

CONCLUSION

It can be clearly seen that most common mistakes as analyzed and classified in Part I are concerned with the fundamental structure of English. Evidences to support this statement can be found in Chapter X under the headings 'a subjectless sentence fragment' and 'a verbless sentence fragment' and in Chapter XII under the headings 'the lack of agreement in number and person between a verb and a noun or pronoun as its subject' and 'the use of a form of personal pronouns inappropriate to its antecedent. Failure to grasp such fundamental structures of English certainly leads to the more complicated mistakes such as those dealt with in Chapter I under the heading 'the faulty use of an introductory phrase'.

The fact that most common mistakes are concerned with the basic structure of English leads one to believe that students do not have a firm background in English structure before they enter the university. The university which is expected to give instruction to enable students to achieve proficiency in English, therefore, has to allot part of the time that students should be using for advanced university studies to remedial courses on elementary mistakes.

Of all the linguistic reasons for common mistakes determined in Part II, the differences between English and Thai structures account for the majority of mistakes. Certain English grammatical features and certain English words that do not exist in Thai, both of which are considered differences between English and Thai structures, are naturally difficult for students to master. It requires much practice on the part of the

students and careful preparation in teaching together with great effort in teaching on the part of the teachers in order to enable students to use them automatically.

The Thai grammatical structures which are different from those of English are usually transferred into English as has been shown in 7.2. of Chapter V. Similarly, Thai words which have wider restriction of distribution than the English equivalents are often translated into the English equivalents together with the transfer of the distribution of the Thai words as discussed in Chapter X. Such transfers and translations imply that students are still unable to think in English which, in turn, indicates the need for more practice in speaking, listening, reading and writing English.

Since many of these mistakes occur as a result of differences between English and Thai structures, a linguistic survey of the structure of English as well as that of Thai should be made by instructors of English in order to achieve an effective approach to students' problems. A textbook on written English which is based on the comparison of the descriptive analyses of the English and Thai structures might enable students to gain proficiency in writing English.

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