



A Study of Thai Grade 12 Students' Structural Knowledge of English Noun Phrases

Kornsak Tantiwich

**A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of
Master of Arts in Teaching English as an International Language**

Prince of Songkla University

2016

Copyright of Prince of Songkla University



A Study of Thai Grade 12 Students' Structural Knowledge of English Noun Phrases

Kornsak Tantiwich

**A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of
Master of Arts in Teaching English as an International Language**

Prince of Songkla University

2016

Copyright of Prince of Songkla University

Thesis Title A Study of Thai Grade 12 Students' Structural Knowledge of
English Noun Phrases

Author Kornsak Tantiwich

Major Program Teaching English as an International Language

Advisor:

.....
(Asst. Prof. Dr. Premin Karavi)

Examining Committee:

.....Chairman
(Asst. Prof. Dr. Compol Swangboonsatic)

.....Committee
(Asst. Prof. Dr. Kemtong Sinwongsawat)

.....Committee
(Asst. Prof. Dr. Premin Karavi)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language.

.....
(Asst. Prof. Dr. Teerapol Srichana)

Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

..... Signature

(Asst. Prof. Dr. Premin Karavi)

Advisor

..... Signature

(Mr. Kornsak Tantiwich)

Candidate

I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

..... Signature

(Mr. Kornsak Tantiwich)

Candidate

ชื่อวิทยานิพนธ์	การศึกษาความรู้ด้านโครงสร้างของนามวลีภาษาอังกฤษ ในกลุ่มนักเรียนไทยชั้นมัธยมศึกษาปีที่ 6
ผู้เขียน	กรศักย์ ตันติวิเศษ
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2558

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์หลัก 4 ประเด็นดังนี้ (1) เพื่อตรวจสอบระดับความรู้เกี่ยวกับนามวลีภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ในเขตพื้นที่การศึกษาที่ 14 (2) เพื่อเปรียบเทียบความรู้ด้านโครงสร้างของนามวลีภาษาอังกฤษของนักเรียนสายวิทย์กับนักเรียนสายศิลป์ (3) เพื่อเปรียบเทียบความรู้ด้านโครงสร้างของนามวลีภาษาอังกฤษของนักเรียนที่มีโอกาสในการใช้ภาษาอังกฤษกับชาวต่างชาติ และกับนักเรียนที่ไม่มีโอกาส (4) เพื่อวิเคราะห์ข้อผิดพลาดในการแปลนามวลีภาษาอังกฤษต่างๆ กลุ่มตัวอย่างคือนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 351 คนที่กำลังศึกษาอยู่ในเขตพื้นที่การศึกษาที่ 14 จังหวัดระนอง พังงา และ ภูเก็ต เครื่องมือในงานวิจัยนี้ประกอบไปด้วยข้อสอบ 2 ชุดซึ่ง ได้แก่ ข้อสอบการแปลภาษาไทยเป็นภาษาอังกฤษ และข้อสอบการแปลภาษาอังกฤษเป็นภาษาไทย ผู้วิจัยได้ใช้โครงสร้างนามวลีทั้งหมด 12 โครงสร้างเพื่อออกแบบข้อสอบในแต่ละชุด กล่าวคือ โครงสร้างนามวลี 1 โครงสร้างมีจำนวนข้อสอบอยู่ 3 ข้อในแต่ละชุดข้อสอบ

ผลจากการวิจัยพบว่า (1) ระดับความรู้ทางความหมายของนามวลีภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 6 อยู่ที่ระดับ *มากต่ำ* (46%) (2) ความรู้ทางความหมายของนามวลีภาษาอังกฤษของนักเรียนสายวิทย์ *สูงกว่า* นักเรียนสายศิลป์อย่างมีนัยสำคัญทางสถิติ (ค่าสถิติ) ความรู้ทางความหมายของนามวลีภาษาอังกฤษของนักเรียนทั้งสายวิทย์และสายศิลป์แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.001 (ค่า $t = 7.28$) (3) ความรู้ทางความหมายของนามวลีภาษาอังกฤษของนักเรียนที่มีโอกาสใช้ภาษาอังกฤษกับชาวต่างชาติแตกต่างจากนักเรียนที่ไม่มีโอกาสนั้นอย่างมีนัยสำคัญทางสถิติ (ค่า $t = 5.32$) และ (4) พบข้อผิดพลาดการเปลี่ยนนามวลีภาษาอังกฤษเป็นจำนวนมาก ดังนั้น ข้อผิดพลาดต่างๆ (ทั้งข้อสอบชุดที่ 1 และ 2 จะถูกนำเสนอต่างองค์ประกอบของคำนามวลีภาษาอังกฤษ) ได้แก่ ข้อผิดพลาดที่เกิดขึ้นในคำนามหลัก (Errors on Head Nouns) ข้อผิดพลาดที่เกิดขึ้นในคำบงชี้ต่างๆที่นำหน้าคำนามหลัก (Errors on Determiners) ข้อผิดพลาดที่เกิดขึ้นในส่วนขยายหน้าคำนามหลัก (Errors on Pre-modifiers) และข้อผิดพลาดที่เกิดขึ้นในส่วนขยายหลังคำนามหลัก (Errors on Post-modifiers) ปัจจัยต่างๆที่ส่งผลทำให้นักเรียนเกิดข้อผิดพลาดการเปลี่ยนนามวลีภาษาอังกฤษอาจมีได้ดังนี้ (1) ความแตกต่างระหว่างน่านามวลีของภาษาไทยและภาษาอังกฤษ (2) การแทรกแซงของภาษาแม่ของนักเรียน (3) การขาดความรู้ด้านโครงสร้างของนามวลีภาษาอังกฤษ และ (4) การขาดความรู้ด้านการใช้โครงสร้างของนามวลีภาษาไทย

คำสำคัญ : โครงสร้างนามวลีภาษาอังกฤษ, นักเรียนชั้นมัธยมศึกษาปีที่ 6, ภาคใต้ ประเทศไทย, ข้อผิดพลาดในการแปล

Thesis Title : A Study of Thai Grade 12 Students' Structural Knowledge of English Noun Phrases
Author : Kornsak Tantiwich
Major Program : Teaching English as an international Language
Academic Year : 2015

Abstract

The purposes of this study were: (1) to investigate levels of grade 12 students' structural knowledge of the English NPs; (2) to compare the structural knowledge of English NPs between students in the Science and the Arts programs; (3) to compare the English NP knowledge between those who have and do not have English exposures to non-Thais; and (4) to discover the errors in students' English NP structures. The subjects were 351 students who were studying in secondary educational service area office 14, in Ranong, Pang-Nha, and Phuket provinces. The instruments comprised two types of tests, a Thai-English translation (test 1) and an English-Thai translation (test 2). There were 12 English NP structures used to create each test, and 3 items from each English NP structure were included in each test.

The results showed that (1) the level of grade 12 students' structural knowledge of English NP units was at the low level (46.11%); (2) the structural knowledge of students who were studying in the Science programs was significantly higher than the knowledge of students studying in the Arts programs. The students' English NP semantic knowledge from both programs was significantly different at the level 0.001 ($t = 7.28$); (3) there was a significant difference between the English NP structural knowledge of the students who had and did not have chances to be exposed to English with non-Thais ($t = 5.32$); and (4) English NP structure errors made by grade 12 students were divided into 4 groups based on the 4 main components in English NPs such as errors on head nouns, determiners, pre-modifiers, and post-modifiers. In each group, the errors in English-Thai translation (test 1) were exemplified before the errors in

Thai-English translation (test 2). The factors influencing the students to make the errors are probably due in part to: (1) the differences between Thai and English NPs; (2) interference of the students' mother tongue; (3) lack of English NP Structural Knowledge; and (4) lack of Thai NP Structural Knowledge in usage.

Keywords: English noun phrase structures; Grade 12 students; Southern Thailand; Errors

ACKNOWLEDGEMENTS

I would like to deliver my sincere gratitude to my advisor, Asst. Prof. Dr. Premin Karavi, for his invaluable advice, suggestions, comments, and encouragement during the time I was studying in the program. He taught and guided me to do my research. I can bravely say that without his support, this study would have been impossible.

I would like to express my deepest gratitude to Asst. Prof. Dr. Kemtong Sinwongsuwat, the chairman of the committee in this study, for sacrificing a large amount of her valuable time to give me comment and advice. My big thanks go to Dr. Kathleen Nicoletti and Mrs. Sammi Nagaratnam for their proof reading of my study and Asst. Prof. Dr. Cholada Laohawiriyanon for her review and comments on my research instruments.

I would also like to express my gratitude to Mr. George Gyamfi for helping me proof read my study and for wonderful time which we studied together.

My appreciation is deviled to all the M.A. lecturers and staff in the Teaching English as an International Language program, Department of Language and Linguistics, Faculty of Liberal Arts, Prince of Songkla University. I would like to give my classmates a warm thank for their lovely friendship, spiritual support and encouragement.

Finally, I would like to give my deepest gratitude to my parents, who always help and encourage me to continue studying.

Kornsak Tantiwich

TABLE OF CONTENTS

	Page
ABSTRACT (THAI)	v
ABSTRACT (ENGLISH)	vii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF PAPERS	xiv
LETTERS OF ACCEPTANCE	xv
 A SYNTHESIS REPORT	
1. INTRODUCTION	1
1.1 English Proficiency of Science- and Arts-Program Students	5
1.2 Translation.....	5
2. PURPOSES OF THE STUDY	6
3. RESEARCH QUESTIONS	6
4. HYPOTHESES	7
5. SIGNIFICANCE OF THE STUDY	7
6. SCOPE AND LIMITATIONS OF THE STUDY	8
7. DEFINITION OF KEY TERMS & ABBREVIATIONS	8
8. REVIEW OF RELATED LITERATURE	11
8.1 English Noun Phrase.....	11
8.2 Thai Noun Phrase Structure.....	15
8.3 Cross-Linguistic Differences between English NPs and NPs in other Languages.....	18
8.4 Differences between English and Thai NP structures.....	20
9. RESEARCH METHODOLOGY	24
9.1 Samples and Population.....	24
9.2 Instruments.....	27

9.3 Data Collection.....	31
9.4 Overview of the Study.....	32
10. FINDINGS AND DISCUSSION.....	33
10.1 Levels of Grade 12 Students' ENPSK	34
10.2 Comparison of ENPSK of the Students Studying in Science and Arts Programs	35
10.3 Comparison of ENPSK of the Students with and without English Exposures	36
10.4 English NP Structure Errors Made by Grade 12 Students.....	38
(1) Errors on Head Nouns.....	38
(2) Errors on Determiners.....	41
(3) Errors on Pre-Modifiers.....	44
(4) Errors on Post-Modifiers.....	46
11. CONCLUSION AND RECOMMENDATIONS.....	50
11.1 Conclusion.....	50
11.2 Recommendations.....	51
REFERENCES.....	53
APPENDICES.....	64
APPENDIX A: Sampled Schools in Secondary Educational Service Area Office 14.....	65
APPENDIX B: NP Structures Used to Design Tests 1 & 2.....	66
APPENDIX C: Thai-English Translation Performance (Test 1).....	68
APPENDIX D: English-Thai Translation Performance (Test 2).....	71
APPENDIX E: Personal Information Sheet.....	74
APPENDIX F: Plan of Data Collection.....	75

ACCEPTED MANUSCRIPT	76
PAPER I Grade 12 Students' Semantic Knowledge of English NP Units.....	77
PAPER II Errors on NP Translation: A study of Grade 12 Students, Southern Thailand.....	89
VITAE	110

LIST OF TABLES

TABLE

A SYNTHESIS REPORT

1. Levels of Grade 12 Students' ENPSK in both Tests.....	34
2. Score Comparison of ENPSK of the Students in Science and Arts Programs....	35
3. Score Comparison of ENPSK of the Students with and without English Exposure with Non-Thais.....	36

PAPER I

1. Levels of Grade 12 Students' ENPSK in each Test.....	82
2. Levels of Grade 12 Students' ENPSK based on both Tests.....	83
3. English NP Semantic Knowledge of the Students Studying in Science and Arts Programs.....	84
4. ENPSK of the Students with and without English Exposures with Non- Thais.....	85

PAPER II

1. Frequencies of Incorrect and Correct Answers.....	99
--	----

LIST OF PAPERS

This thesis is based on the following papers:

PAPER

- I. Tantiwich, K., & Karavi, P. (2016). Grade 12 Students' Structural Knowledge of English NP Units. *The 8th International Conference on Humanities and Social Sciences "Innovation in Humanities and Social Sciences: Opportunities and Challenges"* on 27-29 May 2016.
- II. Tantiwich, K., & Karavi, P. (2016). Errors on NP Translation: A study of Grade 12 Students, Southern Thailand. *Journal of Liberal Arts*, Prince of Songkla University. (submitted manuscript).

LETTERS OF ACCEPTANCE



Certificate Of Presentation

This document certifies that

Kornsak Tantiwich

at

The 8th International Conference on Humanities and Social Sciences held at The Royale Chulan, Damansara, Selangor, Malaysia

on

27th - 29th May 2016



Handwritten signature of Prof. Emeritus Dato' Dr. Wan Hashim Wan Teh



Prof. Emeritus Dato' Dr. Wan Hashim Wan Teh
Dean, Faculty of Defence Studies & Management



ที่ ศธ 0521.1.11/4๕4

คณะศิลปศาสตร์
มหาวิทยาลัยสงขลานครินทร์
อ.หาดใหญ่ จ.สงขลา
90112

๒๘ พฤษภาคม ๒๕๕๙

เรื่อง ตอบรับการได้รับบทความ

เรียน นายกรศักดิ์ ตันติวิเศษ

ตามที่ท่านได้ส่งบทความ เรื่อง Errors on NP Translation: A study of Grade 12 Students, Southern Thailand เพื่อตีพิมพ์ในวารสารศิลปศาสตร์มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่ ตามความทราบแล้วนั้น

กองบรรณาธิการได้รับบทความของท่านแล้ว และจะนำบทความของท่านเข้าสู่กระบวนการประเมินคุณภาพโดยกองบรรณาธิการและผู้ทรงคุณวุฒิต่อไป ทั้งนี้ กองบรรณาธิการจะแจ้งผลให้ท่านทราบอีกครั้งหนึ่ง

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.มาลี สบายยิ่ง)

รองคณบดีฝ่ายวิจัยและบัณฑิตศึกษา ปฏิบัติราชการแทน
คณบดีคณะศิลปศาสตร์

งานวิจัย

โทรศัพท์/โทรสาร 0-7428-6675

E-mail: waraporn.no@psu.ac.th

1. Introduction

Nowadays, English is one of the most widely-used languages. Not only the countries using English as the first language like Britain, America, and so on, but also the countries using English as a second or foreign language all over the world pay attention to English. When people from different countries or different languages need to communicate, English is often used as the lingua franca to convey their thoughts. English can help them understand each other. Viney (2003) mentioned that English is employed in numerous distinct kinds of international communication such as politics and business. In addition, when an international conference is held, there will be a number of people from a variety of countries to join the conference. All of them might not speak the same language. Therefore, English will be set as the main language of the conference.

