Free Foundation –National Animal Protection Institute <i>fights</i> the ivory trade.	√	√	√
7.	The Born Free Foundation, International Wildlife Protection Organization, <i>fought with</i> the ivory trade.	The Born Free Foundation, International Wildlife Protection Organization, <i>fought</i> the ivory trade.	√	√	√

Appendix Table 1 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
8.	The Born Free Foundation, International Reserved Wild Animal Association, <i>fought with</i> the ivory trade.	The Born Free Foundation, International Reserved Wild Animal Association, <i>fought</i> the ivory trade.	√	√	√
9.	The Born Free Foundation. International Reserving Wild Animal <i>fought with</i> the ivory trade.	The Born Free Foundation. International Reserving Wild Animal <i>fought</i> the ivory trade.	√	√	√
10.	The Born Foundation- International Organization of Wildlife Animals Protection <i>fights with</i> ivory trade.	The Born Foundation- International Organization of Wildlife Animals Protection <i>fights</i> the ivory trade.	√	√	√
11.	The Born Free Foundation, International Protecting Wildlife Organization, <i>fights with</i> the ivory trade.	The Born Free Foundation, international Protecting Wildlife Organization, <i>fights</i> the ivory trade.	√	√	√
12.	The Born Free Foundation- International Protection Wild Animals department- <i>fights with</i> ivory trade.	The Born Free Foundation- International Protection Wild Animals department- <i>fights</i> the ivory trade.	√	√	√
13.	The Born Free Foundation is <i>fighting with</i> ivory trade.	The Born Free Foundation is <i>fighting</i> the ivory trade.	√	√	√
14.	The Born Free Foundation <i>fights with</i> the ivory trade.	The Born Free Foundation <i>fights</i> the ivory trade.	√	√	√
15.	The Born Free Foundation <i>struck with</i> the ivory trade.	The Born Free Foundation <i>struck</i> the ivory trade.	√	√	√

Appendix Table 1 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
16.	The Born Free Foundation <i>forced with</i> the ivory trade.	The Born Free Foundation <i>forced</i> the ivory trade.	√	√	√
17.	The Born Free Foundation <i>resisted with</i> the ivory trade.	The Born Free Foundation <i>resisted</i> the ivory trade.	√	√	√
18.	The Cambodian authorities tried to <i>contact with</i> Thai authorities.	The Cambodian authorities tried to <i>contact</i> Thai authorities.	-	√	√
19.	Cambodian authorities tried to <i>contact with</i> Thai in order to visit the three Cambodian guys.	Cambodian authorities tried to <i>contact</i> Thai in order to visit the three Cambodian guys.	-	√	√
20.	Cambodian authorities <i>contacted with</i> Thai authorities for three Cambodians visiting.	Cambodian authorities <i>contacted</i> Thai authorities for visiting three Cambodians.	-	√	√
21.	Cambodian authorities tried to <i>contact with</i> Thai authorities for visiting 3 Cambodian men.	Cambodian authorities tried to <i>contact</i> Thai authorities for visiting 3 Cambodian men.	-	√	√
22.	Cambodian authorities tried to <i>contact with</i> Thai for visiting three Cambodian guys.	Cambodian authorities tried to <i>contact</i> Thai for visiting three Cambodian guys.	-	√	√
23.	Cambodian authorities tried to <i>contact with</i> Thailand for visiting three Cambodian men.	Cambodian authorities tried to <i>contact</i> Thailand for visiting three Cambodian men.	-	√	√

Appendix Table 1 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
24.	Cambodian authorities tried to contact with Thailand to visit 3 Cambodians.	Cambodian authorities tried to contact Thailand to visit 3 Cambodians.	-	√	√
25.	The Cambodian authorities tried to contact with Thailand for visiting three Cambodian men.	The Cambodian authorities tried to contact Thailand for visiting three Cambodian men.	-	√	√
26.	Cambodian authorities tried to contact with Thailand in order to visit Cambodian men.	Cambodian authorities tried to contact Thailand in order to visit Cambodian men.	-	√	√
27.	Cambodian authorities attempted to contact with Thai government to visit three Cambodian men.	Cambodian authorities attempted to contact Thai government to visit three Cambodian men.	-	√	√
28.	Cambodian authorities tried to contact with Thai government to visit 3 Cambodians.	Cambodian authorities tried to contact Thai government to visit 3 Cambodians.	-	√	√
29.	Cambodian authorities tried to contact with Thai government to visit 3 Cambodians.	Cambodian authorities tried to contact Thai government to visit 3 Cambodians.	-	√	√
30.	The Cambodian authorities tried to contact with Thai government for visiting the three Cambodian men.	The Cambodian authorities tried to contact Thai government for visiting the three Cambodian men.	-	√	√

Appendix Table 1 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
31.	The coming election effects to tourism industry.	The coming election affects tourism industry.	√	√	√
32.	Election effects to tourist industry.	Election affects tourist industry.	√	√	√
33.	The coming election effects to tourism industry.	The coming election affects tourism industry.	√	√	√
34.	The upcoming election will affect the positive way to the tourist industrial.	The upcoming election will affect the tourist industry in the positive way.	√	√	√
35.	The public auctions of license plates provide customers to do the progress on telephone bidders	The public auctions of license plates provide customers the progress on telephone bidders	√	√	√
36.	Aung San Suu Kyi was hardly allowed to meet visitors or contact to outside world.	Aung San Suu Kyi was hardly allowed to meet visitors or contact the outside world.	-	√	√
37.	Aung San Suu Kyi was barely permitted to have visitors or contact to the outside.	Aung San Suu Kyi was barely permitted to have visitors or contact the outside.	-	√	√
38.	Aung San Suu Kyi hardly got a chance to have visitors or contact to the outside world.	Aung San Suu Kyi hardly got a chance to have visitors or contact the outside world.	-	√	√

Appendix Table 1 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
39.	Aung San Suu Kyi was detained and hardly <i>to see</i> other people.	Aung San Suu Kyi was detained and hardly <i>saw</i> other people.	√	√	√
40.	The Born Free Foundation <i>fights for</i> the ivory trade.	The Born Free Foundation <i>fights</i> the ivory trade.	√	√	√
41.	The Born Free Foundation <i>has fought for</i> the ivory trade.	The Born Free Foundation <i>has fought</i> the ivory trade.	√	√	√
42.	The Born Free Foundation-International Wildlife protection- <i>fights for</i> ivory trade.	The Born Free Foundation-International Wildlife Protection- <i>fights</i> the ivory trade.	√	√	√
43.	The recent election <i>influenced for</i> travel industry in a good way.	The recent election <i>influenced</i> travel industry in a good way.	√	√	√
44.	When the toasts was raised here in order to <i>celebrate for</i> the opening of the highest communication tower, Yakuza gangsters didn't participate.	When the toasts were raised here in order to <i>celebrate</i> the opening of the highest communication tower, Yakuza gangsters didn't participate.	√	√	√
45.	When the glasses were held up to <i>celebrate for</i> the opening of communication tower, Yakuza gangsters didn't celebrate.	When the glasses were held up to <i>celebrate</i> the opening of communication tower, Yakuza gangsters didn't celebrate.	√	√	√

Appendix Table 1 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
46.	When they had toasts here to <i>celebrate for</i> communications tower opening, Yakuza gangsters did not.	When they had toasts here to <i>celebrate</i> communications tower opening, Yakuza gangsters did not.	√	√	√
47.	The Born Free Foundation <i>fights at</i> ivory trade.	The Born Free Foundation <i>fights</i> the ivory trade.	√	√	√
48.	The public auctions for license plates <i>announce about</i> the new service to customers that they can have telephone bidders.	The public auctions for license plates <i>announce</i> the new service to customers that they can have telephone bidders.	√	√	√
49.	Sport world is looking Poland when this country is <i>holding in</i> UEFA Football Championship.	Sport world is looking Poland when this country is <i>holding</i> the UEFA Football Championship.	√	√	√
50.	The toasts were up for <i>celebrating of</i> communication tower.	The toasts were up for <i>celebrating</i> the communication tower.	√	√	√
Total of Errors (50)			34	50	50

Appendix Table 2 Addition: Simple Addition of Preposition in Version II (46)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	The Born Free Foundation has been <i>fighting with</i> an ivory trade.	The Born Free Foundation has been <i>fighting</i> an ivory trade.	√	√	√
2.	The Born Free Foundation <i>has been striking with</i> the ivory trade.	The Born Free Foundation <i>has been striking</i> the ivory trade.	√	√	√
3.	The Born Free Foundation <i>fight</i> s with the ivory trade.	The Born Free Foundation <i>fight</i> s the ivory trade.	√	√	√
4.	The Born Free Foundation-International Wildlife protection- <i>has fought with</i> the ivory trade.	The Born Free Foundation-International Wildlife Protection- <i>has fought</i> the ivory trade.	√	√	√
5.	The Born Free Foundation <i>fought with</i> the ivory trade.	The Born Free Foundation <i>fought</i> the ivory trade.	√	√	√
6.	The Born Free Foundation, the international wildlife organization, <i>fight</i> s with the ivory trade.	The Born Free Foundation, the international wildlife organization, <i>fight</i> s the ivory trade.	√	√	√
7.	The Born Free Foundation <i>fight</i> s with the ivory trade.	The Born Free Foundation <i>fight</i> s the ivory trade.	√	√	√
8.	The Born Free Foundation-International Protection Wild Animals department- <i>is fighting with</i> the ivory trade.	The Born Free Foundation-International Protection Wild Animals Department- <i>is fighting</i> the ivory trade.	√	√	√
9.	The Born Free Foundation <i>fight</i> s with the ivory trade.	The Born Free Foundation <i>fight</i> s the ivory trade.	√	√	√

Appendix Table 2 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
10.	The Born Free Foundation <i>fought with</i> the ivory trade.	The Born Free Foundation <i>fought</i> the ivory trade.	√	√	√
11.	The Born Free Foundation, International Reserved Wild Animal Association, <i>fights with</i> the ivory trade.	The Born Free Foundation, International Reserved Wild Animal Association, <i>fights</i> the ivory trade.	√	√	√
12.	The Born Free Foundation <i>has fought with</i> the ivory trade.	The Born Free Foundation <i>has fought</i> the ivory trade.	√	√	√
13.	The Born Free Foundation <i>fights with</i> the ivory trade.	The Born Free Foundation <i>fights</i> the ivory trade.	√	√	√
14.	The Born Free Foundation, the international wild life animal protecting organization, <i>with</i> the ivory trade.	The Born Free Foundation, the international wild life animal protecting organization, <i>fights</i> the ivory trade.	√	√	√
15.	The Born Free Foundation International Protecting Wildlife Organization, <i>fought with</i> the ivory trade.	The Born Free Foundation, International Protecting Wildlife Organization, <i>fought</i> the ivory trade.	√	√	√
16.	The Born Free Foundation <i>has fought with</i> the ivory trade.	The Born Free Foundation <i>has fought</i> the ivory trade.	√	√	√
17.	The Born Free Foundation <i>forced with</i> the ivory trade.	The Born Free Foundation <i>forced the</i> ivory trade.	√	√	√
18.	The Born Free Foundation <i>resisted with</i> the ivory trade.	The Born Free Foundation <i>resisted</i> the ivory trade.	√	√	√

Appendix Table 2 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
19.	The Cambodian authorities tried to contact with Thai authorities.	The Cambodian authorities tried to contact Thai authorities.	-	√	√
20.	Cambodian authorities tried to contact with Thai for visiting three Cambodian guys.	Cambodian authorities tried to contact Thai for visiting three Cambodian guys.	-	√	√
21.	Cambodian authorities tried to contact with Thailand for visiting three Cambodian men.	Cambodian authorities tried to contact Thailand for visiting three Cambodian men.	-	√	√
22.	The Cambodian authorities tried to contact with Thai authorities.	The Cambodian authorities tried to contact Thai authorities.	-	√	√
23.	Cambodian authorities tried to contact with Thai in order to visit the three Cambodian guys.	Cambodian authorities tried to contact Thai in order to visit the three Cambodian guys.	-	√	√
24.	Cambodian authorities contacted with Thai authorities for three Cambodians visiting.	Cambodian authorities contacted Thai authorities for visiting three Cambodians.	-	√	√
25.	Cambodian authorities tried to contact with Thai authorities for visiting 3 Cambodian men.	Cambodian authorities tried to contact Thai authorities for visiting 3 Cambodian men.	-	√	√

Appendix Table 2 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
26.	Cambodian authorities tried to contact with Thai for visiting three Cambodian guys.	Cambodian authorities tried to contact Thai for visiting three Cambodian guys.	-	√	√
27.	Cambodian authorities tried to contact with Thailand for visiting three Cambodian men.	Cambodian authorities tried to contact Thailand for visiting three Cambodian men.	-	√	√
28.	The Cambodian authorities tried to contact with Thai authorities.	The Cambodian authorities tried to contact Thai authorities.	-	√	√
29.	Cambodian authorities tried to contact with Thai in order to visit the three Cambodian guys.	Cambodian authorities tried to contact Thai in order to visit the three Cambodian guys.	-	√	√
30.	Cambodian authorities contacted with Thai authorities for three Cambodians visiting.	Cambodian authorities contacted Thai authorities for visiting three Cambodians.	-	√	√
31.	Cambodian authorities tried to contact with Thai authorities for visiting 3 Cambodian men.	Cambodian authorities tried to contact Thai authorities for visiting 3 Cambodian men.	-	√	√
32.	The Cambodian authorities tried to contact with Thai government for visiting three Cambodians.	The Cambodian authorities tried to contact Thai government for visiting three Cambodians.	-	√	√