Many textbooks are written in English in several fields because many people use English as the first or the second language. Hence, English is used as a key to unlock some knowledge or information from the books written in English. In addition, Viney (2003) declared that many scientific and medical books or studies are written in English. If people are not good enough in English, they might have certain difficulties in learning and obtaining some knowledge from the books or the studies in order to improve themselves as well as their country.

International companies choose English to be a major language for communication among staff and with other visitors, particularly in international sea and air traffic controls. Viney (2003) states that the international sea and air traffic controls prefer English to other languages because seaspeaks and airspeaks utilize a limited number of words, phrases, and sentences for the purpose of interacting clearer and easier.

English is more crucial in Asia because of the activation of ASEAN Economic Community (AEC) at the end of the year 2015. The 10 countries in the Association of Southeast Asian Nations (ASEAN) have made a contract in order to open the ASEAN Free Trade Area (AFTA). The tax for goods imported and exported from the countries in

ASEAN have been decreased. Additionally, people in ASEAN can do business easily with each other and become employees in another country in ASEAN (Saowapak, 2014). Obviously, some of them might speak different languages, so they are not able to use their own languages to interact with people from different countries. For this reason, English have been set as a Lingua Franca for communication.

In Thailand, English is very important as well. Thai people who have a high level of English proficiency may obtain good or better jobs or be hired in a higher position in international companies. They might have an opportunity to work in good places where English is required.

Based on the record of International Tourist Arrivals to Thailand between January to December in 2014 from the Department of Tourism in Thailand, there were approximately 24 million visitors visiting in Thailand. When the visitors have to interact with local people, English will be used to help them to understand each other.

As mentioned above, English has been playing an important role in Thailand, and the demand for studying English in teenagers has dramatically increased. Therefore, English has been set as a mandatory subject in schools in order that students have an opportunity to learn it and will be able to communicate with non-Thais in English.

Thai students, however, still have some problems in using English. Based on the result of the Ordinary National Education Test (O-Net) of grade 12 students throughout Thailand in 2014 from National Institute of Educational Testing Service in Thailand, their average score was only 23.44 % in an English test. This showed that grade 12 students' English knowledge was quite low.

There may be many factors making grade 12 students weak in English. One of them might be the lack of understanding structures of English sentences. Studying grammar or syntactic structure is definitely important for acquiring a new language. Several researchers have claimed that English structures or the rules of English grammar are very crucial and related to learning and using English to achieve great professional

levels. Cowan (2008) stated that teaching grammar to learners studying English as the second language makes them improve their English proficiency substantially. Moreover, Master (1994) announced that grammar instruction can enhance learners' English abilities to use articles such as *a, an, the* and identifying a grammar category which is very arduous for learners. Ellis (1990, 1994, 2001); Ellis (1995); and Larsen-Freeman & Long (1991) argued that teaching grammar influences EFL or ESL learners to reach the greatest level of English in the four skills. Danny (2001) claimed that EFL learners are supposed to have expertise in the grammar of the target language so as to be able to produce and to understand sentences. Hidayatul (2011) declared that grammatical knowledge is used in combining words and phrases to become correct sentences.

An English sentence consists of many phrases. DeCapua (2008) and Abubakar (2015) argued that phrases in sentences might be verb, prepositional, adjective, adverbial, infinitive, gerund, and noun phrases. All of them play a very significant role in the creation of sentences, particularly noun phrases (NPs). NPs are usually found more often than others in English sentences. DeCapua (2008) posited that besides being a subject in the sentence, NPs can be an object, a complement, object of the preposition, and so on. Cowan (2008) claimed that a NP is able to appear in prepositional phrases which are behind a preposition. Therefore, NPs can stay in the subject and the predicate in sentences and will absolutely be seen at least once in sentences.

There are not only simple NPs, but also there are a number of complex NPs in English sentences. Simple or complex NPs in English sentences depend on the level of the text. Swierzbinska (2014) identified, classified, and analyzed NPs in English texts at the elementary school, middle school, high school, General Education Development, and college levels. He indicated that in an academic text, there were a lot of complex noun phrases (CNPs) which were very difficult for the students to decode and understand. He also said that from the high school to the college levels, CNPs will be written more than simple noun phrases (SNPs). Based on his findings, students studying at the high school level will see both of SNPs and CNPs equally. At the General Education Development

(GED) level, there were CNPs more than SNPs, and the college level had the most CNPs at the academic texts.

The students, therefore, should have an ability to use NPs accurately and comprehensively because when using English, they must encounter NPs at least once. If they do not have enough English NP knowledge, they might not understand or interpret English sentences correctly. Nuttal (2000) and Swierzbina (2014) said that English learners should be able to understand types of NPs and identify what a head noun, determiners, pre-modifiers and post-modifiers are in CNPs because most CNPs appearing in English texts are significant parts of English sentences. If EFL learners understand grammatical functions and elements of NPs, they will be able to identify, classify and analyze English NPs. They will read English texts more easily, faster, and more comprehensibly. Furthermore, Hidayatul (2011) highly recommended that expertise in NPs can enhance EFL learners' English writing and speaking skills.

Lack of NP knowledge might cause many problems in both the productive and the receptive aspects of English. Byrd (2012) stated that EFL learners always have problems of using articles (*a, an, the*) correctly with types of nouns in producing English sentences. Hence, utilizing the articles with nouns incorrectly is just one of the very simple examples showing that EFL learners are not aware of using English NPs in sentences.

In reading activities, some EFL learners might understand certain NPs, but some might be confused with CNPs. If the learners cannot read English texts, especially the CNPs clearly, this might be challenging for them to acquire English.

In conversation, lack of English NP knowledge might cause speakers and listeners to misunderstand each other. Bradley (1986) announced that English NPs in utterances used in illustration are supposed to consist of adjectives, relative clauses, and prepositional phrases as modifiers. If listeners are able to receive further information from modifiers in English NPs, misunderstanding between speakers and listeners will

minimize. Moreover, Grosz (1977) declared that details from modifiers in English NPs could help listeners to easily refer to things different from other objects.

1.1 English Proficiency of Science- and Arts-Program Students

The relationships between grade 9 students' background, academic achievement, personality, occupational values, and choice of occupation were discovered that the students who had the high level of academic achievement have more opportunities to choose high-salary jobs than students with low levels of academic achievement (Thongpukdee, Choochom, and Sucaromana, 2008). It is possible that the most high-salary jobs in Thailand typically include a pilot, a doctor, a nurse or an engineer. If students would like to get these jobs, they have to attend in the Science programs in high schools. The students with the highest score of academic achievement will be given the priority to study in Science programs, and other students with lower score of academic achievement will be chosen, respectively. Therefore, a competition will be held among all students who would like to study in Science programs and expect to get high salary jobs.

A number of researcher compared English proficiency of students in Science- and Arts-programs, and they claimed that the students' English proficiency in Science-programs were higher than those in Arts-programs (Chawwang, 2008; Reanjaroen suk, 1999; and Wongsuwan, 1992).

1.2 Translation

The researcher believes that translation is an effective method to examine students' knowledge because it allows teachers to know how much students have learned. Cook (2011) argues that using translation can assist learners in learning a second language

Translation either from the foreign language to the mother tongue or the mother tongue to the foreign language, can display whether or not the students understand the content and what the real problems are. Translation requires deep comprehension of both

L1 and L2 grammars. Florita (2010) declares that translation is the method of conveying meanings from the source language to the target language, so translators are supposed to have expertise in both the source and the target language. Bowen (2000) states that translation is an effective instrument. It lets teachers know whether or not students understand the grammatical structures taught in the classroom and what parts of grammatical structures they still do not understand. If students are able to translate L2 sentences into their own mother tongue, they mean they understand the concepts of L2 grammar.

2. PURPOSES OF THE STUDY

The purposes of this study are as follows:

2.1 To investigate levels of structural knowledge of the English NPs via translation among grade 12 students in Secondary Educational Service Area Office 14.

2.2 To compare the structural knowledge of English NPs between students in the Science and the Arts programs.

2.3 To compare the English NP knowledge between those who have and do not have English exposures to non-Thais.

2.4 To discover the errors in students' English NP structures.

3. RESEARCH QUESTIONS

3.1 Which level of English NP structural knowledge do the grade 12 students in Secondary Educational Service Area Office 14 possess?

3.2 Is the English NP structural knowledge different between students in Science and Arts programs?

3.3 Are there any differences in English NP knowledge between those who have and do not have any chance to be exposed to English with non-Thais?

3.4 What are the errors in students' English NP structures made by grade 12 students in Secondary Educational Service Area Office 14?

4. HYPOTHESES

4.1 Grade 12 students in Secondary Educational Service Area Office 14 are at the *very low level* of English NP semantic knowledge.

4.2 Structural knowledge of the English NPs of students in the Science and Arts programs are different.

4.3 English NP structural knowledge of students with and without exposure to English with non-Thais is different.

4.4 Students in Secondary Educational Service Area Office may produce some ungrammatical NP structures in their translation.

5. SIGNIFICANCE OF THE STUDY

The findings in this study will give advantages to students, teachers, officers and inspectors in the Ministry of Education, stakeholders, and other people as follows:

5.1 The results from this study will let grade 12 students know how much English NP knowledge they have and whether they are able to apply English NP knowledge in their use of English.

5.2 The results will make students and teachers realize the differences between English and Thai NPs.

5.3 The frequent mistakes found in this study will help teachers know which parts of NPs the students are weak in, how much they should pay more attention to NPs in their instruction.

5.4 The results will help the Ministry of Education officers know what ought to be improved in the English syllabus.

5.5 The discussion of the study will shed some light on Thai learners studying English as an international language in order to know how to decode and produce English NPs in sentences.

6. SCOPE AND LIMITATIONS OF THE STUDY

The study was limited by the following:

6.1 The study emphasized only the English NP knowledge through translation from English to Thai, and vice versa although there are still other tools to assess students' knowledge of English NPs.

6.2 The study surveyed only students studying in grade 12, government schools in Secondary Educational Service Area Office 14, which is located in Phuket, Phung-nga, Ranong provinces. Hence, the results might not reflect all grade 12 students in Thailand.

7. DEFINITION OF KEY TERMS AND ABBREVIATIONS

7.1 Definition of Key Terms

1. A **noun phrase**, in this research, refers to a group of words functioning as a noun unit which may consist of a head noun, (a) pre-modifier(s), and/or (a) post-modifier(s).

2. **A head noun**, in this study, refers to a word which is the important part of a noun phrase and may stand alone to represent the total NP structure. A head noun can be a noun (*information, Tom, cats, etc.*); an infinitive verb (*to eat pizza, to exercise in the morning, etc*); a gerund (*eating chocolate, drink milk, reading a book, etc*); or an adjective (*the rich, the poor, the beautiful, etc*).

3. **Determiners**, in this study, refer to kinds of words put in front of pre-modifiers in noun phrases. They can be: articles (*a/an, the*); demonstrative determiners (*this/that, these/those*); possessive determiners (*my, your, their*); nouns as possessive determiners (*John's, Bill's*); indefinite pronouns (*anybody, someone, many*); partitives (*glass of, loaf of, bit of*); cardinal numbers (*one, two, three*); ordinal numbers (*first, second, third*); multipliers (*double, twice, five times*); Fractions (*three-fourths, two-fifths*); interrogative pronouns (*what, whom, whichever*); and negative (*no*).

4. **Pre-modifiers** refer to: nouns (*science as in science project, etc*); adjectives or adjective phrases (*big, very big, etc*); and participles (*tired, exhausting, etc*).

5. **Post-modifiers** refer to kinds of words set after the head noun in noun phrases; namely, prepositional phrases (*in the afternoon, over the bridge, around the world, etc*), relative clauses (*who was reading those books, etc*), present participle clauses (*writing a letter, running on the track, etc*), past participle clauses (*shocked by the news, punched by Tom, etc*), and infinitive clauses (*to prove his right, To drink milk before bedtime, etc*).

6. **Level of NP semantic knowledge**: there are 5 levels of English NP structural knowledge (ENPSK) determined in this research as shown below:

Score Percentage	Level of ENPSK
80 – 100	Very High
70 – 79	High
60 – 69	Average
50 – 59	Low
0 – 49	Very Low

7. **Grade 12 Students:** refer to estimate 1,650 males and 2,533 females students, age 17-19. They were studying in Mathayomsuksar 6 in Phuket, Phungnga, Ranong provinces, Southern, Thailand during the second semester of academic year 2015.

8. **Secondary Educational Service Area Office 14** refers to a government agency which supervises and takes responsibilities for education in area office 14 consisting of 3 southern provinces of Thailand; Phuket, Phangnga, and Ranong. There are 27 secondary schools in this educational Service Area office.

9. **Phrase-structure Rules (PS Rules)** refers to a discipline of a language which specifies: (1) how many components are there in each type of structures, and (2) in which sequence are those components arranged.

7.2 ABBREVIATIONS

(deleted.N)	:	a deleted head noun
's	:	possessive apostrophe "s"
adj.	:	Adjective
adv	:	Adverb
art.	:	Article
CLS	:	a classifier
dem.	:	demonstrative
Det.	:	determiner
ENPSK	:	English NP structural knowledge
enu	:	enumerator
ger.	:	a head noun as gerund
indef.adj.	:	indefinite adjective
indef.adj.	:	indefinite adjective
int.adj	:	interrogative adjective
int.pron	:	interrogative pronoun
N	:	a head noun

n	:	a noun
np	:	a noun phrase
past.part.	:	past participle
Pos.M.	:	post-modifier
poss.adj.	:	possessive adjective
Pre.M.	:	pre-modifier
prep.	:	preposition
pres.part.	:	present participle
rel.clause	:	relative clause
to.inf.	:	a head noun as to infinitive
to.inf.phrase	:	to infinitive phrase

8. REVIEW OF RELATED LITERATURE

This chapter provides a review of related theories and literatures concerning English and Thai noun phrases.