Appendix Table 2 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
33.	The coming election <i>effects</i> to tourism industry.	The coming election <i>affects</i> tourism industry.	√	√	√
34.	The Born Free Foundation <i>fought to</i> the ivory trade.	The Born Free Foundation <i>fought</i> the ivory trade.	√	√	√
35.	Aung San Suu Kyi was hardly allowed to meet visitors or <i>contact to</i> outside world.	Aung San Suu Kyi was hardly allowed to meet visitors or <i>contact</i> the outside world.	-	√	√
36.	Aung San Suu Kyi was not allowed to meet visitors or <i>contact to</i> the outside.	Aung San Suu Kyi was not allowed to meet visitors or <i>contact</i> the outside.	-	√	√
37.	Aung San Suu Kyi hardly got a chance to have visitors or <i>contact to</i> the outside world.	Aung San Suu Kyi hardly got a chance to have visitors or <i>contact</i> the outside world.	-	√	√
38.	The Born Free Foundation <i>fights for</i> the ivory trade.	The Born Free Foundation <i>fights</i> the ivory trade.	√	√	√
39.	The Born Free Foundation-International Wildlife protection- <i>fights for</i> ivory trade.	The Born Free Foundation-International Wildlife Protection- <i>fights</i> the ivory trade.	√	√	√
40.	The Born Free Foundation <i>has fought for</i> the ivory trade.	The Born Free Foundation <i>has fought</i> the ivory trade.	√	√	√

Appendix Table 2 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
41.	When the toasts were raised here in order to celebrate for the opening of the highest communication tower, Yakuza gangsters didn't participate.	When the toasts were raised here in order to celebrate the opening of the highest communication tower, Yakuza gangsters didn't participate.	√	√	√
42.	When the glasses were raised here to celebrate for the opening of the highest communication tower, Yakuza gangsters didn't do so.	When the glasses were raised here to celebrate the opening of the highest communication tower, Yakuza gangsters didn't do so.	√	√	√
43.	When the toasts were raised here in order to celebrate for the opening of the highest communication tower, Yakuza gangsters didn't do it.	When the toasts were raised here in order to celebrate the opening of the highest communication tower, Yakuza gangsters didn't do it.	√	√	√
44.	When the glasses were held up to celebrate for the opening of communication tower, Yakuza gangsters didn't celebrate.	When the glasses were held up to celebrate the opening of communication tower, Yakuza gangsters didn't celebrate.	√	√	√
45.	The Born Free Foundation has fought at ivory trade.	The Born Free Foundation has fought the ivory trade.	√	√	√

Appendix Table 2 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
46.	The public auctions for license plates <i>announce about</i> the new service to customers that they can have telephone bidders.	The public auctions for license plates <i>announce</i> the new service to customers that they can have telephone bidders.	√	√	√
Total of Errors (46)			29	46	46

Appendix Table 3 Misformation: Verb Preposition Error in Version I (45)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	An Accident and Emergency doctor was <i>accused that</i> he did the mercy killing to an old lady.	An Accident and Emergency doctor was <i>accused of</i> doing the mercy killing to an old lady.	√	√	√
2.	One Accident & Emergency doctor was <i>accused that</i> he did the mercy killing with one old lady.	One Accident & Emergency doctor was <i>accused of</i> doing the mercy killing to one old lady.	√	√	√
3.	An Accident and Emergency doctor was <i>accused that</i> he made the mercy killing.	An Accident and Emergency doctor was <i>accused of</i> doing the mercy killing.	√	√	√
4.	Accident and Emergency doctor was <i>accused that</i> he did the mercy killing with a grandmother.	Accident and Emergency doctor was <i>accused of</i> doing the mercy killing to a grandmother.	√	√	√

Appendix Table 3 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
5.	An Accident and Emergency doctor was accused that he did the mercy killing with an old woman.	An Accident and Emergency doctor was accused of doing the mercy killing to an old woman.	√	√	√
6.	An Accident & Emergency doctor has been accused that he did the mercy killing with an old woman.	An Accident & Emergency doctor has been accused of doing the mercy killing to an old woman.	√	√	√
7.	An Accident & Emergency doctor was accused that he murdered a grandmother with the mercy killing.	An Accident & Emergency doctor was accused of murdering a grandmother with the mercy killing	√	√	√
8.	One Accident and Emergency doctor was accused that he did the mercy killing with an old woman.	One Accident and Emergency doctor was accused of doing the mercy killing to an old woman.	√	√	√
9.	An Accident and Emergency doctor was accused that he conducted the mercy killing to an old granny.	An Accident and Emergency doctor was accused of conducting the mercy killing to an old granny.	√	√	√
10.	An Accident & Emergency doctor was accused that he did the mercy killing to an old woman.	An Accident & Emergency doctor was accused of doing the mercy killing to an old woman.	√	√	√

Appendix Table 3 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
11.	One of an Accident and Emergency doctors was accused for the mercy killing.	One of Accident and Emergency doctors was accused of the mercy killing.	√	√	√
12.	An Accident & Emergency doctors was accused for the mercy killing of a Madame.	An Accident & Emergency doctors was accused of the mercy killing of a Madame.	√	√	√
13.	An Accident and Emergency doctor was accused to commit the mercy killing.	An Accident and Emergency doctor was accused of committing the mercy killing.	√	√	√
14.	The Accident and Emergency doctor was accused in the mercy killing.	The Accident and Emergency doctor was accused of the mercy killing.	√	√	√
15.	An Accident & Emergency doctor was accused in that he did the mercy killing to an old woman.	An Accident & Emergency doctor was accused of doing the mercy killing to an old woman.	√	√	√
16.	One of the Emergency and Accident doctor has been suspected that he did the mercy killing to an old lady.	One of the Emergency and Accident doctor has been suspected of doing the mercy killing to an old lady.	√	√	√

Appendix Table 3 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
17.	An Emergency and Accident doctor was <i>suspected that</i> he did the mercy killing with an old lady.	An Emergency and Accident doctor was <i>suspected of</i> doing the mercy killing to an old lady.	√	√	√
18.	An Emergency & Accident doctor was <i>suspected that</i> he did the mercy killing to an old woman.	An Emergency & Accident doctor was <i>suspected of</i> doing the mercy killing to an old woman.	√	√	√
19.	Chuwit Kamolwisit, the Rak Thailand Party leader, was brought to <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the Rak Thailand Party leader, was <i>admitted into</i> a hospital.	√	√	√
20.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to be <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was <i>admitted into</i> a hospital.	√	√	√
21.	Chuwit Kamolwisit, the head of Rak Thailand Party, was brought to <i>admit in</i> a hospital.	Chuwit Kamolwisit, the head of Rak Thailand Party, was <i>admitted into</i> a hospital.	√	√	√
22.	Chuwit Kamolwisit, the president of Rak Thailand Party, was <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the president of Rak Thailand Party, was <i>admitted into</i> a hospital.	√	√	√

Appendix Table 3 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
23.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to admitted in a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was admitted into a hospital.	√	√	√
24.	Chuwit Kamolwisit, the headmaster of Rak Thailand Party, was admitted in a hospital.	Chuwit Kamolwisit, the headmaster of Rak Thailand Party, was admitted into a hospital.	√	√	√
25.	Chuwit Kamolwisit, Rak Thailand Party's president, was admitted in a hospital.	Chuwit Kamolwisit, Rak Thailand Party's president, was admitted into a hospital.	√	√	√
26.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was admitted in a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was admitted into a hospital.	√	√	√
27.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was taken to admit at a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was admitted into a hospital.	√	√	√
28.	Chuwit Kamolwisit, a leader of Rak Thailand Party, was admitted at one hospital.	Chuwit Kamolwisit, a leader of Rak Thailand Party, was admitted into one hospital.	√	√	√
29.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to admitted in a local hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was admitted into a local hospital.	√	√	√

Appendix Table 3 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
30.	Chuwit Kamolwisit, Rak Thailand Party leader, was <i>admitted at</i> a hospital in Suratthani.	Chuwit Kamolwisit, Rak Thailand Party leader, was <i>admitted into</i> a hospital in Suratthani.	√	√	√
31.	Sport World <i>glazes at</i> Poland when Poland was the leader in UEFA European Football Championship with Ukraine.	Sport World <i>glazes over</i> Poland when Poland was the leader in UEFA European Football Championship with Ukraine.	√	√	√
32.	People around the world <i>glazes at</i> Poland when Poland is the co-host in UEFA European Football Championship with Ukraine.	People around the world <i>glazes over</i> Poland when Poland is the co-host in UEFA European Football Championship with Ukraine.	√	√	√
33.	Aung San Suu Kyi was barely permitted to have visitors or <i>communicate for</i> the outside.	Aung San Suu Kyi was barely permitted to have visitors or <i>communicate with</i> the outside.	√	√	√
34.	Aung San Suu Kyi has been detained and barely allowed to have visitors or <i>communicate for</i> the outer world.	Aung San Suu Kyi has been detained and barely allowed to have visitors or <i>communicate with</i> the outer world.	√	√	√

Appendix Table 3 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
35.	Aung San Suu Kyi was kept in the place and hardly got a chance to communicate for the outside world.	Aung San Suu Kyi was kept in the place and hardly got a chance to communicate with the outside world.	√	√	√
36.	One of the Accident and Emergency doctor was blamed that he did the mercy killing.	One of the Accident and Emergency doctor was blamed for doing the mercy killing.	√	√	√
37.	An Accident and Emergency doctor is sued that he did the mercy killing to an old woman.	An Accident and Emergency doctor is sued for doing the mercy killing to an old woman.	√	√	√
38.	An Accident and Emergency doctor was blamed as the mercy killing.	An Accident and Emergency doctor was blamed for the mercy killing.	√	√	√
39.	One of the Accident and Emergency doctor was blamed that he did the mercy killing for the old lady.	One of the Accident and Emergency doctor was blamed that he did the mercy killing to the old lady.	√	√	√
40.	An Accident and Emergency doctor was alleged that he did the mercy killing with an old woman.	An Accident and Emergency doctor was alleged that he did the mercy killing to an old woman.	√	√	√

Appendix Table 3 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
41.	Many people around the world <i>looked forward for</i> watching Poland in UEFA.	Many people around the world <i>looked forward to</i> watching Poland in UEFA.	√	√	√
42.	Mazda said that the company <i>transferred</i> the cars for customers without delayed factors.	Mazda said that the company <i>transferred</i> the cars to customers without delayed factors.	√	√	√
43.	Mazda said that the company had <i>sent</i> cars <i>for</i> the customer without delayed.	Mazda said that the company had <i>sent</i> cars <i>to</i> the customer without delayed.	√	√	√
44.	Mazda said that the company <i>sent</i> cars <i>for</i> the customer without slowness.	Mazda said that the company sent cars <i>to</i> the customer without slowness.	√	√	√
45.	Mazda said that the company <i>sent</i> cars <i>for</i> customers without delay.	Mazda said that the company <i>sent</i> cars <i>to</i> customers without delay.	√	√	√
Total of Errors (45)			45	45	45

Appendix Table 4 Misformation: Verb Preposition Error in Version II (41)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	An Accident and Emergency doctor was accused that he did the mercy killing to an old lady.	An Accident and Emergency doctor was accused of doing the mercy killing to an old lady.	√	√	√
2.	One Accident & Emergency doctor was accused that he did the mercy killing with one old lady.	One Accident & Emergency doctor was accused of doing the mercy killing to one old lady.	√	√	√
3.	An Accident and Emergency doctor was accused that he conducted the mercy killing to an old granny.	An Accident and Emergency doctor was accused of conducting the mercy killing to an old granny.	√	√	√
4.	An Accident & Emergency doctor was accused that he did the mercy killing to an old woman.	An Accident & Emergency doctor was accused of doing the mercy killing to an old woman.	√	√	√
5.	An Accident and Emergency doctor was accused that he did the mercy killing to an old lady.	An Accident and Emergency doctor was accused of doing the mercy killing to an old lady.	√	√	√
6.	An Accident & Emergency doctor was accused that he murdered a grandmother with the mercy killing.	An Accident & Emergency doctor was accused of murdering a grandmother with the mercy killing	√	√	√
7.	One Accident and Emergency doctor was accused that he did the mercy killing with an old woman.	One Accident and Emergency doctor was accused of doing the mercy killing to an old woman.	√	√	√

Appendix Table 4 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
8.	An Accident and Emergency doctor was accused that he conducted the mercy killing to an old granny.	An Accident and Emergency doctor was accused of conducting the mercy killing to an old granny.	√	√	√
9.	An Accident & Emergency doctor was accused that he did the mercy killing to an old woman.	An Accident & Emergency doctor was accused of doing the mercy killing to an old woman.	√	√	√
10.	One of an Accident and Emergency doctors was accused for the mercy killing.	One of Accident and Emergency doctors was accused of the mercy killing.	√	√	√
11.	The Accident & Emergency doctor was accused in 2005 with the mercy killing.	The Accident & Emergency doctor was accused in 2005 of the mercy killing.	√	√	√
12.	Accident and Emergency doctor was accused about the mercy killing.	Accident and Emergency doctor was accused of the mercy killing.	√	√	√
13.	One of the Accident and Emergency doctors was accused for doing the mercy killing.	One of the Accident and Emergency doctors was accused of doing the mercy killing.	√	√	√
14.	One of an Accident and Emergency doctors was accused for the mercy killing.	One of Accident and Emergency doctors was accused of the mercy killing.	√	√	√