8.1 English Noun Phrase

(1) Definition of English Noun Phrase

English NPs are composed of more than a word and lack a subject. They are fallen down between a clause and a word. They perform as nouns in English sentences. They comprise: a head noun, determiners, pre-modifiers, and post-modifiers. The words before a head noun are called determiners and pre-modifiers, and the words after the head noun are well-known as post-modifiers. For example, *the cardiac muscles in the heart* (a determiner = ‘*the*’/ a pre-modifier = ‘*cardiac*’/ a head noun = ‘*muscles*’/ post-modifiers = ‘*in the heart*’) (Swierzbin, 2014; Paul, 2008; Crystal, 2004; Hornby, 2000; Biber, Johansson, Leech, Conrad, & Finegan, 1999; De Haan, 1989; Crystal, 1941).

(2) Functions of English Noun phrases

According to Heather (2013); Mutmainnah (2011); Biber (1999), English NPs play significant roles in every sentence. Functions of nouns (Ns) or NPs in English sentences are illustrated as follows.

No.	Functions of Ns or NPs	Examples
1.	Subject	“ <i>The puppy</i> has chewed on the bone.” “ <i>Weeds</i> are taking over the garden.” “ <i>You and I</i> hike in the park.”
2.	Subject Complement	“Our dog is <i>a Shih Tzu</i> .” “Her mother will become <i>the school librarian</i> .” “The man was <i>a nurse</i> .”
3.	Direct object	“Herbivores eat <i>plants</i> .” “The child finally swallowed <i>the sour-tasting medication</i> .” “Your boyfriend just kissed <i>the girl in the ostentatious hat</i> .”
4.	Object Complement	“The provost named my supervisor <i>the new Dean</i> .” “We elected you <i>team leader</i> .”
5.	Indirect Object	“Our groomer gave <i>the dog</i> a bath.” “My professor loaned <i>me</i> a book.” “The groom bought <i>his new bride</i> a wedding present.”
6.	Prepositional Complement	“That little boy gave his toy to <i>his baby brother</i> .” “The mother warned her children not to go into <i>the woods</i> .” “During <i>his vacation</i> , the man decided to move to <i>the Tropics</i> .”
7.	Modifier	“The <i>bedroom</i> walls are all oak panels.” “Books are repaired in <i>the Conservation</i> Lab.” “ <i>Mylar</i> encapsulation is a technique for protecting brittle paper.”
8.	Determinatives	“The cat is eating the <i>dog's</i> food.” “My <i>parents'</i> house is in the same part of town as mine.” “Why did your <i>mother-in-law's</i> cat run away?”
9.	Appositive	“Eagle-Eye Cherry, <i>the musician</i> , is an individual, not a group.” “Your aunt <i>Lily</i> is an eccentric lady.” “John Smith, <i>the colonial captain</i> , founded Jamestown in 1607.”
10.	Adverbial	“ <i>Today</i> I need to go to bed early.” “I get to sleep in late <i>Sunday morning</i> .” “The puppy ran <i>home</i> .”

(3) English Noun Phrase Structures

There are 4 elements of English noun phrases: a head noun, determiners, pre-modifiers, and post-modifiers.

3.1) A head noun

A head noun in English NPs can be a noun (this *car*), a pronoun (*someone* in the corner), an adjective (the *clever*), an enumerator (the *first*), and a genitive phrase (*Maulana's*). It is the core of English noun phrases, and it may stand alone or have determiners or modifiers before (pre-modifiers), or after it (post-modifiers). Finite-verbs in English sentences have to follow it (Swierzbin, 2014; Mutmainnah, 2011; Huddleston & Pullum, 2002; Kolln, 1994; and Quirk et al 1985).

3.2) Determiners

Determiners are before a head noun. They are the first place in NPs and consist of articles (*a/an/the*); demonstrative pronouns (*this, that, these, those*); possessive adjectives (*my, your, his, her, etc.*); quantifiers (*some, any, all, enough, no, every, etc.*); numerals (*one, two, three, etc.*); and interrogative words (*which, what, whose*). One or a few determiners might be used to modify a head noun in English NPs. For example, '*This room is the guest bedroom.*' The word '*this*' and '*the*' are determiners of the head nouns, 'room' and 'bedroom', respectively (Swierzbin, 2014; Kolln, 1994; and Quirk et al, 1985).

3.3) Pre-modifiers

Pre-modifiers precede a head noun and follow determiners in English NPs. They conclude single adjectives (e.g. *nice, big, bad, happy, black, beautiful, new*), adjective phrases (That soup is *pretty cold*.), single nouns, and noun phrases. Adjectives and adjective phrases give details about qualities or features of a head noun. Moreover, nouns or noun phrases indicate particular appearance of a head noun like type, material, etc., for instance, "a *university* education". The word *university* is pre-modifier as single noun and

a head noun is the word *education*. From this phrase, *two 18th-century solid silver cups*, the words *18th-century solid silver* are pre-modifiers as a noun phrase, and the word *cups* is a head noun (Swierzbin, 2014; Mutmainnah, 2011; and Quirk et al., 1985).

3.4) Post-modifiers

Post-modifiers consist of all of items after a head noun. They could be: (1) relative clauses (the woman *who I have always loved*); (2) participle phrases (the woman *laughing at his joke or the woman fined \$100 for speeding*); (3) *To infinitive* phrases (I had a long journey *to reach my destination*); (4) prepositional phrases (the man *in the corner*); and (5) adjective phrases (politicians *desperate to pull the wool over the voters' eyes*) a prepositional phrase, a nonfinite clause, and a relative clause, for example 'the student in the largest light class room which is decorated beautifully'. There is a prepositional phrase (in the largest light class room) and a relative clause (which is decorated beautifully) in the NP (Swierzbin, 2014; Mutmainnah, 2011; and Carter & McCarthy, 2006).

3.5) Types of Noun Phrases

The researcher classifies NPs into three types based on their modifiers. The first is a head noun with determiners and pre-modified in NPs. That is, determiners and pre-modifiers are placed before a head noun in English NPs such as *some sexy girls*. The word *sexy* is a modifier, and the word *some* is a determiner. Therefore, both of them must precede the head noun *girls*. The second type of NPs is a head noun with determiners and post-modifiers. To put it simply, post-modifiers are put after a head noun, and determiners are set before a head noun in NPs, for instance *those girls next to you*. The word *girls* is a head noun, and the phrase *next to you* is a post-modifier. In addition, the word *those* is a determiner preceding the head noun in the NP. The last type of NPs is a head noun with determiners, pre-modifiers, and post-modifiers in NPs. That is to say, determiners and pre-modifiers are placed before a head noun, and post-modifiers will follow a head noun in NPs such as *both sexy girls whom you love*. The word *both* and

sexy are a determiner and a modifier, respectively. Moreover, the word *girls* is a head noun followed and modified by the relative clause called a post-modifier.

8.2 Thai Noun Phrase Structure

A Thai noun phrase is composed of a head noun, a modifier or many modifiers and a classifier or classifiers. All modifiers and classifiers usually follow a head noun.

(1) Thai Head Nouns

A head noun is always at the first position in a Thai NP. It might precede modifiers or classifiers or stand alone in sentences (Fasold, 1969).

(2) Thai modifiers

Thai modifiers are classified into two types. The first type includes numeral, demonstrative, interrogative and indefinite modifiers. Genitive modifiers, adjectival modifiers, prepositional phrases and relative clauses are in the second type. In addition, all of the modifiers can be mixed in several ways to build the complex noun phrases as the following examples:

Thai	:	[nok ⁴	tu:a ¹	lek ⁴	sa:m ⁵	tu:a ¹	lao ² ·nan ⁴]
Structure	:	N	CLF	adj.	num.	CLF	dem.
Lit.	:	‘bird	CLF	little	three	CLF	those’
Meaning	:	‘ <i>those three little bird</i> ’					

The modifiers in the example are [lek⁴] ‘little’, [sa:m⁵] ‘three’, and [lao²·nan⁴] ‘those’. Obviously, all of them precede the head noun, [nok⁴] ‘bird’ (Iwasaki & Ingkaphirom, 2005).

(3) Thai classifiers

The above example of a Thai NP contains not only a head noun and modifiers, but also classifiers (CLFs). Thus, the classifiers are an important element in Thai NPs. There are a number of classifiers like [tu:a¹] <ตัว>, [ton³] <ต้น>, [lem³] <เล่ม>, [khan¹] <คัน>, or [baj¹] <ใบ>. Usage of classifiers is dependent on the shape of a head noun.

Hundius and Kölver (1983) have classified a head-noun shape into two groups, 1) a long-straight shape and 2) a flat and flexible shape. In the first group, there are three classifiers (CLFs) used with the long-straight shape as [ton³] <ต้น>, [lem³] <เล่ม>, and [khan¹] <คัน> as in the following examples.

(1) Thai : [lam¹.ton³ sa:m⁵ ton³]

Lit. : ‘stem three CLF’

Meaning : ‘*three stems*’

(2) Thai : [mi:t³ so:ŋ⁵ lem³]

Lit. : ‘knife two CLF’

Meaning : ‘*two knife*’

(3) Thai : [rom³ si:² khan¹]

Lit. : ‘umbrella four CLF’

Meaning : ‘*Four umbrellas*’

The second group of the head-noun shape is named the flat and flexible shape. There is only one classifier, [baj¹] <ใบ> as follows.

- (1) Thai : [tu:a⁵ ha:³ baj¹]
 Lit. : ‘ticket five CLF’
 Meaning : *‘five tickets’*

There are eighty classifiers in Thai in total. (Mcfarland, 1942 and Haas, 1964), but only forty of them are often employed in conversations (Carpenter, 1991).

Positions of classifiers in Thai arise in both simple and complex Thai noun phrases. Firstly, classifier usage in simple Thai noun phrases is compulsory when a head noun is modified by modifiers such as numerals, adjectives or demonstratives. Thai classifiers follow the numeral but precede the adjective and the demonstrative (Singhapreecha, 2001). Some examples are shown below;

- (1) Thai : [nok⁴ sa:m⁵ tu:a¹]
 Lit. : ‘bird three CLF’
 Meaning : *‘three birds’*
- (2) Thai : [nok⁴ tu:a¹ lek⁴]
 Lit. : ‘bird CLF little’
 Meaning : *‘a little bird’*

Secondly, there are several structures of complex Thai noun phrases accompanied with numerals (num.), adjectives (adj.), and demonstratives (dem.). Thai classifiers precede adjectives and demonstratives but follow numerals. Noticeably, demonstratives are usually put in the last position of complex Thai noun phrases as in the following examples;

- (1) Thai : [nok⁴ tu:a¹ lek⁴ tu:a¹ nan⁴]
 Structure : N CLF adj. CLF dem.
 Lit. : ‘bird CLF little CLF that’
 Meaning : *‘that little bird’*
- (2) Thai : [nok⁴ tu:a¹ lek⁴ sa:m⁵ tu:a¹]
 Structure : N CLF adj. num. CLF
 Lit. : ‘bird CLF little three CLF’
 Meaning : *‘three little bird’*
- (3) Thai : [nok⁴ tu:a¹ lek⁴ sa:m⁵ tu:a¹ lao²nan⁴]
 Structure : N CLF adj. num. CLF dem.
 Lit. : ‘bird CLF little three CLF those’
 Meaning : *‘those three little bird’*

According to the examples (1) and (3), the classifiers are employed twice in the noun phrase. The adjectives and the demonstratives are preceded by the classifier, [tu:a¹]. However, in the example (2), there is no demonstrative, so the classifiers are used before the adjective and after the numeral.

8.3. Cross-Linguistic Differences between English NPs and NPs in other Languages

There are many reasons why many students do not understand English NPs. The main reason may be the interference of their first language, for structures of any languages from all over the world are not exactly the same. They might have some parts which are quite similar and speakers can apply the parts to another language, but there are only few such parts. Most structures of NPs are cross-linguistically different from each other. Cowan (2008), for example, illustrates that in German, the word *die*, corresponding

to the definite article *the* in English, is always utilized in German NPs, but in English, it is more natural to use such possessive adjective determiners as *your, his, my, our, her, its, and their*. Therefore, Native speakers of German sometimes use the definite article *the* where a possessive adjective determiner is required in English NPs as illustrated below:

German : Er schloss die Augen und schlief sofort ein

Lit : he closed the eyes and fell immediately asleep

Meaning : 'He closed his eyes and fell asleep immediately.'

Korean learners who study English as a foreign language often make mistakes in plural forms of head nouns and determiners. Cowan (2008) reports that Korean people rarely put the plural morpheme <-s> at the end of English plural nouns because the plural suffix morpheme [-tul] in Korean is not always used in spoken Korean language. Listeners have to predict the number of a plural noun from the context. When speaking English, some Korean might not pronounce the plural morpheme <-s> at the end of English plural nouns; for instance, **Children taking these kind of education will lose their chances to develop their creativity*. Moreover, a single form, [i], in Korean can be both singular and plural. It equates to demonstrative determiners, *this* and *these*, in English. Another single form [ce] in Korean can also be both singular and plural, and its meanings are the same as the words *that* and *those* in English. Hence, sometimes, Korean learners might use the demonstrative determiner, *this*, with an English plural noun. In contrast, they could utilize the word *these* to modify an English singular noun, for example **This processes are referred to socialization*, or **These car is fixed by John*.

Cowan (2008) additionally examined the problems in Spanish ESL or EFL learners who frequently use the English determiners, *other* and *another*, incorrectly. These learners might sometimes put the wrong determiner before a head noun because in Spanish, the word *otro* corresponds to both *other* and *another* in English. For example, **The virtual reality is other important item about the research labs*. The correct English

sentence should read as *The virtual reality is **another important item** about the research labs.*

Quantifier errors are often produced by French native learners studying English. French students might produce quantifier errors because French quantifiers, the word *de*, means the same as the word *of* in English such as *<beaucoup d'étudiants>* translated into English as *many students*. Therefore, some of French native learners might put the word 'of' between the quantifiers and the head noun in English NPs; for instance, **Do you get many of visitors?*

Some ESL students have problems with articles in English, especially the article *the*. Snape (2008); Master (1997); Chaudron and Parker (1990); Tomas (1989); Huebner (1983) observed that learners misused and overused the definite article *the* in contexts, and some also over-generalized the zero article (\emptyset). Moreover, Lee (2007); Goto-Butler (2002); and Yoon (1993) reported that the learners studying English as second language made errors by using the indefinite articles, *a* or *an*, with uncountable nouns; for example, the word *culture* is considered as an uncountable noun. Some learners use the indefinite article, *a*, preceding the word *culture*.