Appendix Table 4 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
15.	An Accident & Emergency doctors was accused for the mercy killing of a Madame.	An Accident & Emergency doctors was accused of the mercy killing of a Madame.	√	√	√
16.	An Accident and Emergency doctor was accused to commit the mercy killing.	An Accident and Emergency doctor was accused of committing the mercy killing.	√	√	√
17.	One Accident and Emergency doctor is charged for the mercy killing.	One Accident and Emergency doctor is charged with the mercy killing.	√	√	√
18.	An Accident & Emergency doctor is charged for the mercy killing.	An Accident & Emergency doctor is charged with the mercy killing.	√	√	√
19.	An Accident and Emergency doctor is charged of the mercy killing.	An Accident and Emergency doctor is charged with the mercy killing.	√	√	√
20.	An Accident and Emergency doctor is sued that he did the mercy killing to an old woman.	An Accident and Emergency doctor is sued for doing the mercy killing to an old woman.	√	√	√
21.	An Accident and Emergency doctor was blamed that he did the mercy killing.	An Accident and Emergency doctor was blamed for the mercy killing.	√	√	√
22.	An Accident and Emergency doctor was blamed as the mercy killing.	An Accident and Emergency doctor was blamed for the mercy killing.	√	√	√

Appendix Table 4 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
23.	An Accident and Emergency doctor was blamed as the mercy killer.	An Accident and Emergency doctor was blamed for the mercy killing.	√	√	√
24.	One of the Accident and Emergency doctor did the mercy killing for the old lady.	One of the Accident and Emergency doctor did the mercy killing to the old lady.	√	√	√
25.	Mazda said that the company had sent cars for the customer without delayed.	Mazda said that the company had sent cars to the customer without delayed.	√	√	√
26.	Mazda said that the company transferred cars for the customer without slowness.	Mazda said that the company transferred cars to the customer without slowness.	√	√	√
27.	Mazda said that the company transferred cars for the customer without slowness.	Mazda said that the company transferred cars to the customer without slowness.	√	√	√
28.	Mazda said that the company transferred cars for the customer without slowness.	Mazda said that the company transferred cars to the customer without slowness.	√	√	√
29.	Mazda said that the company transferred cars for the customer without slowness.	Mazda said that the company transferred cars to the customer without slowness.	√	√	√

Appendix Table 4 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
30.	Mazda said that the company <i>transferred</i> cars <i>for</i> the customer without slowness.	Mazda said that the company <i>transferred</i> cars <i>to</i> the customer without slowness.	√	√	√
31.	Sport World <i>glazes at</i> Poland when Poland was the leader in UEFA European Football Championship with Ukraine.	Sport World <i>glazes over</i> Poland when Poland was the leader in UEFA European Football Championship with Ukraine.	√	√	√
32.	People around the world <i>glazes at</i> Poland when Poland is the co-host in UEFA European Football Championship with Ukraine.	People around the world <i>glazes over</i> Poland when Poland is the co-host in UEFA European Football Championship with Ukraine.	√	√	√
33.	Many people around the world <i>looked forward for</i> watching Poland in UEFA.	Many people around the world <i>looked forward to</i> watching Poland in UEFA.	√	√	√
34.	Sports World <i>looked forward for</i> seeing Poland in UEFA Football Championship.	Sports World <i>looked forward to</i> seeing Poland in UEFA Football Championship.	√	√	√
35.	Chuwit Kamolwisit, the Rak Thailand Party leader, was brought to <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the Rak Thailand Party leader, was <i>admitted into</i> a hospital.	√	√	√
36.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to be <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was <i>admitted into</i> a hospital.	√	√	√

Appendix Table 4 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
37.	Chuwit Kamolwisit, the head of Rak Thailand Party, was brought to <i>admit in</i> a hospital.	Chuwit Kamolwisit, the head of Rak Thailand Party, was <i>admitted into</i> a hospital.	√	√	√
38.	Chuwit Kamolwisit, the president of Rak Thailand Party, was <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the president of Rak Thailand Party, was <i>admitted into</i> a hospital.	√	√	√
39.	Aung San Suu Kyi was barely permitted to have visitors or <i>communicate for</i> the outside.	Aung San Suu Kyi was barely permitted to have visitors or <i>communicate with</i> the outside.	√	√	√
40.	Aung San Suu Kyi has been detained and barely allowed to have visitors or <i>communicate for</i> the outer world.	Aung San Suu Kyi has been detained and barely allowed to have visitors or <i>communicate with</i> the outer world.	√	√	√
41.	Aung San Suu Kyi was kept in the place and hardly got a chance to <i>communicate for</i> the outside world.	Aung San Suu Kyi was kept in the place and hardly got a chance to <i>communicate with</i> the outside world.	√	√	√
Total of Errors (41)			41	41	41

Appendix Table 5 Misformation: Subject-Verb Agreement Errors in Version I (41)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	The public auctions for license plates <i>allows</i> the customers telling the price by telephone bidders.	The public auctions for license plates <i>allow</i> the customers to tell the price by telephone bidders.	√	√	√
2.	The public auctions <i>is</i> allowed for license plate telephone bidders.	The public auctions <i>are</i> allowed for license plate telephone bidders.	√	√	√
3.	The public auctions for license plates <i>is</i> accessed on telephone.	The public auctions for license plates <i>are</i> accessed on telephone.	√	√	√
4.	The public auctions for the car's license plate <i>is</i> available.	The public auctions for the car's license plate <i>are</i> available.	√	√	√
5.	The public auctions for license plates <i>is</i> available for telephone bidders.	The public auctions for license plates <i>are</i> available for telephone bidders.	√	√	√
6.	The public auctions for license plate <i>is</i> available for customers.	The public auctions for license plate <i>are</i> available for customers.	√	√	√
7.	The public auctions for car license plates <i>is</i> available on telephone bidders.	The public auctions for car license plates <i>are</i> available on telephone bidders.	√	√	√
8.	Auctions for license plates <i>is</i> allowed for telephone bidders.	Auctions for license plates <i>are</i> allowed for telephone bidders.	√	√	√

Appendix Table 5 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
9.	The public auctions for the license plates allows the customers to use the telephone bidders.	The public auctions for the license plates allow the customers to use the telephone bidders.	√	√	√
10.	Public auctions for car license plates was available.	Public auctions for car license plates were available.	√	√	√
11.	The public auctions for license plates is available for telephone bidders.	The public auctions for license plates are available for telephone bidders.	√	√	√
12.	The public auctions for license plates was available.	The public auctions for license plates were available.	√	√	√
13.	The public auctions for the car's license plates is available.	The public auctions for the car's license plates are available.	√	√	√
14.	The toasts was raised here.	The toasts were raised here.	√	√	√
15.	The glasses was held up to celebrate.	The glasses were held up to celebrate.	√	√	√
16.	The toasts was up for celebrating.	The toasts were up for celebrating.	√	√	√
17.	The glasses has been toasted here.	The glasses have been toasted here.	√	√	√
18.	Toasts was rised up for the grand opening.	Toasts were raised up for the grand opening	√	√	√

Appendix Table 5 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
19.	Toasts was brought for celebrated drinking.	Toasts were brought for celebrated drinking.	√	√	√
20.	The toasts was lifted here to celebrate.	The toasts were lifted here to celebrate.	√	√	√
21.	Toasts was raised for the highest tower celebration.	Toasts were raised for the highest tower celebration.	√	√	√
22.	English government have no plastic bag reduction policy.	English government has no plastic bag reduction policy.	-	√	√
23.	England's government do not have the plastic bag reduction policy.	England's government does not have the plastic bag reduction policy.	-	√	√
24.	English government don't have a plastic bag reduction policy.	English government doesn't have a plastic bag reduction policy.	-	√	√
25.	England government have no policy about the plastic bag reduction.	England government has no policy about the plastic bag reduction.	-	√	√
26.	England government have no activity about plastic bag reduction.	England government has no activity about plastic bag reduction.	-	√	√
27.	The English government don't have the plastic reduction policy.	The English government doesn't have the plastic reduction policy.	-	√	√
28.	The English government have no policy about plastic reduction policy.	The English government has no policy about plastic reduction policy.	-	√	√

Appendix Table 5 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
29.	The government of England do not have a policy about plastic bag reduction.	The government of England does not have a policy about plastic bag reduction.	-	√	√
30.	The gangsters was not celebrated.	The gangsters were not celebrating.	√	√	√
31.	The gangsters does not celebrate.	The gangsters do not celebrate.	√	√	√
32.	....Muslim pilgrims who was sleeping on the footpath....	....Muslim pilgrims who were sleeping on the footpath....	√	√	√
33.	Election have positive effects with tourism industry.	Election has positive effects on tourism industry.	√	√	√
34.	Incoming election have the positive effects on the travel industry.	Incoming election has the positive effects on the travel industry.	√	√	√
35.	1,350 people was killed in Karachi.	1,350 people were killed in Karachi.	√	√	√
36.	Over 1,350 people was killed at Karachi.	Over 1,350 people were killed in Karachi.	√	√	√
37.	More than 1,350 people was killed by the targeted political killing.	More than 1,350 people were killed by the targeted political killing.	√	√	√
38.	People more than 1,350 was killed.	More than 1,350 people were killed.	√	√	√

Appendix Table 5 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
39.	The Cambodian authorities <i>was</i> trying to contact the Thai authorities.	The Cambodian authorities <i>were</i> trying to contact the Thai authorities.	√	√	√
40.	Chris Pine <i>have</i> been working as an actor for quite some time.	Chris Pine <i>has</i> been working as an actor for quite some time.	√	√	√
41.	Guzzini <i>have</i> made designer objects for using in the kitchen and everyday life.	Guzzini <i>has</i> made designer objects for using in the kitchen and everyday life.	√	√	√
Total of Errors (41)			33	41	41

Appendix Table 6 Misformation: Subject-Verb Agreement Errors in Version II (32)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	The Cambodian <i>authorizes</i> <i>has</i> attempted to contact the Thai authorities.	The Cambodian <i>authorizes</i> <i>have</i> attempted to contact the Thai authorities.	√	√	√
2.	The Cambodian <i>authorizes</i> <i>has</i> attempted to contact the Thai government.	The Cambodian <i>authorizes</i> <i>have</i> attempted to contact the Thai government.	√	√	√
3.	Cambodian <i>authorizes</i> <i>has</i> attempted to contact the Thai authorities.	Cambodian <i>authorizes</i> <i>have</i> attempted to contact the Thai authorities.	√	√	√
4.	Taiwan <i>have</i> separated from China.	Taiwan <i>has</i> separated from China.	√	√	√

Appendix Table 6 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
5.	Poland <i>are</i> the host in UEFA.	Poland <i>is</i> the host in UEFA.	√	√	√
6.	The Born Free Foundation <i>have</i> fought the ivory trade.	The Born Free Foundation <i>has</i> fought the ivory trade.	√	√	√
7.	The Born Free Foundation <i>have</i> fought the ivory trade.	The Born Free Foundation <i>has</i> fought the ivory trade.	√	√	√
8.	Aung San Suu Kyi is grounded and barely <i>have</i> permission to contact the outside.	Aung San Suu Kyi is grounded and barely <i>has</i> permission to contact the outside.	√	√	√
9.	The Sport World <i>have</i> caught the eyes on Poland.	The Sport World <i>has</i> caught the eyes on Poland.	√	√	√
10.	One elderly woman <i>were</i> injected by the medicine used for a death row prisoners.	One elderly woman <i>was</i> injected by the medicine used for a death row prisoners.	√	√	√
11.	Public auctions for car license plates <i>was</i> available.	Public auctions for car license plates <i>were</i> available.	√	√	√
12.	The public auctions for license plates <i>is</i> available for telephone bidders.	The public auctions for license plates <i>are</i> available for telephone bidders.	√	√	√
13.	The toasts <i>was</i> raised here.	The toasts <i>were</i> raised here.	√	√	√
14.	The glasses <i>was</i> held up to celebrate here.	The glasses <i>were</i> held up to celebrate here.	√	√	√

Appendix Table 6 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
15.	English government <i>have</i> no plastic bag reduction policy.	English government <i>has</i> no plastic bag reduction policy.	-	√	√
16.	England's government <i>do</i> not have the plastic bag reduction policy.	England's government <i>does</i> not have the plastic bag reduction policy.	-	√	√
17.	English government <i>don't</i> have a plastic bag reduction policy.	English government <i>doesn't</i> have a plastic bag reduction policy.	-	√	√
18.	English government <i>have</i> no plastic bag reduction policy.	English government <i>has</i> no plastic bag reduction policy.	-	√	√
19.	England's government <i>do</i> not have the plastic bag reduction policy.	England's government <i>does</i> not have the plastic bag reduction policy.	-	√	√
20.	English government <i>have</i> no plastic bag reduction policy.	English government <i>has</i> no plastic bag reduction policy.	-	√	√
21.	The gangsters <i>was</i> not celebrated.	The gangsters <i>were</i> not celebrating.	√	√	√
22.	Pilgrims who <i>was</i> sleeping on the footpath.	Pilgrims who <i>were</i> sleeping on the footpath.	√	√	√
23.	Muslim Pilgrims who <i>was</i> sleeping on the footpath.	Muslim Pilgrims who <i>were</i> sleeping on the footpath.	√	√	√
24.	1,350 people <i>was</i> killed in Karachi.	1,350 people <i>were</i> killed in Karachi.	√	√	√

Appendix Table 6 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
25.	Over 1,350 people <i>was</i> killed at Karachi.	Over 1,350 people <i>were</i> killed in Karachi.	√	√	√
26.	More than 1,350 people <i>was</i> killed by the targeted political killing.	More than 1,350 people <i>were</i> killed by the targeted political killing.	√	√	√
27.	People more than 1,350 <i>was</i> killed.	More than 1,350 people <i>were</i> killed.	√	√	√
28.	People more than 1,350 <i>was</i> killed in Karachi.	More than 1,350 people <i>were</i> killed in Karachi.	√	√	√
29.	Chris Pine <i>were</i> working as an actor.	Chris Pine <i>was</i> working as an actor.	√	√	√
30.	Guzzini <i>have</i> made designer objects for kitchen and everyday life.	Guzzini <i>has</i> made designer objects for kitchen and everyday life.	√	√	√
31.	Guzzini <i>have</i> made designer objects for using in the kitchen and routine life.	Guzzini <i>has</i> made designer objects for using in the kitchen and routine life.	√	√	√
32.	Guzzini <i>have</i> made designer objects for using in the kitchen and everyday life.	Guzzini <i>has</i> made designer objects for using in the kitchen and everyday life.	√	√	√
Total of Errors (32)			26	32	32

Appendix Table 7 Misformation: Inappropriate Use of Voice in Version I (24)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	The public auctions for license plates can bid on telephone.	The public auctions for license plates can be bid on telephone.	√	√	√
2.	Chris Pine continued his actor but not much mention in Hollywood.	Chris Pine continued his actor but was not much mentioned in Hollywood.	√	√	√
3.	The auctions for license plates could negotiate for telephone bidders.	The auctions for license plates could be negotiated for telephone bidders.	√	√	√
4.	.... an old woman who receives a medicine that uses for death row prisoners....	.... an old woman who receives a medicine that is used with death row prisoners....	√	√	√
5.	.... an old lady was injected by drugs that use for death row prisoners....	.... an old lady was injected by drugs that were used with death row prisoners....	√	√	√
6.	.... an old woman who was injected the poison which used in death row prisoners.....	.... an old woman who was injected the poison which was used with death row prisoners.....	√	√	√
7.	..... the grandmother was injected with the drug that used with the death row prisoners.	..... the grandmother was injected with the drug that was used with the death row prisoners.	√	√	√
8.	The truck which driving with high accelerates in South India ran over 18 Muslim pilgrims.	The truck which was driven with high accelerate in South India ran over 18 Muslim pilgrims.	√	√	√

Appendix Table 7 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
9.	The truck which drove very fast in South India killed 18 Muslim pilgrims.	The truck which was fast driven in South India killed 18 Muslim pilgrims.	√	√	√
10.	A truck in the south of India which drives fast killed 18 Muslim pilgrims.	A truck in the south of India which is fast driven killed 18 Muslim pilgrims.	√	√	√
11.	.... an accelerated truck in southern India which drove fast killed 18 Muslim pilgrims...	.... an accelerated truck in southern India which was fast driven killed 18 Muslim pilgrims...	√	√	√
12.	The truck that drives with high speed killed 18 Muslim pilgrims.	The truck that is driven with high speed killed 18 Muslim pilgrims.	√	√	√
13.	The truck which drove with the high speed in the south of India crashed and killed 18 Muslim pilgrims.	The truck which was driven with the high speed in the south of India crashed and killed 18 Muslim pilgrims.	√	√	√
14.	A truck which drove with high speed crashed on 18 Muslim pilgrims.	A truck which was driven with high speed crashed 18 Muslim pilgrims.	√	√	√
15.	A truck which drove fast in the southern India killed 18 Muslim pilgrims.	A truck which was fast driven in the southern India killed 18 Muslim pilgrims.	√	√	√
16.	The truck which drive with high accelerate in southern India ran over and killed 18 Muslim pilgrims.	The truck which was driven with high accelerate in southern India ran over and killed 18 Muslim pilgrims.	√	√	√

Appendix Table 7 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
17.	The most famous museum and <i>may call</i> the best one in Bangkok is The National Museum.	The most famous museum and <i>may be called</i> the best one in Bangkok is The National Museum.	√	√	√
18.	Aung San Suu Kyi <i>has detained</i> inside her house.	Aung San Suu Kyi <i>has been detained</i> inside her house.	√	√	√
19.	The Yakuza gangsters <i>were not celebrated</i> with.	The Yakuza gangsters <i>were not celebrating</i> with.	√	√	√
20.	The gangsters <i>was not celebrated</i> .	The gangsters <i>were not celebrating</i> .	√	√	√
21.	The yakuza gangsters <i>were not celebrated</i> .	The yakuza gangsters <i>were not celebrating</i> .	√	√	√
22.	The coming election <i>will be effected</i> to the travelled business in a positive way.	The coming election <i>will affect</i> the travelled business in a positive way.	√	√	√
23.	Accident and Emergency doctor <i>was conducted in</i> mercy killing by killing an old woman, ejected by poison used to kill death row prisoners.	Accident and Emergency doctor <i>conducted</i> the mercy killing by killing an old woman who was injected with the poison used to kill death row prisoners.	√	√	√
24.	The Born Free Foundation <i>has been fought against</i> ivory trade.	The Born Free Foundation <i>has been fighting against</i> the ivory trade.	√	√	√
Total of Errors (24)			24	24	24

Appendix Table 8 Misformation: Inappropriate Use of Voice in Version II (43)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	The glasses will toast here.	The glasses will be toasted here.	√	√	√
2.	Public auctions for license plated will activate for customers.	Public auctions for license plated will be activated for customers.	√	√	√
3.	The public auctions for license plates can bid on telephone.	The public auctions for license plates can be bid on telephone.	√	√	√
4.	Public auctions for license plated will bid through telephone.	Public auctions for license plated will be bid through telephone.	√	√	√
5.	Aung San Suu Kyi had grounded for 15 years.	Aung San Suu Kyi had been grounded for 15 years.	√	√	√
6.	Aung San Suu Kyi had detained for 15 years.	Aung San Suu Kyi had been detained for 15 years.	√	√	√
7.	.... an old lady was injected by drugs that use for death row prisoners....	.... an old lady was injected by drugs that were used with death row prisoners....	√	√	√
8.	.... an old woman who was injected the poison which used in death row prisoners.....	.... an old woman who was injected the poison which was used with death row prisoners.....	√	√	√
9.	..... the grandmother was injected with the drug that used with the death row prisoners.	..... the grandmother was injected with the drug that was used with the death row prisoners.	√	√	√

Appendix Table 8 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
10.	Taiwan <i>has isolated</i> from China.	Taiwan <i>has been isolated</i> from China.	√	√	√
11.	Taiwan <i>has separated</i> from China.	Taiwan <i>has been separated</i> from China.	√	√	√
12.	Taiwan <i>has divided</i> from China.	Taiwan <i>has been divided</i> from China.	√	√	√
13.	Taiwan <i>had separated</i> from China.	Taiwan <i>had been separated</i> from China.	√	√	√
14.	Taiwan <i>had separated</i> from China.	Taiwan <i>had been separated</i> from China.	√	√	√
15.	Taiwan <i>had isolated</i> from China.	Taiwan <i>had isolated</i> from China.	√	√	√
16.	Taiwan <i>has been separating</i> from China.	Taiwan <i>has been separated</i> from China.	√	√	√
17.	Chris Pine continued his actor but <i>not much mention</i> in Hollywood.	Chris Pine continued his actor but <i>was not much mentioned</i> in Hollywood.	√	√	√
18.	Chris Pine had been working as an actor but <i>didn't notice</i> in Hollywood.	Chris Pine had been working as an actor but <i>wasn't noticed</i> in Hollywood.	√	√	√
19.	He <i>had killed</i> by the US commando team.	He <i>had been killed</i> by the US commando team.	√	√	√
20.	An old woman who receives a medicine <i>that uses</i> for death row prisoners.	An old woman who receives a medicine <i>that is used</i> with death row prisoners.	√	√	√

Appendix Table 8 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
21.	An old lady who received a drug which used with death row prisoners.	An old lady who received a drug which was used with death row prisoners.	√	√	√
22.	An old woman who had received a poison which used with death row prisoners.	An old woman who had received a poison which was used with death row prisoners.	√	√	√
23.	An old woman who was injected with the drug that used for death row prisoners.	An old woman who was injected with the drug that was used for death row prisoners.	√	√	√
24.	A truck which drove with high speed crashed on 18 Muslim pilgrims.	A truck which was driven with high speed crashed on 18 Muslim pilgrims.	√	√	√
25.	A truck which drove fast in the southern India killed 18 Muslim pilgrims.	A truck which was fast driven in the southern India killed 18 Muslim pilgrims.	√	√	√
26.	The truck which drive with high accelerates in southern India ran over and killed 18 Muslim pilgrims.	The truck which was driven with high accelerate in southern India ran over and killed 18 Muslim pilgrims.	√	√	√
27.	The truck which drove very fast in South India killed 18 Muslim pilgrims.	The truck which was driven very fast in South India killed 18 Muslim pilgrims.	√	√	√

Appendix Table 8 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
28.	The truck that drove with high speed in South India killed 18 Muslim pilgrims.	The truck that was driven with high speed in South India killed 18 Muslim pilgrims.	√	√	√
29.	The truck which drove with high accelerates in South India killed 18 Muslim pilgrims.	The truck which was driven with high accelerates in South India killed 18 Muslim pilgrims.	√	√	√
30.	The truck that drove rapidly in South India killed 18 Muslim pilgrims.	The truck that was driven in South India killed 18 Muslim pilgrims.	√	√	√
31.	The most famous museum that called the best one in Bangkok is The National Museum.	The most famous museum that is called the best one in Bangkok is The National Museum.	√	√	√
32.	Pheu Thai was also held the big protest at Bangkok's Lumpini Park.	Pheu Thai also held the big protest at Bangkok's Lumpini Park.	√	√	√
33.	Guzzini was created a designer objects for kitchen and daily life over 60 years.	Guzzini was creating a designer objects for kitchen and daily life over 60 years.	√	√	√
34.	Guzzini has been provided the designer objects for using in the kitchen.	Guzzini has been providing the designer objects for using in the kitchen.	√	√	√

Appendix Table 8 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
35.	Guzzini has been produced the designer objects for using in the kitchen.	Guzzini has been producing the designer objects for using in the kitchen.	√	√	√
36.	Guzzini has been produced the designer objects for using in the kitchen and everyday life.	Guzzini has been producing the designer objects for using in the kitchen and everyday life.	√	√	√
37.	Guzzini has been provided the designer objects for using in the kitchen and everyday use.	Guzzini has been providing the designer objects for using in the kitchen and everyday use.	√	√	√
38.	Bin Laden had been lived in Abbottabad.	Bin Laden had been living in Abbottabad.	√	√	√
39.	Cambodian authorities had been tried to contact Thai authorities.	Cambodian authorities had been trying to contact Thai authorities.	√	√	√
40.	Loxley was expanded its business.	Loxley was expanding its business.	√	√	√
41.	The coming election will be affected to the travelled business in a positive way.	The coming election will affect the travel business in a positive way.	√	√	√
42.	Accident and Emergency doctor was conducted in mercy killing by killing an old woman, injected by poison used to kill death row prisoners.	Accident and Emergency doctor conducted the mercy killing by killing an old woman, injected by poison used to kill death row prisoners.	√	√	√

Appendix Table 8 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
43.	The Born Free Foundation <i>has been fought</i> against ivory trade.	The Born Free Foundation <i>has been fighting</i> against the ivory trade.	√	√	√
Total of Errors (43)			43	43	43

Appendix Table 9 Omission of Tense Indicator Errors in Version I (35)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Loxley Company <i>expand</i> their business.	Loxley Company <i>is expanding</i> their business.	√	√	√
2.	Loxley Company <i>expand</i> its export business.	Loxley Company <i>is expanding</i> its export business.	√	√	√
3.	Loxley Company <i>expand</i> their business overseas.	Loxley Company <i>is expanding</i> their business overseas.	√	√	√
4.	Abhishit Vejjajiva <i>visit</i> the North-East.	Abhishit Vejjajiva <i>was visiting</i> the North-East.	√	√	√
5.	PheuThai Party also <i>arrange</i> the big meeting at Bangkok's Lumpini.	PheuThai Party <i>was arranging</i> the big meeting at Bangkok's Lumpini.	√	√	√
6.	The Born Free Foundation <i>fight</i> against with the ivory trade.	The Born Free Foundation <i>has been fighting</i> against with the ivory trade.	√	√	√
7.	Guzzini <i>produce</i> designer objects for kitchen and routine life.	Guzzini <i>has been producing</i> designer objects for kitchen and routine life.	√	√	√

Appendix Table 9 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
8.	Guzzini <i>produce</i> designer objects for kitchen and everyday life.	Guzzini <i>has been producing</i> designer objects for kitchen and everyday life.	√	√	√
9.	The Born Free Foundation <i>battle up</i> the ivory trade.	The Born Free Foundation <i>has been battling up</i> the ivory trade.	√	√	√
10.	Chris Pine <i>work</i> as an actor but hasn't been famous.	Chris Pine <i>works</i> as an actor but hasn't been famous.	√	√	√
11.	Chris Pine continually <i>work</i> as an actor but isn't well-known.	Chris Pine continually <i>works</i> as an actor but isn't well-known.	√	√	√
12.	Chris Pine <i>work</i> constantly as an actor but hasn't been famous.	Chris Pine <i>works</i> constantly as an actor but hasn't been famous.	√	√	√
13.	The coming election <i>affect</i> the positive point for travelling industry.	The coming election <i>will affect</i> the travelling industry positively.	√	√	√
14.	Star Trek <i>give</i> him a chance.	Star Trek <i>gave</i> him a chance.	√	√	√
15.	Star Trek <i>make</i> him famous.	Star Trek <i>made</i> him famous.	√	√	√
16.	....He <i>become</i> famous suddenly....	....He <i>became</i> famous suddenly....	√	√	√
17.	PheuThai Party <i>make</i> an appointment at Bangkok's Lumpini.	PheuThai Party <i>was making</i> an appointment at Bangkok's Lumpini.	√	√	√