8.4 Differences between English and Thai NP structures.

6.1) Word order

The Thai language considerably influences Thai people to learn English because word orders in both Thai and English NPs are completely different from each other. Hence, most of the Thai students often put an English head noun before pre-modifiers in English NPs, which is ungrammatical. Nathong (2003) states that a head noun in Thai NPs precedes all modifiers. On the other hand, a head noun in English NPs is preceded by pre-modifiers and followed by post-modifiers. The following example illustrates this (The numbers in the below example in this study represented the Thai tones such as (1) = mid-level; (2) = low-rising; (3) = high-falling; (4) = high-rising; and (5) = low-level (Abramson, 1962)):

Thai	:	[kaw ³ .ʔi: ³	si: ⁵ .dɛ:ŋ ¹]
Orthography	:	<เก้าอี้	สีแดง>
Lit.	:	‘chair	Red’
Meaning	:	‘a red chair’	

From the example above, the word ‘*chair*’ in English is a head noun, so it appears after the pre-modifier, ‘*red*’, and the determiner, ‘*a*’. However, the head noun, [kaw³.ʔi:³] <เก้าอี้> ‘a chair’, in Thai is in the initial position of the Thai NP, and the word [si:⁵.dɛ:ŋ¹] <สีแดง> ‘red’, functioning as a modifier, follows the head noun.

6.2) Articles

A main contrast of both English and Thai is that English uses articles to express whether a NP is definite or indefinite. Therefore, the articles are important in English NPs. Moore (2004) claimed that there are three types of English articles; namely, the definite article, *the*, the indefinite articles, *a* or *an*, and the zero article (\emptyset). However, the articles are not required in Thai NPs. Peter (2011), Borer (2005), and Chierchia (1998) stated that Thai nouns can stand alone in sentences called a bare noun. In contrast, in English, nouns functioning in sentences can occur as bare nouns in the case of the plural or with articles in the case of the singular as in the following example:

Thai	:	[thu ⁴ .ri:an ¹	men ⁵]
Orthography	:	<ทุเรียน	เหม็น>
Lit.	:	‘durian	stink’
Meaning	:	‘(The/a) stinky durian’	

The Thai bare noun is [thu⁴.ri:an¹] <ทุเรียน>. It does not require any article, but when it is interpreted into English, there are more than one meaning of the word

[thu⁴·ri:an¹] <นักเรียน>. It might be translated as a singular or a plural noun. Peter (2011) also mentioned that bare nouns in Thai can be translated as a singular, a plural, a definite, or an indefinite meaning depending on the context.

6.3) Singularity and Plurality

Plurality in English can be illustrated by derivational suffix morphemes; however, plurality in Thai is expressed by a context or additional words such as numerals and qualities. The additional words are put behind head nouns in Thai and imply a definite meaning. Chierchia (1998) and Chimsuk (2010) declared that nouns in Thai do not need a plural marking when changed from singularity to plurality. On the other hand, nouns in English need a plural marker or a suffix morpheme (*s,es*) at the end to become plural. For instance, the singular form of the word *mouse* is *a mouse*. Changed into the plural form, it becomes *mice*. In addition, adjectives are sometimes applied to indicating plural nouns in English as in the following example:

Thai	:	[khru: ¹	ja:k ²	phop ⁴	nak ⁴ ·ri:an ¹	sa:m ⁵	khon ¹]
Orthography	:	<ครู	อยาก	พบ	นักเรียน	สาม	คน>
Lit.	:	teacher	want	meet	student	three	CLS
Meaning	:	‘A teacher wants to meet the three students.’					

The Thai noun as [nak⁴·ri:an¹] <นักเรียน> ‘student’ can be interpreted as either a plural or a singular forms and does not require the suffix morpheme (*s,es*) when being plural. Based on the above example, a Thai noun such as [nak⁴·ri:an¹] <นักเรียน> ‘student’ was decoded as plural because it was modified by the numeral, [sa:m⁵] <สาม>, so the suffix morpheme (*s,es*) is added to the word *student*, that is, ‘*students*’.

6.4) Classifiers

When modified by modifiers, especially with numerals, Thai nouns always appear with classifiers. There are not any inflectional bound morphemes in Thai nouns. In English, nevertheless, a singular noun may be changed into a plural noun by inflectional morphemes and does not require any classifier. Peter (2011) indicates that Thai is a generalized numeral classifier language. To put it simply, nouns in Thai cannot be used with only numerals. Normally, the numerals have to be utilized with classifiers in Thai NPs as the following example:

Thai	:	[thu ⁴ .ri:an ¹	sa:m ⁵	lu:k ³]
Orthography	:	<ทุเรียน	สาม	ลูก>
Lit.	:	‘durian	three	CLS’
Meaning	:	‘three durians’		

The word [thu⁴.ri:an¹] <ทุเรียน> ‘durian’, which is a head noun in the Thai NP, is modified by the numeral [sa:m⁵] <สาม> ‘three’ and the classifier [lu:k³] <ลูก>. The classifier [lu:k³] <ลูก> is used with something shaped in a round form such as balls, and oranges. In contrast to the English NP, the head noun *durian* can be modified by the numeral without any classifiers. If numerals are used without any classifiers in Thai NPs, the NP becomes ungrammatical as in the following example:

Thai	:	[thu ⁴ .ri:an ¹	sa:m ⁵
Orthography	:	<*ทุเรียน	สาม>
Lit.	:	‘durian	three’
Meaning	:	‘Three durians’	

9. RESEARCH METHODOLOGY

The purposes of this research are: to investigate levels of structural knowledge of the English NPs via translation among grade 12 students in Secondary Educational Service Area Office 14; to compare the structural knowledge of English NPs between students in the Science and the Arts programs; to compare the English NP knowledge between those who have and do not have English exposures to non-Thais; and to discover the errors in students' English NP structures. This part discusses the research methodology employed in this study, samples and population, instrumentation, data collection, and data analysis, respectively.

9.1 Samples and Population

The population in this study was 4,203 students from 27 schools in Secondary Educational Service Area Office 14, situated in Phuket, Phangnga, and Ranong provinces. The target area of the study was divided into 9 zones in order that the data could be thoroughly collected. Zones 1 and 2 were in Phuket. Zones 3, 4, 5, and 6 were in Phangnga, and zones 7, 8, and 9 were in Ranong. There were 3 - 4 schools in each zone, except zone 9, where there was only one school. From each zone, only one school was randomly selected. Based on the sampling technique suggested by Krejcie and Morgan (1970), the 351 students from these 9 sampled schools were selected as the samples for this study.

9.1.1 Steps in School Sampling

Each of the three provinces was divided into geographical zones in this study.

1) Phuket Province

Phuket was divided into 2 zones: Zone 1, which consisted of Mueang and Kathu districts and Zone 2, including Thalang district. The total number of grade 12 students in Phuket was 1,799. Only 150 students were randomly chosen to be the subject.

Zone 1 covering Mueang and Kathu districts comprised 4 schools. Srinagarindra the Princess Mother School was randomly taken to be a sampled school. There were a

total of 306 students in grade 12, but only 53 students in grade 12 from both Science programs (26 students) and Arts-programs (27 students) were randomly drawn to be the subjects. Furthermore, Phuket Wittayalai School was also randomly selected to be the sample school. The total number of grade 12 students was 560. Only 43 students in grade 12 were randomly drawn to be the subjects. The subjects consisted of 20 students from Science programs and 26 students from Arts programs.

Zone 2, which was in Thalang district, consisted of 3 schools. Mueang Thalang School was randomly chosen to be the sampled school. The total number of grade 12 students was 200, and only 54 students in grade 12 which consisted of 27 students from Science programs and 27 students from Arts program were randomly selected to be the subjects.

2) Phang-nga Province

Phang-nga was divided into 4 zones; namely, Zone 1, which were composed of Kuraburi and Takua Pa districts, Zone 2, including Kapong and Thai Mueang districts, Zone 3, comprising Thap Put and Mueang districts, and Zone 4, consisting of Takua Thung and Koh Yao districts. The total number of grade 12 students was 1,228. Only 104 students in grade 12 were randomly chosen to be the subjects.

Zone 1, which included Kuraburi and Takua Pa districts, consisted of 3 schools. There was only one school in Kuraburi district, and the other schools was in Takua Pa district. Khuraburi Chaiputtana Pittayakom School in Kuraburi district was randomly selected to be the sampled school. There were 113 students in grade 12, and only 23 grade-12 students from Science programs (13 students) and Arts programs (10 students) were randomly chosen to be subjects.

Zone 2, which was in Kapong and Thai Mueang districts, consisted of 3 schools. There was only one school in Kapong district and two schools in Thai Mueang district. Kapong Pittayakom School was randomly selected to be the sampled school. The total number of grade 12 students was 36, and only 24 students in grade 12 from Science

programs (7 students) and Arts programs (17 students) were randomly selected to be the subjects.

Zone 3, which consisted of Thap Put and Mueang districts, comprised 3 schools. There was only one school in Thap Put district and two schools in Mueang district. Deebook Phangnga Wittayayon School was randomly selected to be the sampled school. The total number of grade 12 students was 287, and only 31 students in grade 12 from Science programs (18 students) and Arts program (13 students) were randomly selected to be the subject.

Zone 4, which included Takua Thung and Koh Yao districts, included 4 schools. There were three schools in Takua Thung districts and only one school in Koh Yao district. Thungpo Wittaya School was randomly selected to be the sampled school. The total number of students in grade 12 is 53. Only 26 students in grade 12 from Science programs (13 students) and Arts programs (13 students) were randomly selected to be the subjects.

3) Ranong Province

Ranong was divided into 3 zones; namely, Zone 1, which consisted of Kraburi and La Un districts, Zone 2, which included Mueang and Kaper districts, and Zone 2, which comprised Suksamran district. The total number of grade 12 students was 1,158. Only 97 students in grade 12 were randomly chosen to be the subjects.

Zone 1, which consisted of Kraburi and La Un districts, consisted of 3 schools. There were two schools in Kraburi districts and only one school in La Un district. Kraburi Wittaya School was randomly selected to be the sampled school. There were 202 students, and only 42 students from Science programs (20 students) and Arts program (22 students) were randomly selected to be the subjects.

Zone 2, which was in Mueang and Kaper districts, consisted of 3 schools. There were two schools in Mueang district and only one school in Kaper district. Phichai Ruttarakhan School was randomly selected to be the sampled school. The total number of

grade 12 students was 336, and only 42 students from Science programs (21 students) and Arts programs (21 students) were randomly chosen to be the subjects.

Zone 3 in Suksamran district had only one school, Suksamran Rartsungson School. The school was selected to be the sampled school. There are totally 26 students in grade 12, and only 13 students from Science programs (8 students) and Arts programs (5 students) randomly became the subjects.

The 351 subjects came from 177 students in Science programs and 174 students in Arts programs. All of the subjects were studying in the first semester of academic year 2015. Their ages were between 17 and 19 years old. All of them were native Thai speakers (see Appendix A).

From all of the sampled schools, 50% of them were situated in the areas where students have opportunities to be exposed to English with non-Thais, and the rest of them were located in the areas which were far away from the tourist sites.

9.2 Instruments

The instruments used in this study were composed of a personal information sheet, test paper 1, and test paper 2. The test paper 1 was to assess Thai-into-English translation performance, and the test paper 2 was to assess English-into-Thai translation performance. The personal information sheet was used to collect students' general information. All of the instruments were utilized for investigating the 351 subjects' semantic knowledge of English NP units in Secondary Educational Service Area Office 14; Phuket, Phangnga, and Ranong provinces. The English-Thai translation (Test 1) was employed because it made the researcher know whether the Thai grade 12 students were able to adapt the English NP knowledge in a receptive aspect such as reading. The Thai-English translation allowed the researcher to determine whether the Thai grade 12 students had an ability to apply the knowledge of English NP units in a productive aspect such as writing. In each test, there were 18 items, and both tests included 36 items and scored 36 marks.

English NP investigated in this study were structures in the following 12 patterns:

(1) article + head noun; (2) interrogative adjective + head noun; (3) article + adjective + deleted head noun; (4) indefinite adjective + (noun) + noun + head noun; (5) demonstrative + adverb + past participle + head noun or demonstrative + adverb + present participle + head noun; (6) infinitive with to + (preposition) + article + noun; (7) gerund + (preposition) + [noun phrase]; (8) interrogative pronoun + (adverb) + infinitive with to + (adverb/noun); (9) article + adjective + head noun + preposition + [noun phrase]; (10) possessive adjective + head noun + relative clause; (11) article + (adjective) + adjective + head noun + present participle + preposition + (possessive adjective) + noun; and (12) noun + possessive apostrophe "s" + number + head noun + past participle + noun phrase.

These NP structures are used to create each item in both tests. Each NP structure was examined two or three times in both tests because the researcher needed to make sure that the testers really had the English NP knowledge. Furthermore, the simple vocabulary the subjects had learned was utilized to create all items in both tests because the researcher did not want any disturbance while the subjects were doing the tests (see appendix B).

9.2.1 Test 1

Test 1 was translation from Thai into English. There were 18 items altogether with the 18 marks in total. The researcher decided to design Test 1 to determine whether the subjects knew the word orders of English NPs. If the subjects were able to do Test 1 correctly, they should have enough knowledge of English NPs. All items in Test 1 were designed based on the 12 NP structures previously shown. Item 1 was used to test the subjects' knowledge of English NP structure number 1. Items 2 and 13 were used to examine the subjects' knowledge of English NP structure number 2. Item 3 was used to investigate the subjects' knowledge of English NP structure number 3. Items 4 and 14 were used to probe the subjects' knowledge of English NP structure number 4. Items 5 and 15 were used to test the subjects' knowledge of English NP structure number 5. Item

6 was used to probe the subjects' knowledge of English NP structure number 6. Items 7 and 16 were used to examine the subjects' knowledge of English NP structure number 7. Item 8 was used to investigate the subjects' knowledge of English NP structure number 8. Items 9 and 17 were used to test the subjects' knowledge of English NP structure number 9. Item 10 was used to examine the subjects' knowledge of English NP structure number 10. Items 11 and 18 were used to test the subjects' knowledge of English NP structure number 11, and Item 12 was utilized to examine the subjects' knowledge of English NP structure number 12. Each item of Test 1 contained three lines. The first line was a Thai sentence, and in the second line, there were some English words which were already translated and a gap allowing the subjects to write the meanings of the underlined Thai NPs in the first line in English. The third line provided some English words which they had to use the words to write an English NP in the second line. The meaning of the English NP had to be related to the underlined Thai NP in the first line (see appendix C).

9.2.2 Test 2

Test 2 was translation from English into Thai. There were 18 items in this test with a total of 18 marks. Test 2 was designed to determine the subjects' levels of English proficiency. Not allowed to guess answers, the test takers who were able to complete the question correctly need to have adequate knowledge of English NPs. All of the items in test 2 were also based on the 12 English NP structures above. Items 1 and 13 were used to test the subjects' knowledge of English NP structure number 1. Item 2 was used to examine the subjects' knowledge of English NP structure number 2. Items 3 and 14 were used to investigate the subjects' knowledge of English NP structure number 3. Item 4 was used to probe the subjects' knowledge of English NP structure number 4. Item 5 was used to test the subjects' knowledge of English NP structure number 5. Items 6 and 15 were used to probe the subjects' knowledge of English NP structure number 6. Item 7 was used to examine the subjects' knowledge of English NP structure number 7. Items 8 and 16 were used to investigate the subjects' knowledge of English NP structure number 8. Item 9 was used to test the subjects' knowledge of English NP structure number 9. Items 10

and 17 were used to examine the subjects' knowledge of English NP structure number 10. Item 11 was used to test the subjects' knowledge of English NP structure number 11. Finally, Items 12 and 18 were used to investigate the subjects' knowledge of English NP structure number 12. In each item of test 2, there were two rows. The first row was an English sentence. The second row is the blank letting the subjects or testers translate the English sentence in the first row into Thai (see appendix D).

9.2.3 Personal Information Sheet

The questionnaire was created to get the students' general information such as name, sex, age, address, school, parents' job, and program they were studying. Furthermore, it enabled the researcher to know whether each student had chances to utilize English with non-Thais and an extra English tutor during 6 months (May – November, 2015).

The questionnaire consisted of 13 items. Items 1 and 2 were of name, sex, and age. Item 3 was students' address. Item 4 and 5 asked about a school name and a school address. Item 6 asked about what students' grade was and which program they were studying in. Items 7 and 8 asked about parents' occupation. Item 9 asked students if they had some extra English tutors, except from the school. If they answered "yes", they had to further answer how often they had the extra English tutor, how many hours they spent with the extra English tutor each time, and when they started having the extra English tutor. Items 10 to 13 were very important because the information from these items was utilized for answering research question 3. In item 10, the students were asked if they had English exposures to non-Thais. If they had some English exposures, they had to give the further information about approximately how many times they had English exposures with non-Thai speakers, approximately how many minutes per time they were exposed to English with non-Thais, and what topics they communicated with non-Thais in English. Item 12 asked students whether they had some chances to communicate with non-Thais in English. Then, if the students answered 'yes' in item 12, they had to write some reasons why communication with non-Thais in English helped them to improve their

English proficiency in item 13. On the other hand, if the answer was ‘*No*’ in item 12, they should also write some reasons why English exposures with non-Thai speakers did not help them improve their English proficiency (see Appendix E).

9.3 Data Collection

9.3.1 Test Administration

The study was conducted in the first semester of academic year 2015 on 351 subjects who were studying in grade 12 in the Science programs and the Arts programs at the 10 sampled schools, so through the following procedures.

1. On September 28, 2015, the researcher submitted a permission letter to the 10 sample schools in Phuket, Phang-nga, and Ranong provinces, in Secondary Educational Service Area Office 14, Thailand in order to ask for the consent to investigate the subjects’ semantic knowledge of English NP units.

2. During 9 – 20 of November 2015, the researcher asked the directors of the sampled schools whether the researcher was allowed to collect the data. Then, the date and the time for the data collection were set (see appendix F).

In the classroom at the sample school, the researcher asked the students to set tables as the testing room in 5 minutes. The researcher gave the students in the testing room the personal information sheet to respond to. Each question in the personal information sheet was explained before the students answered the questions. It took 5 minutes to complete the personal information sheet. After the subjects had finished responding to the questionnaire, test paper 1 was distributed to the students. The orders in test 1 were explained before the students were asked to do the test in 15 minutes. When the time for doing test 1 was over, the researcher collect test 1 back and passed test 2 to the students. Then, the orders in test 2 were explained before the students were asked to do test 1 in 25 minutes. After the time for doing test 2 was over, the researcher gathered test 2 back from the students.

9.3.2 Test Scoring

(1) Test 1

Test 1 was a Thai-English translation test. Students would get one raw score for a correct answer which contains a head noun and modifiers in the correct position and sequence. A 0.5 raw score was provided for the answer in which a head noun was in the correct position, but modifiers were misplaced. Finally, a zero raw score was given for the answer in which a head noun was in the incorrect position even though some modifiers were in the right position.

(2) Test 2

Test 2 was an English-Thai translation. Students would procure one raw score for an answer with a Thai NP in which a head noun and modifiers were in the correct position. Moreover, the deep meaning of English and Thai NPs had to be the same. A 0.5 raw score was given for an answer with a Thai NP in which only a head noun was in the right position. Students would get a zero raw score for an answer with a Thai NP which a head noun and modifiers were set in the inaccurate position.

9.4 Overview of the Study

Researcher question 1: Which level of English NP structural knowledge do the grade 12 students in Secondary Educational Service Area Office 14 possess?

The researcher calculated the Mean value and the percentage from the subjects' raw scores in both tests 1 and 2. There were 5 levels of ENPS below:

Score Percentage	Level of Sematic knowledge
80 – 100	Very High
70 – 79	High
60 – 69	Average
50 – 59	Low
0 – 49	Very Low

Researcher question 2: Is the English NP structural knowledge different between students in Science and Arts programs?

The researcher used the raw scores obtained from both tests 1 and 2 to calculate the Mean value, the t-test, and the standard deviation of the subjects in both Science and Arts programs. These values showed whether there were significant differences.

Researcher question 3: Are there any differences in English NP knowledge between those who have and do not have any chance to be exposed to English with non-Thais?

The raw scores from both tests 1 and 2 were utilized to compute the Mean value, the t-test, and the standard deviation. The values illustrated whether there were any significant differences between the subjects with and without English exposures with non-Thais.

Researcher question 4: What are the errors in students' English NP structures made by grade 12 students in Secondary Educational Service Area Office 14?

The researcher marked and analyzed the subjects' answers so as to find out the NP translation errors produced by grade 12 students.

10. FINDINGS AND DISCUSSION

The findings are organized into four sections following the research questions. Section 1 discussed the analysis of the level of grade 12 students' English NP structural knowledge (ENPSK). Section 2 discussed the differences of ENPSK between the students in the Science and the Arts programs. In section 3, the differences of ENPSK between students who had and did not have chances to be exposed to English with non-Thais were discussed. Finally, section 4 dealt with students' English NP errors.

10.1 Levels of Grade 12 Students' ENPSK

In order to determine the levels of grade 12 students' ENPSK in Phuket, Pang-Nga, and Ranong, the percentage of the students' scores from both tests were computed. The Mean value of the scores from each test was used to examine levels of ENPSK. In this study, 5 levels of ENPSK were represented; very high (80-100%), high (70-79%), average (60-69%), low (50-59%), very low (0-49%). The details of the findings are shown in table 1.

Table 1: Levels of Grade 12 Students' ENPSK in both Tests

Province	N	Test Type	\bar{x} (N = 36)	S.D.	%	Level of ENPSK
Ranong	97	Test 1&2	16.19	7.97	44.97	Very Low
Pang-Nga	104	Test 1&2	13.20	5.16	36.67	Very Low
Phuket	150	Test 1&2	19.23	6.46	53.42	Low
Total	351	Test 1&2	16.6	7.04	46.11	Very Low

It was found that the ENPSK based on the grade 12 students in Ranong, Pang-Nga, and Phuket from the 2 tests were at a *very low* level. The Mean value was 16.6 (46.11%). This might be due to the facts that the first language (Thai) might have influence on ENPSK, and the students did not know that the word sequence of each English NP structure which is dissimilar to that of Thai NP structures (Peter, 2011; Tawee Chimsuk, 2010; and Fasol, 1969).

As shown in Table 1 above, the levels of ENPSK based on score from both tests 1 and 2 in each province were different. The scores of the students from both Ranong and Phang-Nga were at *very low* levels with the Mean values of 16.19 (44.97%) and 13.2 (36.97%) respectively. The possible reason might be that the locations of the school in Phang-Nga and Ranong are rather far away from tourism destinations. This might not facilitate the students' exposure to English communication with non-Thais. On the other hand, the scores of the students' ENPSK in Phuket were at a *low* level with the Mean value of 16.19 (44.97%). A possible factor affecting the levels of ENPSK may be environment. The environment in Phuket is rich in English. For example, English is

widely used in advertisements both in radio channels and on billboards. The students in Phuket might have more opportunities to absorb English. Additionally, the students in Phuket have had more chances to interact with international people. Rios (2013) argued that verbal interaction is the most useful approach to acquiring a new language

10.2 Comparison of ENPSK of the Students Studying in Science and Arts Programs

In order to see if the ENPSK of the students studying in the SP and the AP was different or not, the Mean values and t-values were computed.

Table 2: Score Comparison of ENPSK of the Students in Science and Arts Programs

Test paper	Program	N	\bar{x} (n = 18)	S.D.	%	t-test
Both	Science	177	19.13	6.59	53.14	7.28*
	Arts	174	14.03	6.54	38.97	

*Significant at .001 level

It was found that the scores of the ENPSK of the students studying in the SP were much higher than those studying in the AP in the target area. The Mean value of SP students was 19.13 (53.14%), and this was greater than that of the students in AP (\bar{x} = 14.03, 38.97%). Both SP and AP students were significantly different at the level of .001 ($t = 7.279$). The reason might be that competitive environment in the SP might influence students to put more effort on their own study rather than the AP students, and most SP students might have stronger motivation to obtain high-salary posts in their future than students in the AP. Furthermore, the SP students might encounter English words, most of which are English NPs, more than the AP students because the SP students have to take science classes such as Biology. Biology textbooks include many technical terms most of which are NPs. When students are reading a Biology textbook, they have to remember these terms in English. In addition, Pastor (2008) suggested that there are a great number of complex English NPs in a medical English corpus. Therefore, teachers should encourage students to learn and find innovative ways to improve students' ENPSK.

As shown in Table 2, the scores of ENPSK of the students studying in SP and AP in test 1 were significantly different at the level of .001 ($t = 6.13$). The SP students' scores were higher than those in AP in the target area. The Mean value of the SP students was 10.60 (58.89%), and this was much higher than the Mean value of the AP students ($\bar{x} = 8.62$, 47.89%).

From test 2, both SP and AP students were significantly different at the level of .001 ($t = 7.30$). The scores of the ENPSK of the SP students were also higher than those students in the AP in the target area. The Mean value of the SP students was 8.53 (47.39%), and this was larger than the Mean value of the students in the AP ($\bar{x} = 5.41$, 30.06%).

10.3 Comparison of ENPSK of the Students with and without English Exposures

To discover whether ENPSK of the students who had and did not have an exposure to English communication with non-Thais during six months (May-November, 2015) was different, the Mean values and t values were determined.

Table 3: Score Comparison of ENPSK of the Students with and without English Exposure with Non-Thais

Test paper	English Exposure	N	\bar{x} (n = 18)	S.D.	%	t-test
Both	With	240	17.89	6.88	49.69	5.32*
	Without	111	13.82	6.57	38.39	

*Significant at .001 level

As shown in Table 3, in test 1, the Mean value of the scores of the students having English exposures with non-Thais were 10.08 (56%). This was significantly higher than the Mean value of scores of the students with no experiences 8.64 (48%). The scores of the students who had and did not have an English exposure with non-Thais were significantly different ($t = 4.08$). This might be due to the fact that students experiencing

English with non-Thais might have more opportunities to create and receive various NPs in the real situation than others.

In test 2, the Mean value of the scores of the students exposed to English communication with non-Thais was 7.81 (43.39%). This was higher than the Mean value ($\bar{x} = 5.18$, 28.78%) of scores of the students who did not have any exposure to English communication with non-Thais. The scores of the students who had and did not have an exposure to English communication with non-Thais were very significantly different ($t = 4.08$). This might be due to the fact that exposures to English interaction with non-Thais required students to convey their thoughts in English to the listeners. Meanwhile, as the students were being engaged in English conversation with non-Thais, they have to utilize English grammatical knowledge to create sentences, particularly the NP aspect because NPs appear in both the subject and the predicate.

In both tests, the Mean value ($\bar{x} = 17.89$, 49.69%) of the scores of the students who had exposures to English interaction with non-Thais was higher than the Mean value ($\bar{x} = 13.82$, 38.39%) of the scores of the students who did not have any exposure to English context with non-Thais. the ENPSK scores of the students who had and did not have an exposure to English context with non-Thais was significantly different ($t = 5.32$). This may be due to the opportunities which the students experienced when using English with non-Thais. English NP knowledge was recalled as students were interacting with non-Thais in English. This relates closely to the Information Processing Theory (Huitt, 2000). That is, exposing students to English with non-Thais helps these students develop their own English NP knowledge from the sensory memory into the long-term memory. When the students try to produce English sentences, their English NP knowledge related to the current situation is rehearsed.

10.4 English NP Structure Errors Made by Grade 12 Students

In this study, there were two types of translation performances: Thai-English translation and English-Thai translation. In test 1, the students translated only an underlined Thai NP into English by using the provided words in each item. Only the English NPs in the students' translation performances were analyzed to find out the errors. Test 2 was designed as the English-Thai NP translation. In this test, the students translated the total English sentences in which the NPs were included into Thai. In both tests, only the NPs in the students' translation performances were marked and analyzed.

Based on the English NP structures, the 4 main components can be set as follows: (1) a head noun, (2) determiners, (3) pre-modifiers, and (4) post-modifiers. In this part of the report, errors concerning these 4 components of English NPs will be exemplified, respectively.

(1) Errors on Head Nouns

In this part, English NP structure errors in Thai-English translation (test 1) will be clarified before errors in English-Thai translation (test 2) as follows:

English-Thai translation (test 1)

In students' answers, it was found that the sequences of components were placed in the wrong positions. The example below shows one of the students' translation errors.