Appendix Table 9 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
18.	The Sports World point at Polish team.	The Sports World will be pointing at Polish team.	√	√	√
19.	Sport World watch Poland national football team.	Sport World will be watching Poland national football team.	√	√	√
20.	Sport World watch Poland.	Sport World will be watching Poland.	√	√	√
21.	Bin Laden lived in Abbottabad city before attacking team kill him.	Bin Laden lived in Abbottabad city before attacking team killed him.	√	√	√
22.	Star Trek increase his popularity.	Star Trek increased his popularity.	√	√	√
23.	Sport World catch the eye when Poland is host for UEFA Football Championship.	Sport World will be catching the eye when Poland is host for UEFA Football Championship.	√	√	√
24.	Sport World focus on Poland.	Sport World will be focusing on Poland.	√	√	√
25.	Aung San Suu Kyi scarcely get apermission.	Aung San Suu Kyi scarcely got permission.	√	√	√
26.	The truck in South India crash and kill 18 Muslim pilgrims.	The truck in South India crashed and killed 18 Muslim pilgrims.	√	√	√
27.	The hi-speed truck in South India kill 18 Muslim pilgrims.	The hi-speed truck in South India killed 18 Muslim pilgrims.	√	√	√

Appendix Table 9 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
28.	The truck with high speed in Southern India run over and kill 18 Muslim pilgrims.	The truck with high speed in Southern India ran over and killed 18 Muslim pilgrims.	√	√	√
29.	....an old woman who receive a medicine....	....an old woman who received a medicine....	√	√	√
30.	Coming election bring a good effect to travelling industry.	Coming election will bring a good effect to travelling industry.	√	√	√
31.	Upcoming election positively affect travelling industry.	Upcoming election will affect travelling industry positively.	√	√	√
32.	Mazda company said they send the car to their customers without slowness.	Mazda company said they sent the car to their customers without slowness.	√	√	√
33.	Mazda company said they transfer the car to their customers without delay.	Mazda company said they transferred the car to their customers without delay.	√	√	√
34.	Mazda company said they distribute the car to their customers without problems.	Mazda company said they distributed the car to their customers without problems.	√	√	√
35.	Mazda company said they send the car to their customers without delay.	Mazda company said they sent the car to their customers without delay.	√	√	√
Total of Errors (35)			35	35	35

Appendix Table 10 Omission of Tense Indicator Errors in Version II (14)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	The company now give cars to customers without slowness.	The company is now giving cars to customers without slowness.	√	√	√
2.	Mazda said that they now send cars to customers without delay.	Mazda said that they are now sending cars to customers without delay.	√	√	√
3.	An old woman receive a medicine.	An old woman received a medicine.	√	√	√
4.	Guzzini always make designer objects for kitchen and routine life.	Guzzini always makes designer objects for kitchen and routine life.	√	√	√
5.	Guzzini had been produce designer objects for kitchen and routine life.	Guzzini had been producing designer objects for kitchen and routine life.	√	√	√
6.	Chris Pine were work as an actor but hasn't been famous.	Chris Pine was working as an actor but hasn't been famous.	√	√	√
7.	Chris Pine had been work in Hollywood.	Chris Pine had been working in Hollywood.	√	√	√
8.	Chris Pine always work successfully as an actor but he isn't noticed.	Chris Pine always works successfully as an actor but he isn't noticed.	√	√	√
9.	He use the syringe to do the mercy killing to an old grandmother.	He used the syringe to do the mercy killing to an old grandmother.	√	√	√
10.	Bin Laden lived in Abbottabad city before attacking team kill him.	Bin Laden lived in Abbottabad city before attacking team killed him.	√	√	√

Appendix Table 10 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
11.	....Star Trek <i>increase</i> his popularity....	....Star Trek <i>increased</i> his popularity....	√	√	√
12.	Sport World <i>focus</i> on Poland.	Sport World <i>will be focusing</i> on Poland.	√	√	√
13.	The truck in South India crashed and <i>kill</i> 18 Muslim pilgrims.	The truck in South India crashed and <i>killed</i> 18 Muslim pilgrims.	√	√	√
14.	The authorities <i>had try</i> to contact Thai authorities.	The authorities <i>had tried</i> to contact Thai authorities.	√	√	√
Total of Errors (14)			14	14	14

Appendix Table 11 Misformation: Word Choice Errors in Version I (20)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	The coming election <i>effects</i> to tourism industry in good way.	The coming election <i>affects</i> the tourism industry in a good way.	√	√	√
2.	The coming next election will <i>effect</i> to the tourism industry in positive way.	The coming next election will <i>affect</i> the tourism industry in a positive way.	√	√	√
3.	This coming election had a good <i>affect</i> to tourist industry.	This coming election had a good <i>effect</i> to the tourism industry.	√	√	√
4.	The coming election <i>will be effected</i> to the travel business in a positive way.	The coming election <i>will affect</i> the travel business in a positive way.	√	√	√

Appendix Table 11 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
5.	Election <i>effects</i> positively with travel industry.	Election <i>affects</i> the travel industry positively.	√	√	√
6.	Upcoming election <i>effects</i> advantage to tourist organization.	The upcoming election <i>affects</i> tourist organization advantageously.	√	√	√
7.	Soon election <i>effects</i> positively with the travel industry.	The upcoming election <i>affects</i> positively with the travel industry.	√	√	√
8.	Accident and Emergency doctor is <i>excused</i> the mercy killing to a grandmother.	Accident and Emergency doctor is <i>accused of</i> mercy killing to a grandmother.	√	√	√
9.	Cambodian authorities <i>contracted</i> with Thai authorities.	Cambodian authorities <i>contacted</i> with Thai authorities.	√	√	√
10.	Accident and Emergency doctor was conducted in mercy killing by killing an old woman, <i>ejected</i> by poison used to kill death row prisoners.	Accident and Emergency doctor conducted the mercy killing by killing an old woman who was <i>injected</i> by the poison used to kill death row prisoners.	√	√	√
11.	Aung San Suu Kyi was <i>prisoned</i> .	Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
12.	Ms.Aung San Suu Kyi was <i>prisoned</i> .	Ms.Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
13.	Aung San Suu Kyi has been <i>prisoned</i> .	Aung San Suu Kyi has been <i>imprisoned</i> .	√	√	√

Appendix Table 11 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
14.	Aung San Suu Kyi is <i>prisoned</i> .	Aung San Suu Kyi is <i>imprisoned</i> .	√	√	√
15.	Aung San Suu Kyi was <i>prisoned</i> .	Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
16.	Aung San Suu Kyi was <i>prisoned</i> .	Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
17.	All the toasts were <i>risen</i> at communication tower.	All the toasts were <i>raised</i> at communication tower.	√	√	√
18.	All the toast was <i>rised up</i> at the communications tower.	All the toasts were <i>raised</i> at the communications tower.	√	√	√
19.	Toasts was <i>rised up</i> for the grand opening.	Toasts were <i>raised</i> up for the grand opening.	√	√	√
20.	Taiwan was <i>independed</i> from China.	Taiwan was <i>separated</i> from China.	√	√	√
Total of Errors (20)			20	20	20

Appendix Table 12 Misformation: Word Choice Errors in Version II (20)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	The coming election <i>effects</i> to tourism industry in good way.	The coming election <i>affects</i> the tourism industry in a good way.	√	√	√
2.	The coming next election will <i>effect</i> to the tourism industry in positive way.	The coming next election will <i>affect</i> the tourism industry in a positive way.	√	√	√

Appendix Table 12 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
3.	This coming election had a good <i>affect</i> to tourist industry.	This coming election had a good <i>effect</i> to the tourism industry.	√	√	√
4.	The coming election <i>will be effected</i> to the travel business in a positive way.	The coming election <i>will affect</i> the travel business in a positive way.	√	√	√
5.	Election <i>effects</i> positively with travel industry.	Election <i>affects</i> the travel industry positively.	√	√	√
6.	Upcoming election <i>effects</i> advantage to tourist organization.	The upcoming election <i>affects</i> tourist organization advantageously.	√	√	√
7.	Soon election <i>effects</i> positively with the travel industry.	The upcoming election <i>affects</i> positively with the travel industry.	√	√	√
8.	Accident and Emergency doctor is <i>excused</i> the mercy killing to a grandmother.	Accident and Emergency doctor is <i>accused of</i> mercy killing to a grandmother.	√	√	√
9.	Cambodian authorities <i>contracted</i> with Thai authorities.	Cambodian authorities <i>contacted</i> with Thai authorities.	√	√	√
10.	Accident and Emergency doctor was conducted in mercy killing by killing an old woman, <i>ejected</i> by poison used to kill death row prisoners.	Accident and Emergency doctor conducted the mercy killing by killing an old woman who was <i>injected</i> by the poison used to kill death row prisoners.	√	√	√

Appendix Table 12 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
11.	Aung San Suu Kyi was <i>prisoned</i> .	Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
12.	Ms.Aung San Suu Kyi was <i>prisoned</i> .	Ms.Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
13.	Aung San Suu Kyi has been <i>prisoned</i> .	Aung San Suu Kyi has been <i>imprisoned</i> .	√	√	√
14.	Aung San Suu Kyi is <i>prisoned</i> .	Aung San Suu Kyi is <i>imprisoned</i> .	√	√	√
15.	Aung San Suu Kyi was <i>prisoned</i> .	Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
16.	Aung San Suu Kyi was <i>prisoned</i> .	Aung San Suu Kyi was <i>imprisoned</i> .	√	√	√
17.	All the toasts were <i>risen</i> at communication tower.	All the toasts were <i>raised</i> at communication tower.	√	√	√
18.	All the toast was <i>rised up</i> at the communications tower.	All the toasts were <i>raised</i> at the communications tower.	√	√	√
19.	Toasts was <i>rised up</i> for the grand opening.	Toasts were <i>raised</i> up for the grand opening.	√	√	√
20.	The toasts were <i>rosen up</i> .	The toasts were <i>raised up</i> .	√	√	√
Total of Errors (20)			20	20	20

Appendix Table 13 Addition: Simple Addition of Unnecessary Items in Version I (19)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	The most famous museum and maybe called <i>as</i> the best museum in Bangkok is The National Museum.	The most famous museum and maybe <i>called</i> the best museum in Bangkok is The National Museum.	-	√	√
2.	The public auctions for the license plates <i>let</i> the clients <i>can</i> use the telephone bidders.	The public auctions for the license plates <i>let</i> the clients use the telephone bidders.	√	√	√
3.	The most famous or <i>called being</i> the best museum is The National Museum.	The most famous or <i>called</i> the best museum is The National Museum.	√	√	√
4.	Aung San Suu Kyi was grounded and barely permitted to see or <i>contacting</i> the outside world.	Aung San Suu Kyi was grounded and barely permitted to see or <i>contact</i> the outside world.	√	√	√
5.	Aung San Suu Kyi has been detained and not allowed to have visitors or <i>contacting</i> the outside.	Aung San Suu Kyi has been detained and not allowed to have visitors or <i>contact</i> the outside.	√	√	√
6.	Star Trek made him <i>be</i> famous.	Star Trek <i>made</i> him <i>famous</i> .	√	√	√
7.	Chris Pine had been working as an actor, however, he was hardly known in Hollywood until there was Star Trek movie which <i>made</i> him <i>becoming</i> famous.	Chris Pine had been working as an actor, however, he was hardly known in Hollywood until there was Star Trek movie which <i>made</i> him <i>become</i> famous.	√	√	√

Appendix Table 13 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
8.	Chuwit Kamolwisit, the Rak Thailand Party leader, was brought to admitted in a hospital.	Chuwit Kamolwisit, the Rak Thailand Party leader, was brought to a hospital.	√	√	√
9.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to cure in a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to a hospital.	√	√	√
10.	Chuwit Kamolwisit, the head of Rak Thailand Party, was brought to cure in a hospital.	Chuwit Kamolwisit, the head of Rak Thailand Party, was brought to a hospital.	√	√	√
11.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to admitted in a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to a hospital.	√	√	√
12.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was taken to admit at a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was taken to a hospital.	√	√	√
13.	Chuwit Kamolwisit, a leader of Rak Thailand Party, was admitted to cure at one hospital.	Chuwit Kamolwisit, a leader of Rak Thailand Party, was admitted into one hospital.	√	√	√
14.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to admitted in a local hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to a local hospital.	√	√	√

Appendix Table 13 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
15.	Chuwit Kamolwisit, Rak Thailand Party leader, was taken to <i>admitted at</i> a hospital in Suratthani.	Chuwit Kamolwisit, Rak Thailand Party leader, was <i>taken to</i> a hospital in Suratthani.	√	√	√
16.	Cambodian authorities tried to contact with Thailand to <i>visiting</i> 3 Cambodians.	Cambodian authorities tried to contact Thailand to <i>visit</i> 3 Cambodians.	√	√	√
17.	When the glasses were raised to toast the grand opening of the world's highest communication tower, yakuza gangsters did not <i>to</i> do so.	When the glasses were raised to toast the grand opening of the world's highest communication tower, yakuza gangsters <i>did not do</i> so.	√	√	√
18.	Chris Pine <i>was continued</i> working as an actor.	Chris Pine <i>was working</i> as an actor.	√	√	√
19.	The truck <i>which</i> driven with high accelerates in South India ran over and killed 18 Muslim Pilgrims.	The truck <i>driven</i> with high accelerate in South India ran over and killed 18 Muslim Pilgrims.	√	√	√
Total of Errors (19)			18	19	19

Appendix Table 14 Addition: Simple Addition of Unnecessary Items in Version II
(20)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
1.	Aung San Suu Kyi was prisoned and almost not <i>be</i> allowed anyone to visit her.	Aung San Suu Kyi was prisoned and almost <i>not allowed</i> anyone to visit her.	√	√	√
2.	The Yaguza gangsters will not <i>be celebrate</i> .	The Yaguza gangsters will not <i>celebrate</i> .	√	√	√
3.	Yaguza gangsters will not celebrated.	Yaguza gangsters will not <i>celebrate</i> .	√	√	√
4.	Chris Pine always works as an actor but he isn't noticed in Hollywood until playing in Star Trek movie in 2009 <i>that makes</i> him famous.	Chris Pine always works as an actor but he isn't noticed in Hollywood until playing in Star Trek movie in 2009 <i>makes</i> him famous.	√	√	√
5.	Cambodian authorities tried to contact Thai authorities <i>before for</i> visiting 3 Cambodian men.	Cambodian authorities tried to contact Thai authorities before <i>visiting</i> 3 Cambodian men.	√	√	√
6.	Cambodian authorities tried to contact the Thai government <i>before for</i> visiting 3 Cambodian men.	Cambodian authorities tried to contact the Thai government before <i>visiting</i> 3 Cambodian men.	√	√	√
7.	Cambodian authorities tried to contact Thailand's government <i>before for</i> visiting 3 Cambodian men.	Cambodian authorities tried to contact Thailand's government before <i>visiting</i> 3 Cambodian men.	√	√	√
8.	Muslim pilgrims were run over and <i>be</i> killed.	Muslim pilgrims were run over and <i>killed</i> .	√	√	√

Appendix Table 14 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
9.	.... Aung San Suu Kyi barely <i>to get</i> permission....	.... Aung San Suu Kyi barely <i>got</i> permission....	√	√	√
10.	.... Aung San Suu Kyi hardly <i>to get</i> permission....	.... Aung San Suu Kyi hardly <i>got</i> permission....	√	√	√
11.	She was barely permitted to meet or <i>communicating</i> with the outside.	She was barely permitted to meet or <i>communicate</i> with the outside.	√	√	√
12.	Star Trek made him <i>be</i> famous.	Star Trek <i>made</i> him <i>famous</i> .	√	√	√
13.	Chris Pine had been working as an actor, however, he was hardly known in Hollywood until there was Star Trek movie which <i>made</i> him <i>becoming</i> famous.	Chris Pine had been working as an actor, however, he was hardly known in Hollywood until there was Star Trek movie which <i>made</i> him <i>become</i> famous.	√	√	√
14.	Chris Pine <i>was continued</i> working as an actor.	Chris Pine <i>was working</i> as an actor.	√	√	√
15.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to <i>admitted in</i> a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was <i>brought to</i> a hospital.	√	√	√
16.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was taken to <i>admit at</i> a hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was <i>taken to</i> a hospital.	√	√	√
17.	Chuwit Kamolwisit, a leader of Rak Thailand Party, was admitted <i>to cure at</i> one hospital.	Chuwit Kamolwisit, a leader of Rak Thailand Party, was <i>admitted into</i> one hospital.	√	√	√

Appendix Table 14 (Continued)

No.	Incorrect Sentences	Corrected Sentences	I	NS1	NS2
18.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to admitted in a local hospital.	Chuwit Kamolwisit, the leader of Rak Thailand Party, was brought to a local hospital.	√	√	√
19.	Chuwit Kamolwisit, Rak Thailand Party leader, was taken to admitted at a hospital in Suratthani.	Chuwit Kamolwisit, Rak Thailand Party leader, was taken to a hospital in Suratthani.	√	√	√
20.	Chuwit Kamolwisit was brought to cure in a hospital.	Chuwit Kamolwisit was brought to a hospital.	√	√	√
Total of Errors (20)			20	20	20

Appendix Table 15 Misformation: Irregular Past Participle Error in Version I (15)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Sports world would have pay attention to Poland.	Sports world would have paid attention to Poland.	√	√	√
2.	A full speed truck has been drove over.	A full speed truck has been driven over.	√	√	√
3.	The Born Free Foundation fighted with ivory trade.	The Born Free Foundation fought the ivory trade.	√	√	√
4.	The Born Free Foundation, International Reserved Wild Animal Association, fighted with the ivory trade.	The Born Free Foundation, International Reserved Wild Animal Association, fought the ivory trade.	√	√	√
5.	The head of Rak Thailand Party was taked to hospital.	The head of Rak Thailand Party was taken to hospital.	√	√	√

Appendix Table 15 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
6.	Sports world <i>caught</i> on Poland team.	Sports world <i>caught</i> on Poland team.	√	√	√
7.	Sport World <i>caught</i> eyes with the National Poland football team.	Sport World <i>caught</i> eyes with the National Poland football team.	√	√	√
8.	Sports World <i>caught</i> up Poland when being one of co-organizers in the UEFA European Football Championship.	Sports World <i>caught</i> up Poland when being one of co-organizers in the UEFA European Football Championship.	√	√	√
9.	Poland, which was organizer, <i>caught</i> up in European Football Champion playing Ukraine.	Poland, which was organizer, <i>caught</i> up in European Football Champion playing Ukraine.	√	√	√
10.	Sport World <i>caught</i> up on Poland team when being c-host of UEFA European Football Champion with Ukraine.	Sport World <i>caught</i> up on Poland team when being c-host of UEFA European Football Champion with Ukraine.	√	√	√
11.	The film Star Trek <i>has shined</i> him to be notable.	The film Star Trek <i>has shone</i> him to be notable.	√	√	√
12.	The toasts <i>are hold</i> at communication tower.	The toasts <i>are held</i> at communication tower.	√	√	√
13.	A high speed truck in South India <i>slided</i> .	A high speed truck in South India <i>slid</i> .	√	√	√
14.	A truck which <i>was drove</i> with high speed.	A truck which <i>was driven</i> with high speed.	√	√	√

Appendix Table 15 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
15.	PheuThai Party <i>seted up</i> a great speech at Bangkok's Lumpini.	PheuThai Party <i>set up</i> a great speech at Bangkok's Lumpini.	√	√	√
Total of Errors (15)			15	15	15

Appendix Table 16 Misformation: Irregular Past Participle Error in Version II (16)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Aung San Suu Kyi <i>had not be</i> able to go outside for 15 years.	Aung San Suu Kyi <i>had not been</i> able to go outside for 15 years.	√	√	√
2.	The Born Free Foundation, International Reserved Wild Animal Association, <i>fighted with</i> the ivory trade.	The Born Free Foundation, International Reserved Wild Animal Association, <i>fought</i> the ivory trade.	√	√	√
3.	The Born Free Foundation, the international wild life organization, <i>fighted</i> with ivory trade.	The Born Free Foundation, the international wild life organization, <i>fought</i> the ivory trade.	√	√	√
4.	The Born Free Foundation, animal protection organization, <i>fighted</i> the ivory trade.	The Born Free Foundation, animal protection organization, <i>fought</i> the ivory trade.	√	√	√
5.	The Born Free Foundation <i>fighted</i> with ivory trade.	The Born Free Foundation <i>fought</i> the ivory trade.	√	√	√
6.	The Born Free Foundation has <i>fighted</i> with the ivory trade.	The Born Free Foundation has <i>fought</i> the ivory trade.	√	√	√

Appendix Table 16 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
7.	The head of Rak Thailand Party was <i>taked</i> to hospital.	The head of Rak Thailand Party was <i>taken</i> to hospital.	√	√	√
8.	Sport World <i>catched</i> eyes with the National Poland football team.	Sport World <i>caught</i> eyes with the National Poland football team.	√	√	√
9.	Sports World <i>catched</i> up Poland when being one of co-organizers in the UEFA European Football Championship.	Sports World <i>caught</i> up Poland when being one of co-organizers in the UEFA European Football Championship.	√	√	√
10.	Poland, which was organizer, <i>catched</i> up in European Football Champion playing Ukraine.	Poland, which was organizer, <i>caught</i> up in European Football Champion playing Ukraine.	√	√	√
11.	Sport World <i>catched</i> up on Poland team when being c-host of UEFA European Football Champion with Ukraine.	Sport World <i>caught</i> up on Poland team when being c-host of UEFA European Football Champion with Ukraine.	√	√	√
12.	The film Star Trek <i>has shined</i> him to be notable.	The film Star Trek <i>has shone</i> him to be notable.	√	√	√
13.	The toasts <i>are hold up</i> at communication tower.	The toasts <i>are held up</i> at communication tower.	√	√	√
14.	A high speed truck in South India <i>slided</i> .	A high speed truck in South India <i>slid</i> .	√	√	√
15.	A truck which <i>was drove</i> with high speed.	A truck which <i>was driven</i> with high speed.	√	√	√
16.	Pilgrims <i>sleped</i> along the footpath.	Pilgrims <i>slept</i> along the footpath.	√	√	√
Total of Errors (16)			16	16	16

Appendix Table 17 Addition: Double Marking in Version I (18)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Bin Laden had lived in Abbottabad before the USA commando attacked to slain him.	Bin Laden had lived in Abbottabad before the USA commando attacked to slay him.	√	√	√
2.	Chris Pine has been being working as an actor.	Chris Pine has been working as an actor.	√	√	√
3.	The Yaguza gangsters didn't celebrated .	The Yaguza gangsters didn't celebrate .	√	√	√
4.	All the Yakuza gangsters didn't celebrated .	All the Yakuza gangsters didn't celebrate .	√	√	√
5.	The Yakuza gangsters didn't celebrated .	The Yakuza gangsters didn't celebrate .	√	√	√
6.	Yaguza gansters didn't celebrated .	Yaguza gansters didn't celebrate .	√	√	√
7.	Bin Laden lived in Abbottabad town before the United States' striker would assassinated him.	Bin Laden lived in Abbottabad town before the United States' striker would assassinate him.	√	√	√
8.	The Born Free Foundation fight against with the ivory trade.	The Born Free Foundation fight against the ivory trade.	√	√	√
9.	The Born Free Foundation, the international wild life animal protection, fight against with the ivory trade.	The Born Free Foundation, the international wild life animal protection, fight against the ivory trade.	√	√	√

Appendix Table 17 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
10.	Chris Pine continually worked as an actor but he wasn't remarkable in Hollywood until he played Star Trek, the movie that made him became well-known.	Chris Pine continually worked as an actor but he wasn't remarkable in Hollywood until he played Star Trek, the movie that made him become well-known.	√	√	√
11.	Aung San Suu Kyi wasn't allowed to meet or communicated with anybody.	Aung San Suu Kyi wasn't allowed to meet or communicate with anybody.	√	√	√
12.	The glasses were up in the air to celebrated the new tallest communication tower.	The glasses were up in the air to celebrate the new tallest communication tower.	√	√	√
13.	Aung San Suu Kyi was rarely not allowed to meet or communicate with the outsiders.	Aung San Suu Kyi was rarely allowed to meet or communicate with the outsiders.	√	√	√
14.	Aung San Suu Kyi rarely was allowed to met others or communicated with external world.	Aung San Suu Kyi rarely was allowed to meet others or communicate with external world.	√	√	√
15.	Aung San Suu Kyi was detained and almost not was allowed anyone to visit or meet her.	Aung San Suu Kyi was detained and almost not allowed to visit or meet anyone.	√	√	√

Appendix Table 17 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
16.	Star Trek may be the work that <i>makes</i> him <i>becomes</i> famous.	Star Trek may be the work that <i>makes</i> him <i>become</i> famous.	√	√	√
17.	Star Trek was the work that <i>made</i> him <i>became</i> famous.	Star Trek was the work that <i>made</i> him <i>become</i> famous.	√	√	√
18.	Bin Laden <i>lived was</i> in Abbottabad.	Bin Laden <i>lived was</i> in Abbottabad.	√	√	√
Total of Errors (18)			18	18	18

Appendix Table 18 Addition: Double Marking in Version II (11)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Bin Laden had lived in Abbottabad before the USA commando <i>attacked to slain</i> him.	Bin Laden had lived in Abbottabad before the USA commando <i>attacked to slay</i> him.	√	√	√
2.	Yaguza gansters <i>didn't celebrated</i> .	Yaguza gansters <i>didn't celebrate</i> .	√	√	√
3.	Bin Laden lived in Abbottabad town before the United States' striker <i>would assassinated</i> him.	Bin Laden lived in Abbottabad town before the United States' striker <i>would assassinate</i> him.	√	√	√
4.	Chris Pine continually worked as an actor but he wasn't remarkable in Hollywood until he played Star Trek, the movie that <i>made</i> him <i>became</i> well-known.	Chris Pine continually worked as an actor but he wasn't remarkable in Hollywood until he played Star Trek, the movie that <i>made</i> him <i>become</i> well-known.	√	√	√

Appendix Table 18 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
5.	Chris Pine continually worked as an actor but he wasn't remarkable in Hollywood until he played Star Trek, the movie that <i>made</i> him <i>became</i> well-known.	Chris Pine continually worked as an actor but he wasn't remarkable in Hollywood until he played Star Trek, the movie that <i>made</i> him <i>become</i> well-known.	√	√	√
6.	Chris Pine was <i>rarely isn't</i> noticed in Hollywood.	Chris Pine was <i>rarely</i> noticed in Hollywood.	√	√	√
7.	The glasses were up in the air <i>to celebrated</i> the new tallest communication tower.	The glasses were up in the air <i>to celebrate</i> the new tallest communication tower.	√	√	√
8.	Aung San Suu Kyi was <i>rarely not</i> allowed to meet or communicate with the outsiders.	Aung San Suu Kyi was <i>rarely</i> allowed to meet or communicate with the outsiders.	√	√	√
9.	Aung San Suu Kyi rarely <i>was allowed to met</i> others or <i>communicated</i> with external world.	Aung San Suu Kyi rarely <i>was allowed to meet</i> others or <i>communicate</i> with external world.	√	√	√
10.	Aung San Suu Kyi was detained and almost not <i>was</i> allowed anyone to visit or meet her.	Aung San Suu Kyi was detained and almost not <i>allowed</i> to visit or meet anyone.	√	√	√
11.	Star Trek may be the work that <i>makes</i> him <i>becomes</i> famous.	Star Trek may be the work that <i>makes</i> him <i>become</i> famous.	√	√	√
Total of Errors (11)			11	11	11