Thai	{	Phonetic representations :	[naŋ ⁵ suu ⁵	khɔŋ ⁵ khraj ¹]
		Noun phrase :	<หนังสือ	ของใคร>
		Lit. :	'book	whose'
		Order of elements :	①	②
Student performanc	{	Structural categories :	N	Pre.M.
		Order of elements :	①	②
		English Noun phrase :	*book	whose

From this Thai NP structure above, a head noun, number ❶, will be decoded and written in English as the last component in the English NP, but the students decoded it as the first component, which is number ❶ in the English NP of the students' performance.

In other errors on head nouns, it was found that a head noun in the English NP structure was not *infinitive with to*. The example below shows one of the students' translation errors.

Thai	{	Phonetic representations :	[ka.n ¹ ʔɔ:k ² ka.m ¹ laŋ ¹ ka.j ¹	kla.ŋ ¹	dɛ:t ²]	
		Noun phrase :	<การออกกำลังกาย	กลาง	แดด>	
		Lit. :	'to exercise	in	the sun'	
		Order of elements :	❶	❷	❸	
Student performance	{	Structural categories :	N	Pos.M.		
		Order of elements :	❶	❷	❹	❸
		English Noun phrase :	*exercise	in	the	sun

Based on the students' translation performance above, it was found that the head noun, number ❶, was replaced by a basic form of the verb *exercise*. This was ungrammatical. In fact, the head noun in the English NP should be *to exercise* (*an infinitive with to*).

English-Thai translation (test 2)

In students' answers, it was found a head noun in English NPs was decoded and written at the wrong positions. The example below shows one of the students' translation errors.

English	{	Structural categories :	Det.		Pre.M.		N
		Noun phrase	all		wall		pictures
		4 th NP structure :	<i>indef.adj</i>	+	<i>n</i>	+	<i>N</i>
		Order of elements :	①		②		③
Student performance	{	Phonetic representations :	[fa: ⁵ pha ¹ naŋ ⁵		rup ³ pha:p ³		thaŋ ⁴ mot ²]
		Thai Noun phrase :	<*ฝาผนัง		รูปภาพ		ทั้งหมด>
		Lit. :	'wall		picture		all'
		Order of elements :	②		③		①

From this English NP structure above, a head noun, number ③, will be decoded and written in Thai as the first component in the Thai NP, but the students decoded it as the second component, which is number ③ in the Thai NP of the students' performance.

In some students' answers, it was found that a head noun in English NPs was not decoded. The example below shows one of the students' translation errors.

English	{	Structural categories :	Det.		Pre.M.		N
		4 th NP structure :	<i>indef.adj</i>	+	<i>n</i>	+	<i>N</i>
		Noun phrase	all		wall		pictures
		Order of elements :	①		②		③
Student performance	{	Phonetic representations :	[fa: ⁵ pha ¹ naŋ ⁵		thaŋ ⁴ mot ²]		
		Thai Noun phrase :	<*ฝาผนัง		ทั้งหมด>		
		Lit. :	'wall		all'		
		Order of elements :	②		①		

From this English NP structure above, a head noun, number ③, will be decoded and written in Thai as the first component in the Thai NP, but the students did not decode it as the first component in the Thai NP of the students' performance.

Some students' answers were found that gerunds functioning as a head noun in English NPs are decoded and written as a verb in Thai NPs. The example below shows one of the students' translation errors.

English	{	Structural categories :	N		Pos.M.			
		7 th NP structure :	<i>ger.</i>	+	⌈ <i>[np]</i> + (<i>prep</i>) + <i>[np]</i> ⌋			
		Noun phrase	reading		a book	in	the morning	
		Order of elements :	①		②	③	④	
Student performance	{	Phonetic representations :	[ʔa.n ²	naŋ ⁵ suu. ⁵ sak ⁴ lem ³	naj ¹	to.n ¹ tcha.w ⁴]		
		Thai Noun phrase :	<*อ่าน	หนังสือสัปดาห์	ใน	>ตอนเช้า<		
		Lit. :	'read	a book	in	the morning'		
		Order of elements :	①	②	③	④		

From this English NP structure above, a head noun, number ①, will be decoded and written in Thai as a noun, but the students decoded and wrote it as a verb at the first component in the Thai NP of the students' performance.

In another student's answer, the deleted head noun in the English NP was not translated in the Thai NP. The example below shows one of the students' translation errors.

English	{	Structural categories :	Det.		Pre.M.		N	
		3 rd NP structure :	<i>Art.</i>	+	<i>adj.</i>	+	<i>(deleted. N)</i>	
		Noun phrase	the		rich		(people)	
Student performance	{	Order of elements :	①		②		③	
		Phonetic representations :	[khwa.m ¹ ru:aj ¹]					
		Thai Noun phrase :	*ความรวย					
		Lit. :	'wealth'					
		Order of elements :	②					

From this English NP structure above, a head noun, number ③, will be decoded and written in Thai as the first component in the Thai NP, but the students did not decode and write it in the Thai NP of the students' performance.

(2) Errors on Determiners

In this part, English NP structure errors in Thai-English translation (test 1) will be shown before errors in English-Thai translation (test 2) as follows:

Thai-English translation (test 1)

In students' answers, it was found that some determiners in English NPs were placed at the wrong position. The example below shows one of the students' translation errors.

Thai	{	Phonetic representations :	[kɔ:n ³ me:k ³	thi: ³ bɔ:j ¹	tam ²	law ² nan ⁴]
		Noun phrase :	<ก้อนเมฆ	ที่ลอย	ต่ำ	เหล่านั้น>
		Lit. :	'cloud	hanging	low	those'
		Order of elements :	①	②	③	④
Student performance	{	Structural categories :	Pre.M.		N	Det.
		Order of elements :	② ——— ③		①	④
		English Noun phrase :	*hanging	low	clouds	those

From this Thai NP structure above, the modifier, number ④, will be decoded and written as a determiner at the first component in the English NP, but the students decoded and wrote it at another position in the students' performance.

In another student's answer, some determiners in English NPs did not exist. The example below shows one of the students' translation errors.

Thai	{	Phonetic representations :	[fa: ⁵ pha ² nan ⁵	thi: ³ pen ¹ kra ² da:t ²	ba:ŋ ¹ ?an ¹]
		Noun phrase :	<ฝาผนัง	ที่เป็นกระดาษ	บางอัน>
		Lit. :	'walls	paper	some'
		Order of elements :	①	②	③
Student performance	{	Structural categories :	Pre.M.	N	
		Order of elements :	②	①	
		English Noun phrase :	*paper	walls	

From this English NP structure above, the modifier, number ③, will be decoded and written as a determiner at the first component in the English NP, but the students did not decode and write it in the students' performance.

English-Thai translation (test 2)

In students' answers, it was found that the sense of definiteness (the article *the*) in English did not decode and write in Thai NPs. The example below shows one of the students' translation errors.

English	{	Structural categories :	Det.	N.
		1 th NP structure :	<i>art.</i>	+ <i>N</i>
		Noun phrase	the	toy
		Order of elements :	①	②
Student performance	{	Phonetic representations :	[khɔːŋ ⁵ len ³]	
		Thai Noun phrase :	<ของเล่น>	
		Lit. :	'toy'	
		Order of elements :	②	

From this English NP structure above, the determiner, number ①, will be decoded and written in Thai as the sense of definiteness at the third component in the Thai NP, but the students did not decode and write it in the Thai NP of the students' performance.

Another student's answer was found that a possessive inflectional morpheme ('s) in English NPs was translated into Thai incorrectly. The example below shows one of the students' translation errors.

English	{	Structural categories :	Det.		Pre.M.	N	Pro.M				
		12 th NP structure :	<i>n</i>	+ 's	+ <i>enu.</i>	+ <i>N</i>	+ ^{Deleted} <i>Rel.pron.</i>	+ <i>past.part</i>	+ <i>prep</i>	+ (<i>poss.adj.</i>)	+ <i>n</i>
		Noun phrase	Bill	's	five	books	∅	bought	by	his	father
		Order of elements :	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Student performance	{	Phonetic representations :	[bil ¹	mi: ¹	naŋ ⁵ su: ⁵	ha: ³	lem ³	thi: ³	thuk ² su: ⁴	doj ¹	pho: ³ khɔːŋ ⁵ khɔːŋ ⁵]
		Thai Noun phrase :	<*บิล	มี	หนังสือ	ห้า	เล่ม	ที่	ถูกซื้อ	โดย	พ่อ ของเขา>
		Lit. :	'Bill	has	book	five	classifier	which	be bought	by	father his'
		Order of elements :	①	②	④	③	∅	⑤	⑥	⑦	⑨

From this English NP structure above, the determiner, number ②, will be decoded and written in Thai as [khɔːŋ⁵] <ของ> 's as the fourth component in the Thai NP,

but the students did not decode and write it as [khɔːŋ⁵] <ของ> ‘s in the Thai NP of the students’ performance. They wrote as [miː¹] <มี> *have* in the students’ performance. This changed the NP into a sentence.

(3) Errors on Pre-Modifiers

In this part, English NP structure errors in Thai-English translation (test 1) will be clarified before errors in English-Thai translation (test 2) as follows:

Thai-English translation (test 1)

In students’ answers, it was found that some pre-modifiers in this English NP structure were placed in the wrong positions. The example below shows one of the students’ translation errors.

Thai	{	Phonetic representations :	[kɔːn ³ me:k ³	thiː ³ loːj ¹	tam ²	law ² nan ⁴]
		Noun phrase :	<ก้อนเมฆ	ที่ลอย	ต่ำ	เหล่านั้น>
		Lit. :	'cloud	hanging	low	those'
		Order of elements :	①	②	③	④
Student performance	{	Structural categories :	Det.	Pre.M.		N
		Order of elements :	④	② ③		①
		English Noun phrase :	*those	hanging	low	clouds

From this Thai NP structure above, the word [thiː³ loːj¹] <ที่ลอย> ‘hanging’ (number ②) is supposed to be decoded and written in English as the third component in the English NP, and the word [tam²] <ต่ำ> ‘low’ (number ③) should be translated and written in English as the second component in the English NP. However, the adjective *hanging* and the adverb *low* were respectively put in the second component (number ②) and the third component (number ③) in the students’ performance above.

Some students' answers were found that some pre-modifiers are absent in the English NPs. This might make some information or details incomplete in the English NPs. The example below will show one of the students' translation errors.

Thai	{	Phonetic representations :	[fa: ⁵ pha ² naŋ ⁵	thi: ³ pen ¹ kra ² da:t ²	ba.ŋ ¹ ?an ¹]
		Noun phrase :	<ฝาผนัง	ที่เป็นกระดาษ	บางอัน>
		Lit. :	'walls	paper	some'
		Order of elements :	①	②	③
Student performance	{	Structural categories :	Det.	N	
		Order of elements :	③	①	
		English Noun phrase :	*some	walls	

The element (number ②) in the Thai NP normally is decoded and written as the second component in an English NP. Nevertheless, in the students' performance above, it was found that a pre-modifier did not exist in the English NP structure.

English-Thai translation (test 2)

In students' answers, it was found that some adjectival nouns are omitted to decode and write as modifiers in Thai. The example below shows one of the students' translation errors.

English	{	Structural categories :	Det.	Pre.M.	N
		4 th NP structure :	<i>indef.adj</i> +	<i>n</i>	+ <i>N</i>
		Noun phrase	all	wall	pictures
		Order of elements :	①	②	③
Student performance	{	Phonetic representations :	[ru:p ³ pha:p ³	thaŋ ⁴ mot ²]	
		Thai Noun phrase :	<รูปภาพ	ทั้งหมด>	
		Lit. :	'picture	all'	
		Order of elements :	③	①	

From this English NP structure above, the pre-modifier, number ②, will be decoded and written in Thai as a modifier at the second component in the Thai NP, but the students did not decode and write it in the Thai NP of the students' performance.

(4) Errors on Post-Modifiers

In this part, English NP structure errors in Thai-English translation (test 1) will be clarified before errors in English-Thai translation (test 2) as follows:

Thai-English translation (test 1)

In students' answers, it was found that some components in post-modifiers were placed in the wrong positions. The example below shows one of the students' translation errors.

Thai	Phonetic representations :	phur:an ³	khɔŋ ⁵ chan ⁵	khon ¹ thi: ³	chan ⁵	ju:m ¹	nan ⁵ su: ⁵	khɔŋ ⁵ khɔw ⁵
	Noun phrase :	<เพื่อน	ของฉัน	คนที่	ฉัน	ยืม	หนังสือ	ของเขา>
	Lit. :	'friend	my	the person whom	I	borrow	book	whose'
	Order of elements :	①	②	③	④	⑤	⑥	⑦
Student performance	Structural categories :	Det.	N	Post,M				
	Order of elements :	②	①	⑦	④	⑤	⑥	
	English Noun phrase :	*my	friend	whose	I	borrowed	book	

From this Thai NP structure above, the modifier, number ⑥, will be decoded and written in English as the fourth component in the English NP, but the students decoded and wrote it in English as the last component, which is number ⑥ in the English NP of the students' performance. This clearly showed that they made the ungrammatical sequence.

In some students' answers, it was found that some post-modifiers were replaced in the wrong positions in English NPs. The example below shows one of the students' translation errors.

Thai	Phonetic representations :	tho: ¹ ra: ¹ sap ² mu: ¹ thu: ⁵	so: ⁵	khru: ^{aj} ³	khwa: ⁵	sa: ¹ ra: ³	thi: ³	thu:k ² su: ⁴	doj: ¹	teek: ⁴	
	Noun phrase :	<โทรศัพท์มือถือ สอง เครื่อง ของ ซารา ที่ ถูกซื้อ โดย แจ็ค>									
	Lit. :	'cellphone	two	classifier	s	Sara	which	boy	by	Jack'	
	Order of elements :	①	②	③	④	⑤	⑥	⑦	⑧	⑨	
Student performance	Structural categories :	Det.		Pre.M.	N	Pos.M.					
	Order of elements :	⑤ — ④		②	①	⑥ — ⑨ — ⑧ — ⑦					
	English Noun phrase :	*Sara	's	two	cellphones	∅	Jack	by	bought		

From this Thai NP structure above, the post-modifiers, numbers ⑦-⑨, will be decoded and written in English as post-modifiers at the sixth to the eighth components in the English NP, but the students decoded them as the eighth component (number ⑦), the seventh component (number ⑧), and the sixth component (number ⑨) in the English NP of the students' performance. This clearly showed that they made the ungrammatical sequence.