Appendix Table 19 Omission of Main Verb in Version I (13)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	More 1,350 people were killed in Karachi city in the killing <i>which</i> ___ <i>targeted</i> political killing.	More 1,350 people were killed in Karachi city in the killing <i>which was the targeted</i> political killing.	√	√	√
2.	The auctions bidders for license plates _____ <i>available</i> .	The auctions bidders for license plates <i>are available</i> .	√	√	√
3.	The public auctions for license plates _____ <i>available</i> .	The public auctions for license plates <i>are available</i> .	√	√	√
4.	The telephone auctions for license plates _____ <i>available</i> .	The telephone auctions for license plates <i>are available</i> .	√	√	√
5.	The telephone bidders for license plates _____ <i>available</i> .	The telephone bidders for license plates <i>are available</i> .	√	√	√
6.	The Born Free Foundation _____ <i>against</i> ivory trade.	The Born Free Foundation <i>has been fighting against</i> ivory trade.	√	√	√
7.	The Born Free Foundation _____ <i>against</i> the ivory trade.	The Born Free Foundation <i>fought against</i> the ivory trade.	√	√	√
8.	The opening communication tower <i>which</i> ___ the tallest in the world.	The opening communication tower <i>which is</i> the tallest in the world.	√	√	√

Appendix Table 19 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
9.	The customers <i>who</i> _____ telephone bidders.	The customers <i>who are</i> telephone bidders.	√	√	√
10.	Sport World _____ <i>to</i> _____ Poland	Sport World <i>is going to watch</i> Poland	√	√	√
11.	Chris Pine, working constantly as an actor, _____ but didn't been noticed.	Chris Pine <i>had been working</i> constantly as an actor but wasn't noticed.	√	√	√
12.	Loxley _____ <i>to</i> _____ its exporting business.	Loxley <i>is going to</i> spread its exporting business.	√	√	√
13.	An old woman who <i>was</i> _____ with the poison used death row prisoners	An old woman who <i>was injected</i> with the poison used death row prisoners.	√	√	√
Total of Errors (13)			13	13	13

Appendix Table 20 Omission of Main Verb in Version II (4)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	....the opening communication tower <i>which</i> _____ the tallest in the world....	....the opening communication tower <i>which is</i> the tallest in the world....	√	√	√
2.	The auctions bidders for license plates <i>will</i> _____ available.	The auctions bidders for license plates <i>will be available.</i>	√	√	√
3.	The auctions for license plates on telephone <i>will</i> _____ available.	The auctions for license plates on telephone <i>will be available.</i>	√	√	√
4..	Sport World _____ <i>to watch</i> Poland	Sport World <i>is going to watch</i> Poland	√	√	√
Total of Errors (4)			4	4	4

Appendix Table 21 Omission of Auxiliary Verb in Version I (9)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Chris Pine, an actor, worked hard but _____ not work in Hollywood.	Chris Pine, an actor, worked hard but did not work in Hollywood.	√	√	√
2.	Chris Pine worked constantly as an actor but _____ not work in Hollywood.	Chris Pine worked constantly as an actor but did not work in Hollywood.	√	√	√
3.	Chris Pine continued his acting but not much mention in Hollywood until his film production, Star Trek, _____ widely known .	Chris Pine continued his acting but was not much mentioned in Hollywood until his film production, Star Trek, was widely known .	√	√	√
4.	Chris Pine is working continuously as an actor but _____ never been caught by much attention.	Chris Pine is working continuously as an actor but has never been caught by much attention.	√	√	√
5.	Bin Laden had lived in Abbottabad before he _____ killed by American army.	Bin Laden had lived in Abbottabad before he was killed by American army.	√	√	√
6.	An Accident and Emergency doctor was told he made the mercy killing to an old woman by injecting medicine which _____ used with death row prisoners.	An Accident and Emergency doctor was told he made the mercy killing to an old woman by injecting the medicine which was used with death row prisoners.	√	√	√

Appendix Table 21 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
7.	An Accident and Emergency made the mercy killing to by injecting the medicine which _____ used with death row prisoners.	An Accident and Emergency made the mercy killing to by injecting the medicine which was used with death row prisoners.	√	√	√
8.	Chuwit Kamolvisit, the leader of RakThailand Party, _____ admitted in a hospital.	Chuwit Kamolvisit, the leader of RakThailand Party, was admitted in a hospital.	√	√	√
9.	Mazda said it _____ giving cars for customers without delay.	Mazda said it was giving cars for customers without delay.	√	√	√
Total of Errors (9)			9	9	9

Appendix Table 22 Omission of Auxiliary Verb in Version II (7)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Nowadays, the most famous museum and can _____ called the best in Bangkok is The National Museum.	Nowadays, the most famous museum and can be called the best in Bangkok is The National Museum.	√	√	√
2.	The gangsters will not _____ celebrating .	The gangsters will not be celebrating .	√	√	√
3.	Loxley company _____ expanding its business.	Loxley company is expanding its business.	√	√	√
4.	Bin Laden had lived in Abbottabad before he _____ killed by American army.	Bin Laden had lived in Abbottabad before he was killed by American army.	√	√	√

Appendix Table 22 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
5.	An Accident and Emergency doctor was told he made the mercy killing to an old woman by injecting medicine <i>which _____used</i> with death row prisoners.	An Accident and Emergency doctor was told he made the mercy killing to an old woman by injecting medicine <i>which was used</i> with death row prisoners.	√	√	√
6.	Chris Pine continued his acting but not much mention in Hollywood until his film production, Star Trek, showcase _____ <i>widely known</i> .	Chris Pine continued his acting but not much mention in Hollywood until his film production, Star Trek, showcase <i>was widely known</i> .	√	√	√
7.	Chris Pine worked as an actor but _____ <i>not quite outstand</i> .	Chris Pine worked as an actor but <i>did not quite outstand</i> .	√	√	√
Total of Errors (7)			7	7	7

Appendix Table 23 Misformation: Verb Form Errors in Version I (5)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Cambodian authorities tried to contact with the Thai Government <i>for visited</i> 3 Cambodian men.	Cambodian authorities tried to contact the Thai Government <i>for visiting</i> 3 Cambodian men.	√	√	√
2.	The glass was held high <i>for celebrated</i> .	The glass was held high <i>for celebrating</i> .	√	√	√
3.	The toasts were raised <i>for celebrated</i> .	The toasts were raised <i>for celebrating</i> .	√	√	√

Appendix Table 23 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
4.	The medicine that is used <i>for kill</i> the death row prisoners.	The medicine that is used <i>for killing</i> the death row prisoners.	√	√	√
5.	The public auctions for license plates allows customers <i>telling</i> the price by telephone bidders.	The public auctions for license plates allow customers <i>to tell</i> the price by telephone.	√	√	√
Total of Errors (5)			5	5	5

Appendix Table 24 Misformation: Verb Form Errors in Version II (7)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Cambodian authorities tried to contact with the Thai Government <i>for visited</i> 3 Cambodian men.	Cambodian authorities tried to contact the Thai Government <i>for visiting</i> 3 Cambodian men.	√	√	√
2.	Cambodian authorities have tried to contact the Thai Government <i>before to visit</i> 3 Cambodian men.	Cambodian authorities have tried to contact the Thai Government <i>before visiting</i> 3 Cambodian men.	√	√	√
3.	Cambodian authorities tried to contact the Thai authorities <i>before visit</i> 3 Cambodian men.	Cambodian authorities tried to contact the Thai authorities <i>before visiting</i> 3 Cambodian men.	√	√	√
4.	The glass was held high <i>for celebrated</i> .	The glass was held high <i>for celebrating</i> .	√	√	√

Appendix Table 24 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
5.	The medicine that is used <i>for kill</i> the death row prisoners.	The medicine that is used <i>for killing</i> the death row prisoners.	√	√	√
6.	The public auctions for license plates allows customers <i>telling</i> the price by telephone bidders.	The public auctions for license plates allow customers <i>to tell</i> the price by telephone.	√	√	√
7.	Bin Laden had lived in Abbottabad <i>before killed</i> by American Army.	Bin Laden had lived in Abbottabad <i>before being killed</i> by American Army.	√	√	√
Total of Errors (7)			7	7	7

Appendix Table 25 Omission of Past Participle Markers in Version I (7)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	.... A woman who was <i>inject</i>....	.... A woman who was <i>injected</i>	√	√	√
2.	Aung San Suu Kyi <i>was ground</i> and barely had any permission to meet anyone.	Aung San Suu Kyi was <i>grounded</i> and barely had any permission to meet anyone.	√	√	√
3.	Aung San Suu Kyi was <i>detain</i> .	Aung San Suu Kyi was <i>detained</i> .	√	√	√
4.	The glasses were <i>lift</i> up for toasts.	The glasses were <i>lifted</i> up for toasts.	√	√	√

Appendix Table 25 (Continued)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
5.	An old woman who was injected the liquid which <i>was use</i> for capital punishment.	An old woman who was injected the liquid which <i>was used</i> for capital punishment.	√	√	√
6.	Taiwan was <i>separate</i> from China.	Taiwan was <i>separated</i> from China.	√	√	√
7.	The glass was <i>lift up</i> to celebrate.	The glass was <i>lifted up</i> to celebrate.	√	√	√
Total of Errors (7)			7	7	7

Appendix Table 26 Omission of Past Participle Markers in Version II (5)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Chris Pine <i>did not seem to be notice</i> in Hollywood.	Chris Pine <i>did not seem to be noticed</i> in Hollywood.	√	√	√
2.	The public auctions for license plates <i>will be provide</i> for telephone bidders.	The public auctions for license plates <i>will be provided</i> for telephone bidders.	√	√	√
3.	The public auctions for license plates <i>will be provide</i> for telephone bidders.	The public auctions for license plates <i>will be provided</i> for telephone bidders.	√	√	√
4.	The glasses were <i>lift</i> up for toasts.	The glasses were <i>lifted</i> up for toasts.	√	√	√
5.	The glasses were <i>lift</i> up to celebrate.	The glasses were <i>lifted</i> up to celebrate.	√	√	√
Total of Errors (5)			5	5	5

Appendix Table 27 Misformation: Tense Indicative Errors in Version I (5)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Chris Pine continually works as an actor but <i>does not quite to be</i> noticed.	Chris Pine continually works as an actor but <i>was not</i> quite noticed.	√	√	√
2.	Sport World is looking Poland when this country <i>is holding</i> in UEFA Football Championship.	Sport World is looking Poland when this country <i>is holding</i> in UEFA Football Championship.	√	√	√
3.	PheuThai Party <i>helds</i> meeting at Bangkok's Lumpini.	PheuThai Party <i>holds</i> meeting at Bangkok's Lumpini.	√	√	√
4.	PheuThai Party <i>was holding</i> a big announcement meeting campaign at Bangkok's Lumpini Park.	PheuThai Party <i>was holding</i> a big announcement meeting campaign at Bangkok's Lumpini Park.	√	√	√
5.	Chris Pine, working constantly as an actor, but <i>didn't been noticed</i> very well in Hollywood.	Chris Pine, working constantly as an actor, but <i>wasn't noticed</i> very well in Hollywood.	√	√	√
Total of Errors (5)			5	5	5

Appendix Table 28 Misformation: Tense Indicative Errors in Version II (6)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	The upcoming election <i>will has</i> a positive consequence.	The upcoming election <i>will have</i> a positive consequence.	√	√	√
2.	The coming election <i>will has</i> a positive effect on the tourism industry.	The coming election <i>will have</i> a positive effect on the tourism industry.	√	√	√
3.	Pheu Thai party <i>helds</i> meeting at Bangkok's Lumpini.	Pheu Thai party <i>holds</i> meeting at Bangkok's Lumpini.	√	√	√
4.	PheuThai Party <i>was also has</i> a campaign at Bangkok's Lumpini.	PheuThai Party <i>was also having</i> a campaign at Bangkok's Lumpini.	√	√	√
5.	PheuThai Party <i>is holding</i> a big announcement meeting campaign at Bangkok's Lumpini Park.	PheuThai Party <i>is holding</i> a big announcement meeting campaign at Bangkok's Lumpini Park.	√	√	√
6.	Chris Pine, working constantly as an actor, but <i>didn't be noticed</i> very well in Hollywood.	Chris Pine, working constantly as an actor, but <i>wasn't</i> very well <i>noticed</i> in Hollywood.	√	√	√
Total of Errors (6)			6	6	6

Appendix Table 29 Omission of Preposition in Version I (6)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	Auung San Suu Kyi was grounded and hardly allowed ___ meet or communicate with outside world.	Auung San Suu Kyi was grounded and hardly allowed <i>to</i> meet or communicate with outside world.	√	√	√
2.	An Accident and Emergency doctor was blamed ___ doing the mercy killing.	An Accident and Emergency doctor was blamed <i>for</i> doing the mercy killing.	√	√	√
3.	An Accident and Emergency doctor was charged ___ doing the mercy killing.	An Accident and Emergency doctor was charged <i>with</i> doing the mercy killing.	√	√	√
4.	An Accident and Emergency doctor was accused ___ the mercy killing.	An Accident and Emergency doctor was accused <i>of</i> the mercy killing.	√	√	√
5.	Taiwan has been separated ___ China	Taiwan has been separated <i>from</i> China	√	√	√
6.	An old woman was injected ___ the poison.	An old woman was injected <i>with</i> the poison.	√	√	√
Total of Errors (6)			6	6	6

Appendix Table 30 Omission of Preposition in Version II (1)

No.	Incorrect Sentences	Correct Sentences	I	NS1	NS2
1.	An Accident and Emergency doctor was accused ___ doing the mercy killing.	An Accident and Emergency doctor was accused <i>of</i> doing the mercy killing.	√	√	√
Total of Errors (1)			1	1	1

The total number of errors from the study result is 585. The number of three checkers agreed is 531. A percentage for the number of times they agreed is calculated as follows:

$$\frac{531}{585} \times 100 = 90.76$$

Therefore, the validity of checking and categorizing errors is 531 out of 585 which means 90.76%.



Appendix B
The Translation Tests

The Original English Sentences

1. (**Future Continuous**) The sports world **will be watching** Poland when it plays co-host to the 2012 UEFA European Football Championship with Ukraine from June 8 to July 1, 2012.
2. (**Past Perfect Continuous**) Chris Pine **had been working** steadily as an actor but pretty much under Hollywood's radar, until Star Trek (2009) beamed him to sudden stardom.
3. (**Present Simple**) Presently, the most illustrious and perhaps the best museum in Bangkok **is** the National Museum.
4. (**Past Continuous**) A speeding truck in western India ran over and killed 18 Muslim pilgrims who **were sleeping** on a roadside yesterday morning.
5. (**Past Perfect Continuous**) Pakistani military insisted yesterday they did not know Bin Laden **had been living** in Abbottabad before the US raid killed him.
6. (**Future Simple**) Public auctions of car license plates **will be open** to telephone bidders for next month.
7. (**Past Simple**) Rak Thailand Party leader Chuwit Kamolvisit **was** yesterday **admitted to** a hospital in Surat Thani province.
8. (**Past Perfect**) The Human Rights Commission of Pakistan recently reported that more than 1,350 people **had been killed** in Karachi in targeted political killings so far this year.
9. (**Present Simple**) The British Government currently **has** no policy on plastic bag reduction.

10. (*Past Simple*) An Accident&Emergency doctor **was charged** in 2005 **over** the mercy killing of a grandmother he injected with a drug used to kill death row prisoners.
11. (*Present Continuous*) Mazda says it **is** now **delivering** new vehicles to customers without delays.
12. (*Present Perfect*) Taiwan **has been divided** from the mainland since 1949.
13. (*Present Perfect Continuous*) The Born Free Foundation –an international wildlife organization- **has been battling** the ivory trade for the last 20 years.
14. (*Present Perfect*) Aung San Suu Kyi **has been detained** for 15 years and rarely has been allowed visitors or communication with the outside world.
15. (*Present Continuous*) Loxley **is** now **expanding** its trading business overseas, especially within the ASEAN region and China.
16. (*Past Perfect*) Prime Minister Abhisit Vejjajiva yesterday said Cambodian authorities **had tried** to contact Thailand to see the three Cambodian men.
17. (*Past Continuous*) Yesterday, at the same time as Mr. Abhisit **was visiting** the Northeast, Pheu Thai **was building** a large campaign rally in Bangkok's Lumpini Park.
18. (*Present Perfect Continuous*) Guzzini **has been producing** designer objects for the kitchen and everyday use for more than 60 years.
19. (*Future Simple*) The upcoming election **will have** a positive impact on the tourism industry.
20. (*Future Continuous*) When the toasts are raised here next year at the opening of the world's tallest communication tower, yakuza gangsters **will not be celebrating**.

Version I

Translate the Thai sentences into English

1. โลกกีฬาจับตามาตุทีมชาติโปแลนด์เมื่อเป็นเจ้าภาพร่วมในศึกฟุตบอลชิงแชมป์แห่งชาติยุโรปกับยูเครน

.....

2. คริส ไพน์ ทำงานอย่างต่อเนื่องในฐานะนักแสดง แต่ไม่ค่อยเป็นที่สังเกตนักในวงการฮอลลีวูด จนกระทั่งผลงานภาพยนตร์เรื่องสตาร์เทรค ต่อกวามาที่เขาทำให้เขาโด่งดังขึ้นมาทันที

.....

3. พิพิธภัณฑที่มีชื่อเสียงที่สุด และอาจเรียกว่าดีที่สุดในกรุงเทพฯ คือพิพิธภัณฑสถานแห่งชาติ

.....

4. รถบรรทุกที่ขับมาด้วยความเร็วสูงคันหนึ่งในอินเดียตอนใต้ได้เล่นทับร่างและคร่าชีวิตนักบวชมุสลิม 18 คนซึ่งนอนหลับบริเวณข้างถนน

.....

5. กองทัพปากีสถานยืนยันเมื่อวานนี้ว่าพวกเขาไม่รู้ว่ามีบิน ลาเดนอาศัยอยู่ในกรุงแอมบอบอตทาบัด ก่อนที่หน่วยจู่โจมสหรัฐฯ สังหารเขา

.....

6. การประมูลสาธารณะสำหรับป้ายทะเบียนรถยนต์เปิดให้ลูกค้าประมูลทางโทรศัพท์ได้

.....

7. นายชูวิทย์ กมลวิศิษฎ์ หัวหน้าพรรครักประเทศไทย ถูกนำตัวเข้ารับการรักษาที่โรงพยาบาล
แห่งหนึ่งในจังหวัดสุราษฎร์ธานี

.....
.....

8. คณะกรรมการสิทธิมนุษยชนของปากีสถานรายงานว่าประชาชนจำนวนมากกว่า 1,350 คน
ถูกฆ่าตายในกรุงการาจีในการสังหารที่มีเป้าหมายทางการเมืองปีนี้

.....
.....

9. รัฐบาลอังกฤษไม่มีนโยบายลดปริมาณถุงพลาสติก

.....
.....

10. แพทย์แผนกฉุกเฉินและอุบัติเหตุคนหนึ่งถูกตั้งข้อหาว่ากระทำ“การุณยฆาต” คุณชายคนหนึ่ง
ผู้ซึ่งถูกเขาฉีดยาที่ใช้ฆ่าสัตว์พิษประหาร

.....
.....

11. บริษัทมาสด้ากล่าวว่าทางบริษัทส่งมอบรถยนต์ให้กับลูกค้าโดยปราศจากความล่าช้า

.....
.....

12. ประเทศไต้หวันถูกแยกออกจากจีนแผ่นดินใหญ่

.....
.....

13. มูลนิธิบอร์นฟรี – องค์กรคุ้มครองสัตว์ป่านานาชาติ - ต่อสู้กับการค้างาช้าง

.....
.....

14. นางออง ซาน ซูจีถูกกักบริเวณและแทบจะไม่ได้รับอนุญาตให้มีผู้เข้าพบหรือติดต่อสื่อสารกับโลกภายนอก

.....

15. บริษัทล็อกชเลย์ ขยายธุรกิจส่งออกไปโพ้นทะเลโดยเฉพาะอย่างยิ่งภายในภูมิภาคอาเซียนและจีน

.....

16. นายกรัฐมนตรีอภิสิทธิ์ กล่าวเมื่อวานนี้ว่าเจ้าหน้าที่กัมพูชาพยายามติดต่อกับทางการไทยเพื่อที่จะเข้าเยี่ยมชายเขมรทั้ง 3 คน

.....

17. นายอภิสิทธิ์ เวชชาชีวะเยือนภาคอีสาน พรรคเพื่อไทยก็จัดการรณรงค์ชุมนุมปราศรัยครั้งใหญ่ที่สวนลุมพินี กรุงเทพฯ

.....

18. กุชชินีผลิตภัณฑ์มีชื่อสำหรับใช้ในครัวและในชีวิตประจำวัน

.....

19. การเลือกตั้งที่กำลังจะมาถึงนี้มีผลทางด้านบวกต่ออุตสาหกรรมการท่องเที่ยว

.....

20. เมื่อแก้วถูกชูขึ้นที่นี้เพื่อเฉลิมฉลองที่งานเปิดตัวอาคารโทรคมนาคมที่สูงที่สุดในโลก พวกเหล่าแกงค์ยาสูบทั้งหลายไม่ได้เฉลิมฉลองกัน

.....

Version II

Translate the Thai sentences into English

1. โลกกีฬาจะจับตาคู่ทีมชาติโปแลนด์อยู่เมื่อเป็นเจ้าภาพร่วมในศึกฟุตบอลชิงแชมป์แห่งชาติยุโรป กับยูเครนตั้งแต่วันที่ 8 มิถุนายนถึง 1 กรกฎาคม 2012

.....

2. คริส ไพน์ทำงานมาตลอดอย่างต่อเนื่องในฐานะนักแสดง แต่ไม่ค่อยเป็นที่สังเกตนักในวงการฮอลลีวูด จนกระทั่งผลงานภาพยนตร์เรื่องสตาร์เทรคในปี 2009 ได้ส่องแววมายที่เขาทำให้เขาโด่งดังขึ้นมาทันที

.....

3. ในปัจจุบันพิพิธภัณฑ์ที่มีชื่อเสียงที่สุด และอาจเรียกได้ว่าดีที่สุดในกรุงเทพฯ คือพิพิธภัณฑ์สถานแห่งชาติ

.....

4. เมื่อเข้าวานนี้รถบรรทุกที่ขับมาด้วยความเร็วสูงคันหนึ่งในอินเดียตอนใต้ได้แล่นทับร่างและคร่าชีวิตนักแสวงบุญชาวมุสลิม 18 คน ซึ่งกำลังนอนหลับอยู่บริเวณข้างถนน

.....

5. กองทัพอากาศสถานยืนยันเมื่อวานนี้ว่าพวกเขาไม่รู้ว่าบิน ลาเคนได้อาศัยอยู่ในกรุงแอมบอดทาบัด มาตลอดก่อนที่หน่วยจู่โจมสหรัฐฯ สังหารเขา

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6. การประมูลสาธารณะสำหรับป้ายทะเบียนรถยนต์จะเปิดให้ลูกค้าประมูลทางโทรศัพท์ได้ในเดือนหน้า

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7. นายชูวิทย์ กมลวิศิษฎ์ หัวหน้าพรรครักประเทศไทย ถูกนำตัวเข้ารับการรักษาเมื่อวานนี้
ที่โรงพยาบาลแห่งหนึ่งในจังหวัดสุราษฎร์ธานี
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8. คณะกรรมการสิทธิมนุษยชนของปากีสถานได้รายงานเมื่อไม่นานมานี้ว่าประชาชนจำนวน
มากกว่า 1,350 คน ได้ถูกฆ่าตายในกรุงการาจีในการสังหารที่มีเป้าหมายทางการเมืองมาตลอดปีนี้
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9. ในปัจจุบันนี้รัฐบาลอังกฤษไม่มีนโยบายลดปริมาณถุงพลาสติก
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10. แพทย์แผนกฉุกเฉินและอุบัติเหตุคนหนึ่งถูกตั้งข้อหาในปี 2005 ว่ากระทำ “การฉ้อโกง”
คุณยายคนหนึ่งซึ่งถูกเขาฉ้อโกงที่ใช้หม่านักโทษประหาร
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11. บริษัทมาสด้ากล่าวว่าขณะนี้ทางบริษัทกำลังส่งมอบรถยนต์ให้กับลูกค้าโดยปราศจากความล่าช้า
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12. ประเทศไต้หวันได้ถูกแยกออกจากจีนแผ่นดินใหญ่ตั้งแต่ปีค.ศ. 1949
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13. มุลนิธิบอร์นฟรี – องค์กรคุ้มครองสัตว์ป่านานาชาติ - ได้ต่อสู้กับการค้าช้างมาตลอด 20 ปีนี้
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14. นางออง ซาน ซูจี ได้ถูกกักบริเวณเป็นระยะเวลา 15 ปีและแทบจะไม่ได้รับอนุญาตให้มีผู้เข้าพบหรือติดต่อสื่อสารกับโลกภายนอก

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15. ขณะนี้บริษัทที่ถือลิขสิทธิ์กำลังขยายธุรกิจส่งออกไปโพ้นทะเลโดยเฉพาะอย่างยิ่งภายในภูมิภาคอาเซียนและจีน

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16. นายกรัฐมนตรีอภิสิทธิ์ กล่าวเมื่อวานนี้ว่าเจ้าหน้าที่กัมพูชาได้พยายามติดต่อกับทางการไทยก่อนหน้านี้เพื่อที่จะเข้าเยี่ยมชายเขมรทั้ง 3 คน

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17. เมื่อวานนี้ในเวลาเดียวกันกับที่นายอภิสิทธิ์ เวชชาชีวะกำลังเยือนภาคอีสาน พรรคเพื่อไทยที่กำลังจัดการประชุมประจำปีครั้งใหญ่ที่สวนลุมพินี กรุงเทพฯ

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18. กุชชินีได้ผลิตอุปกรณ์มีชื่อสำหรับใช้ในครัวและในชีวิตประจำวันมาตลอดเป็นเวลามากกว่า 60 ปี

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19. การเลือกตั้งที่กำลังจะมาถึงนี้จะมีผลทางด้านบวกต่ออุตสาหกรรมการท่องเที่ยว

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20. เมื่อแก้วถูกชูขึ้นที่นั่นในปีหน้าเพื่อดื่มฉลองในงานเปิดตัวอาคารโทรคมนาคมที่สูงที่สุดในโลก พวกเหล่าแก๊งยาสูบทั้งหลายจะไม่ได้เฉลิมฉลองกันอยู่

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BIOGRAPHICAL DATA

NAME	Mr. Parynya Chowwiwattanaporn
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