In another student's answer, the *to infinitive* form in a non-finite noun clause with interrogative were replaced by other base forms of verbs in the English NPs. The example below shows one of the students' translation errors.

Thai	Phonetic representations :	sin ²	thi: ³	tcha ² tham ¹	to: ² paj ¹
	Noun phrase :	<สิ่ง ที่ จะทำ ต่อไป>			
	Lit. :	'what	relative pronoun	to do	next'
	Order of elements :	①	②	③	④
Student performance	Structural categories :	N	Pos.M.		
	Order of elements :	①	③ — ∅ — ④		
	English Noun phrase :	*what	do	to	next

From this Thai NP structure above, the modifier, number ③, will be decoded and written in the *to infinitive* form as the second component in the English NP, but the students decoded and wrote it in *the infinitive form without to*, which is number ③ in the English NP of the students' performance.

English-Thai translation (test 2)

In students' answers, it was found that some post-modifiers in English NPs were omitted in Thai NPs. The example below shows one of the students' translation errors

English	{	Structural categories :	N	Pre.M.				
		6 th NP structure :	<i>To.inf</i>	+	(<i>prep</i>) + <i>art</i> + <i>n</i>			
		Noun phrase	to wait		for	∅	people	
		Order of elements :	①		②	③	④	
Student performance	{	Phonetic representations :	[ka:n ¹ rɔ: ¹ khɔ:j ¹]					
		Thai Noun phrase :	<*การรอคอย>					
		Lit. :	to wait					
		Order of elements :	①					

From this English NP structure above, the post-modifier, number ④, will be decoded and written in Thai as a modifier at the second component in the Thai NP, but the students did not decode and write it in the Thai NP of the students' performance. This made some detail of the Thai NP incomplete.

In some students' answers, a relative pronoun as a post-modifier in the English NP did not decode into Thai. The example below shows one of the students' translation errors

English	{	Structural categories :	Det.	Pre.M.		N	Pos.M.					
		11 th NP structure :	<i>art.</i>	+	(<i>adj.</i> + <i>adj.</i>)		+	<i>N</i>	+	(<i>deleted rel.pron</i> + <i>pres. part.</i> + (<i>prep</i>) + (<i>art.</i>) + <i>n</i>)		
		Noun phrase	The	pretty	little	girl	∅	sitting	on	the	chair	
		Order of elements :	①	②	③	④	⑤	⑥	⑦	⑧	⑨	
Student performance	{	Phonetic representations :	[dek ² jii ⁵	tu:a ¹ lek ⁴	na: ³ rak ⁴	khon ¹ ni: ⁴	naɯ ³ ju: ²	bon ¹	kaw ³ tɔ: ³]			
		Thai Noun phrase :	<*เด็กหญิง	ตัวเล็ก	น่ารัก	คนนี้	นั่งอยู่	บน	เก้าอี้>			
		Lit. :	'girl	little	pretty	the	be sitting	on	chair'			
		Order of elements :	④	③	②	①	⑥	⑦	⑨			

From this English NP structure above, a post-modifier, number ⑤, will be decoded and written in Thai as a modifier at the fifth component in the Thai NP, but the

students did not decode and write it in the Thai NP of the students' performance. This changed the Thai NP to a sentence in Thai.

In other students' answers, a relative pronoun functioning as a post-modifier was decoded and written as an interrogative pronoun in Thai NPs. The example below shows one of the students' translation errors.

English	Structural categories :	Det.	N	Pos.M.		
	10 th NP structure :	<i>Poss.adj</i> +	<i>N</i>	+ <i>Rel.Pron</i> +	<i>n</i> +	<i>v</i>
	Noun phrase	my	friend	who	teaches	English
	Order of elements :	①	②	③	④	⑤
Student performance	Phonetic representations :	[phu:an ³	khɔŋ ¹ te ^h an ⁵	khraj ¹	sɔŋ ⁵	pha: ¹ sa: ¹ ?aŋ ¹ krit ²]
	Thai Noun phrase :	<*เพื่อน	ของฉัน	ใคร	สอน	ภาษาอังกฤษ>
	Lit. :	friend	my	who	teach	English
	Order of elements :	②	①	③	④	⑤

From this English NP structure above, a post-modifier, number ③, will be decoded and written in Thai as a relative pronoun at the third component in the Thai NP, but the students decoded and wrote it as an interrogative pronoun in the Thai NP of the students' performance. This made the Thai NP become a question.

In another student's answer, past participle phrases do not modifier a head noun when translated into Thai. The example below shows one of the students' translation errors.

English	Structural categories :	Det.	Pre.M.	N	Pos.M.					
	12 th NP structure :	<i>n</i> +	<i>'s</i> +	<i>enu.</i>	+ <i>N</i> +	^{Deleted} <i>Rel.pron.</i>	+ <i>past.part</i> +	<i>prep</i> +	<i>(poss.adj.)</i> +	<i>n</i>
	Noun phrase	Bill	's	five	books	∅	bought	by	his	father
	Order of elements :	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Student performance	Phonetic representatives :	[bin ¹	thi: ³	su: ⁴	naŋ ⁵ su: ⁵	ha: ³	lem ³	do:j ¹	phɔ: ³	khɔŋ ¹ khɔw ⁵]
	Thai Noun phrase :	<*บิล	ที่	ซื้อ	หนังสือ	ห้า	เล่ม	โดย	พ่อ	ของเขา>
	Lit. :	'Bill	which	bought	book	five	classifier	by	father	his'
	Order of elements :	①	⑤	⑥	④	③	∅	⑦	⑨	⑧

From this English NP structure above, a past participle as post-modifiers, numbers ⑤-⑨, will be decoded and written in Thai as the fifth to ninth components in

the Thai NP, and they have to modify a head noun, number ④, in the Thai NP as well. However, the students decoded and wrote them at the wrong positions in the Thai NP of the students' performance.

11. CONCLUSION AND RECOMMENDATIONS

11.1 Conclusion

The current research investigated ENPSK of grade 12 students in the Secondary Educational Service Area Office 14, Phuket, Phangnga, Ranong provinces; compared ENPSK of the grade 12 students between the Science and the Arts Programs; examined the differences of ENPSK of the students who had and did not have a chance to be exposed to English context with non-Thais; and discovered errors in students' English NP structures.

The level of English NP Semantic Knowledge in the Secondary Educational Service Area Office 14 was at the *very low* level. The reason might be that the English NP Semantic Knowledge is completely different from the Thai NPs (Peter, 2011; Tawee Chimsuk, 2010; and Fasol, 1969). Therefore, teachers teaching English and Thai EFL learners should be more aware of the differences between English and Thai NPs.

The ENPSK of the students in both the Science and the Arts programs were significantly different. This might be that the competitive environment in the Science programs might encourage students to put more effort into their study rather than those in the Arts programs, and most students in the Science programs might have stronger motivation to obtain high-salary posts in their future than some students in the Arts programs. Furthermore, the Science-program students might encounter English words, which most of them are NPs, more than the Arts program students.

The ENPSK of the students who had and did not have any exposure to English interaction with non-Thais, additionally, were significantly different. This suggests that

greater opportunities to use the target language allow them to acquire and apply their English NP knowledge more.

According to the students' answers in decoding Thai NPs into English (Test 1) and English NPs into Thai (Test 2), it was found that there were a large number of NP translation errors. Based on the 4 main components of English NPs, the errors in both tests 1 and 2 were categorized as follows: (1) errors on head nouns; (2) errors on determiners; (3) errors on pre-modifiers; and (4) errors on post-modifiers.

The factors which influence the students to make the errors might be: (1) the differences between Thai and English NPs; (2) interference of the students' mother tongue; (3) lack of ENPSK; and (4) lack of Thai NP Structural Knowledge in usage

11.2 Recommendations

The findings encouraged students and English teachers to raise their learners' awareness of English NPs. Also, stakeholders should try to create an English environment that will expose students to communication with non-Thais, which may improve students' knowledge of NPs.

The results in this study make Thai EFL learners aware of the differences between Thai and English NPs. Additionally, the grade 12 Thai students' English NP errors might help teachers who teach English design their own lesson plans for the purpose of solving the problem of English NP errors. Decoding English NP structures into Thai and Thai NPs into English may make EFL Thai learners more comprehend the relationship between Thai and English NP structures.

The limitation in this study was the students' vocabulary. They had a limited amount of English vocabulary which might have influenced translation; therefore, the meaning of every English word should be provided, especially in test 2.

Teachers teaching English are supposed to ask students to identify a head noun in English NPs when students come across English NPs in reading or listening because a

head noun in an NP is considered as the core meaning. If some students identify a head noun incorrectly, the meaning will be changed from the original NP. Finally, this might lead to communication failure.

Frequently-found errors of the English NPs should be explored, and appropriate solutions to solve the errors in each NP structure are supposed to be discovered. The solutions should be examined as to whether they reduce or even eliminate the English NP errors.

Students having opportunities to interact with non-Thais in English ought to be interviewed so as to find out how to improve the structural knowledge of English NPs. Furthermore, the English NP errors the students created should be analyzed. How to decode each type of English NP errors from both Thai to English and English to Thai should be provided as well. Additionally, the factors which influence students' ENPSK in schools should be investigated.

REFERENCES

- Abubakar, M. M. A. (2015). Phrases, clauses and sentences. *Literary Discourse*, 15, Retrieved January 17th, 2016 from www.ghanaweb.com/GhanaHomePage/features/Literary-Discourse-Phrases-Clauses-And-Sentences-356740
- Allen, P. (2011). *Noun phrase construction difficulties for students with L1 Spanish*. (Master) Retrieved April 7th, 2015, from www.academia.edu/4719829/Noun_Phase_Construction_Difficulties_for_Students_with_L1_Spanish
- Arakkitsakul, Y. (2008). *An error analysis of present perfect tense case study of freshman students at North Bangkok college* (Mater thesis) the faculty of Liberal Arts, North Bangkok College, Thailand.
- Bena, F. K. (2010). *An error analysis on the translation of English noun phrases into Indonesian of the fifth semester students of the English department of teacher training and education faculty, Sebelas Maret University in the Academic Year 2009/2010*. (Mater thesis) Faculty of teacher training and education, Sebelas Maret University, Surakarta, Indonesian.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Harlow, England: Pearson Education.
- Bonnie Swierzbin, (2014). *What's in a Noun Phrase? Judging the Difficulty of a Reading Text by Understanding the Complexity of Noun Phrases*
- Borer, Hagit. 2005. In name only. Oxford: Oxford University Press.
- Bowen, T. (2000) "An article discussing the benefits of translation as a language learning tool." Retrieved from <http://www.onestopenglish.com/support/methodology/teaching->

approaches/teaching-approaches-translation-as-a-language-learning-tool/146504.article on April 27th, 2015.

Bradley A. G. (1986) “*Reference and Reference failures*” Cambridge, Massachusetts.

Byrd, P. (2012), *The Importance of Nouns & Noun Phrases*, Department of Applied Linguistics & ESL Georgia State University Atlanta, Georgia USA, retrieved from http://www2.gsu.edu/~eslhp/grammar/lecture_6/important.html on January 16th, 2015.

Carter, R. and McCarthy, M. (2006) *Cambridge Grammar of English*, Cambridge: Cambridge University Press

Champaruang, K., Thani, J., Purisodom, C., Youngsathien, P. (1999). “*English achievement of Mathayomsuksa 6 students (Language Program) in government schools in education region 5.*” Unpublished master’s thesis, Kasetsart University, Bangkok, Thailand.

Charles W. Kreidler, (1998) *Introducing English Semantics*. Routledge

Chaudron, C., & Parker, K. (1990). *Discourse markedness and structural markedness: The acquisition of English noun phrases*. *Studies in Second Language Acquisition*, 12(1), 43-64.

Chawwang, N (2008) “*An Investigation of English Reading Problems of Thai 12th-Grade students in Nakhonratchasima Educational Regions 1, 2, 3, and 7*” presented in partial fulfillment of the requirement for the Master of Arts Degree in English at Srinakharinwirot Universtiy.

Chierchia, Gennaro. 1998. Reference to kinds across languages. *Natural Language Semantics* 6:339–405

Chomsky, N. (1981), *Review of B.F. Skinner Verbal Behavior*. *Language*, 35, 26-58

Chomsky, N. (1981), *Review of B.F. Skinner Verbal Behavior*. *Language*, 35, 26-58

- Cowan, R. (2008) *The teacher's grammar of English*, a course book and reference guide.
- Crystal, D. (1941) "A dictionary of linguistics and phonetics" – 6th ed. p. cm.
- Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). UK: Cambridge University Press.
- Crystal, D. (2004). *Rediscover grammar* (3rd ed.). Harlow, UK: Pearson Education.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics. 6th edition*. Blackwell.
- Daniel Kies (2014) "Noun Phrases" retrieved from http://papyr.com/hypertextbooks/grammar/ph_noun.htm accessed on April 26th, 2015.
- Danny D. Steinberg et al (2001). *Psycholinguistics: Language, Mind and World*, (London: Longman), 2nd Ed, p. 345.
- Darin Awaphak, (2008). *A Survey of Errors in Translation from English into Thai: A case study*, Prince of Songkla University.
- Day, R. R., & Bamford, J. (1998). "Extensive reading in the second language classroom." New York: Cambridge University Press.
- De Haan, Pieter. 1989. *Postmodifying clauses in the English noun phrase. A corpus-based study*. Amsterdam: Rodopi.
- DeCapua, A. (2008) "Grammar for Teacher" Springer Science and Business Media.
- Department of Tourism, retrieved from <http://newdot2.samartmultimedia.com/farms/uploaded/00Statistic/2014/Inbound/2014/TOURISM%20RECEIPTS%20FROM%20INTERNATIONAL%20TOURIST%20ARRIVALS.pdf>

- Dummet, Michael. (1974). *What is a Theory of Meaning? In Mind and Language: Wolfson College Lectures*, Samuel Guttenplan (ed.), 97-138. Oxford: Oxford University Press.
- Education Management Information System (2014) “*the number of students in Secondary Educational Service area Office 14: Phuket, Pangnga, and Ranong in academic year 2014.*” Retrieved from http://data.bopp-obec.info/emis/student.php?Area_CODE=101714&Edu_year=2557 assessed on April 26th, 2015.
- Ellis, N. C. (1995). *Consciousness in Second Language Acquisition: A review of field studies and laboratory experiments. Language Awareness*, 4, 123-146.
- Ellis, R. (1990). *Instructed Second Language Acquisition: Learning in the classroom*. Oxford: Blackwell.
- Ellis, R. (1994). *The study of Second Language Acquisition*, Oxford: Oxford University Press.
- Ellis, R. (2001). *Introduction: Investigating form-focused instruction. Language Learning*, 51, 1-46
- Fasold, Ralph William August. (1969) “*Noun Compounding in Thai*” U.S. Department of health, Education & Welfare Office of Education, Arlington, Virginia,
- Frank, Marcella, *Modern English; A Practical Reference Guide*, New Jersey: Prentice-Hall, 1972, 1st Ed.
- Ge Lan (2015) “*Investigating the Relationship Between Second Language Writing Proficiency and Noun Modifications*” Northern Arizona University, Flagstaff, Arizona, USA
- Goto-Butler, Y. (2002). *Second language learners’ theories on the use of English article: An analysis of the metalinguistic knowledge used by Japanese students in*

acquiring the English article system. Studies in Second language Acquisition, 24(3), 451-480.

Grosz, B. J. (1997). *“The representation and use of focus in dialogue understanding.”* Decotroal dissertation, University of California (Tech. Note 151) Menlo Park: Stanford Research Institute.

Gunning, T. G. (2002). *“Assessing and correcting reading and writing difficulties.”* Boston: Allyn & Bacon a Pearson Education Company.

Gut, Ulrike. 2011. *Studying structural innovations in new English varieties*. In Joybato Mukherjee & Marianne Hundt (eds.), *Exploring second-language varieties of English and learner Englishes: Bridging a paradigm gap*, 101-24. Amsterdam and Philadelphia: John Benjamins.

Guy Cook, (2011). *“Translation in language teaching and learning”* Oxford University Press ELT retrieved from <http://oupeltglobalblog.com/2011/10/20/translation-in-language-teaching-and-learning/> on April 27th, 2015.

Haiyan L. & Lianrui Y. (2010) *“An Investigation of English Articles’ Acquisition by Chinese Learners of English”* published by Chinese Journal of Applied Linguistics Vol.33 No.3 in June 2010.

Haiying G. (2014) *“A Study of Adjective Use in NPs as an Indicator of Syntactic Development in Swedish L2 Learners’ English”* Uppsala University.

Heather, M., K., (2013) *The Functions of Nouns and Noun Phrases in English*. retrieved from <http://www.brightubeducation.com/english-homework-help/32754-the-functions-of-nouns-and-noun-phrases/> on April 7th, 2015.

Hidayatul M. (2011) *“Types and Constructions of Noun Phrases in The Adventure of Sherlock Holmes and their Teaching Approach”* Education faculty, Walisongo State Institute for Islamic Students, Semarang.

- Hornby, A.S (2000), Oxford Advanced Learner's Dictionary of Current English, New York: Oxford University Press, 2000, 6th Ed.
- Huddleston, Rodney & Pullum, Geoffrey. 2002. *The Cambridge grammar of the English language*. Cambridge University Press.
- Huebner, T. (1983). *A longitudinal analysis of the acquisition of English*. Ann Arbor: Karoma.
- Ionin, T., & Wexler, K (2004). Article semantics in L2 acquisition: The role of specificity. *Language Acquisition*, 12, 2-70.
- Intarasombat, P. (2002). "*The effect of vocabulary development approach on Mathayomsuksa 4 students's English reading comprehension.*" Unpublished master's thesis, Khon Kaen University, Khon kaen, Thailand.
- Iwasaki S. & Ingkaphirom P. (2005). "*A Reference Grammar of Thai*" the University Press, Cambridge.
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
- Josef Essberger, (2000). "*Improve your English through Reading*" retrieved form <https://www.englishclub.com/esl-articles/200003.htm> on May 5th, 2015.
- Junpui Kanokkarn. (2007). *English in Thai society*. Nation Jr, Nation Publishing.
- Kachru, B. (1996). The Paradigms of Marginality. *World Englishes*, 15(3), 241-255.
- Kerjcie. R. V. and Morgan. D.W. "*Determining sample size for research activities.*" Educational and Psychological Mcas: trement 1970 : 607-610.
- Kolln, M. (1994). "*Understanding English Grammar.*" Fourth Ddition,
- Larsen-Freeman, D., & Long, M. (1991). Early and middle French immersion programs: French language outcomes. *Canadian Modern Language Review*, 48, 11-40.

- Lee, E. H. (2007). *English article usage in online graduate forums by non-native EFL teachers*. Doctoral dissertation, Indiana University.
- Longsombun, A. (1999). "Achievement in English of Mathayomsuksa 6 Students (Language Program) in government schools in education region 1." Unpublished master's thesis, Kasetsart University, Bangkok, Thailand.
- Master, P. (1994). *The effect of systematic instruction on learning the English article system*. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 229-252). Cambridge, England: Cambridge University Press.
- Master, P. (1997). *The English article system: Acquisition, function, and pedagogy*. *System*, 25(2), 215-232.
- Mingsakoon, P. (2003). "A Comparative Study of Vocabulary Learning Strategies between Mathayomsuksa 6 Students in Science and Arts Programs at Hunkhapittayakom School, Chainat Province." unpublished master's thesis, Mahidol University, Bangkok, Thailand.
- Mingsakoon, P. (2003). "A comparative study of vocabulary learning strategies between Mathayomsuksa 6 students in science and arts programs at Hunkhapittayakom school, Chainat Province." Unpublished master's thesis, Mahidol University, Bangkok, Thailand.
- Moore, J. M. (2004). *Articles and proper names in L2 English*. Doctoral dissertation, Northwestern University.
- Moore, A. (2005). *Semantics - meanings, etymology and the lexicon*, retrieved from <http://www.universalteacher.org.uk/lang/semantics.htm> accessed on April 7th, 2015.
- Mutmainnah, H. (2011). *Types and Constructions of Noun Phrases in the Adventure of Sherlock Holmes and their Teaching Approach*. Education Faculty Walisongo State Institute for Islamic Studies Samarang.

National Institute of Educational Testing Service, Ordinary National Education Test (O-Net), retrieved from

https://www.02dual.com/admission_news/505/%E0%B8%84%E0%B9%88%E0%B8%B2%E0%B8%AA%E0%B8%96%E0%B8%B4%E0%B8%95%E0%B8%B4%E0%B8%9E%E0%B8%B7%E0%B9%89%E0%B8%99%E0%B8%90%E0%B8%B2%E0%B8%99_O_NET_2557

Nida, Eugene A. (1964). *Toward a science of translating*. Leiden: E. J. Brill.

Nuttal, C. (2000). *Teaching reading skills in a foreign language*. Oxford: Macmillan Publishers Limited.

Paul P. “*Cambridge dictionary*”, retrieved from

<http://dictionary.cambridge.org/grammar/british-grammar/noun-phrases> on April 7, 2015

Peter Spiros Eric Jenks (2011) “*The Hidden structure of Thai Noun Phrases*”, the department of Linguistics in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the subject of linguistics, Harvard University, Cambridge, Massachusetts.

Polmanee, S., & Sinsuwan, P. (2011). “*Needs and problems in English usage of graduate students in teaching Thai and social science compared with students in teaching English*.” Unpublished master’s thesis, Chiang Mai University, Bangkok, Thailand.

Pumirat, T. (1992). “*A study of ability to analyze to discourse types in English reading of Mathayomsuksa 6 students, Bangkok Metropolis*.” Unpublished master’s thesis, Chulalongkorn University, Bangkok, Thailand.

Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1972) “*A Grammar of Contemporary English*”, Longman.

Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985) *A comprehensive Grammar of The English Language*, Harlow: Longman

- Reanjaroen suk, P. (1999). *“An Investigation into the English Vocabulary Proficiency in a Natural Science Context of First Year Arts and Science Oriented University Students.”* unpublished master’s thesis, Mahidol University, Bangkok, Thailand.
- Reanjaroen suk, P. (1999). *“An Investigation into the English vocabulary proficiency in a natural science context of first year arts and science oriented university students.”* Unpublished master’s thesis, Mahidol University, Bangkok, Thailand.
- Riemer, N. (2010) *Introducing Semantics*. Cambridge University Press
- Saowapak (2014, February 23). Pros and Cons for ASEAN. Retrieved from <https://thammarattimes.wordpress.com/2014/02/23/pros-and-cons-for-asean/>
- Singhapreecha, P. (2001). Thai classifiers and the structure of complex Thai nominals. In B.K. T’sou, O.O.Y. Kwong & T.B. Lai (Eds.), *In Proceedings of the 15th Pacific Asia Conference on Language, Information and Computation* (pp. 259-70). Language Information Sciences Research Centre, City University of Hong Kong.
- Snape, N. (2008). *Resetting the nominal mapping parameter in L2 English: Definite article use and the count-mass distinction*. *Bilingualism: Language and Cognition*, 11, 63-79.
- Subphadoongchone, P. (2000). *“Lexical guessing in a scientific context: a case study of first-year Mahidol science students.”* Unpublished master’s thesis, Mahidol University, Bangkok, Thailand.
- Sumitra Angwatanakul (1975). *Linguistic Link*, Chulalongkorn University Book Center.
- Swierzbin, B.(2014). *What’s in a Noun Phrase? Judging the Difficulty of a Reading Text by Understanding the Complexity of Noun Phrases*. Retrieved from <http://minnetesoljournal.org/spring-2014/whats-in-a-noun-phrase-judging-the-difficulty-of-a-reading-text-by-understanding-the-complexity-of-noun-phrases>. on January 16, 2015

- Tawee Chimsuk (2010) “*A Framework for Implementation of Thai to English Machine Translation Systems*”, A dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy, School of Applied Statistics, National Institute of Development Administration.
- Tawilpakul, U. (2001) “*The Use of English Tense by Thai University students*” Thammasat Universtiy.
- Thomas Brunner (2014). “*Structural nativization, typology and complexity: noun phrase structures in British, Kenyan and Singaporean English*” *English Language and Linguistics*, 18, pp
- Thomas, M. (1989). *The acquisition of English articles by first- and second-language learners*. *Applied Psycholinguistics*, 10, 335-355.
- Thonkpukdee, T., Choochom, O., & Sucaromana, A. (2008). *Study of Relationship between Mathayom Suksa III students’ Background, Academic Achievement, Personality, Occupational Values, and Choice of Occupation*. A Research Report submitted to Behavioral Science Research Institute.
- Viney, B. (2003) *The history of the English Language*. Oxford: Oxford University Press.
- Wikipedia, Noun Phrase, retrieved from http://en.wikipedia.org/wiki/Noun_phrase on April 6th, 2015.
- Wikipedia, Semantics, retrieved from <http://en.wikipedia.org/wiki/Semantics> on April 8th, 2015
- Wittaya Nathong. 2003. *Contrastive Analysis of English and Thai*. 13th ed. Bangkok: Ramkhamhaeng University. (In Thai).
- Wongsuwan, S. (1992). “*The Analysis of the Problems Concerning Text Reading Skills of the Mathayomsuksa 6 Students in the Demonstration Schools Affiliated to the*

Ministry of Universtiy Affairs in Thailand.” unpublished master’s thesis, Mahidol University, Bangkok, Thailand.

Wongsuwana, S. (1992). “*The analysis of the problems concerning text reading skills of the Mathayomsuksa 6 students in the demonstration schools affiliated to the ministry of university affairs in Thailand.*” Unpublished master’s thesis, Mahidol University, Bangkok, Thailand.

Wood G. (2012). *What is semantics?* retrieved from <https://sites.google.com/a/sheffield.ac.uk/all-about-linguistics/branches/semantics/what-is-semantics> accessed on April 7th, 2015

Yoon, K, K. (1993). *Challenging prototype descriptions: Perception of noun countability and indefinite vs. zero article use.* International Review of Applied Linguistics, 31(4), 269-289.

APPENDICES

Appendix A

Sampled Schools in Secondary Educational Service Area Office 14

Population						Number of Student Subjects	
Province	Zone	District	Schools	Sampled school	Number of Student		
Phuket	1	Mueang and Kathu	Phuket Wittayalai	√	560	43	
			Satee Phuket		528		
			Srinagarindra the Princess Mother	√	306	53	
			Kathu Wittaya		149		
	2	Thalang	Mueang Thalang	√	200	54	
			Cherng Thalay Wittayakom		33		
Werastree Anusorn				21			
Phungnga	1	Kuraburi	Khuraburi Chaiputtana Pittayakom	√	113	23	
			Takua Pa	Takua Pa Senarnukul			292
			Takua Pa Keeleekhate		25		
	2	Kapong	Kapong Pittayakom	√	36	24	
			Thai Mueang	Thai Mueang Wittaya			108
			Thung Mapaow Wittaya		26		
	3	Thap Put	Thap Put Wittaya		135	31	
			Mueang	Deebook Phangnga Wittayayon	√		287
			Satee Phangnga		77		
	4	Takua Thung	Takua Thungngarn tawee wittayakom		13	26	
			Thungpo Wittaya	√	53		
			KhlongKhian Rutrartsungson		26		
KohYao			Koh Yao Wittaya		37		
Ranong	1	Kraburi	Kraburi Wittaya	√	202	42	
			Pak Chun Wittaya		75		
			La Un	La Un Witthayakhan			39
	2	Mueang	Phichai Ruttarakhan	√	336	42	
			Satee Ranong		350		
			Kaper	Kaper Wittaya			130
	3	Suksamran	Suksamran Rartsungson	√	26	13	
Total students					4,203	351	

Appendix B

NP Structures Used to Design Tests 1 & 2

Type	No	NP Structure	Test	Item	English Sentence	Thai Sentence
Pre-modifiers + a head noun	1.	<i>art.+N</i>	1 st	3	The river is in Kenya.	แม่น้ำสายนั้นอยู่ในเคนยา
				3	David bought the toy.	เดวิดซื้อของเล่นชิ้นนี้แล้ว
			2 nd	14	I saw a garden behind the house.	ฉันเห็นสวนแห่งหนึ่งอยู่ข้างหลังบ้านหลังนี้
	2.	<i>int.adj.+N</i>	1 st	1	Whose book is that?	นั่นเป็นหนังสือของใคร
				1	Whose car will you borrow?	คุณจะยืมรถยนต์ของใคร
			2 nd	13	Which hotel did you stay in when you were in China?	คุณพักในโรงแรมไหนตอนที่คุณอยู่ในประเทศจีน
	3.	<i>Art.+adj.+(deleted.N)</i>	1 st	9	In Myanmar, the poor need a lot of help.	ในประเทศพม่าพวกเขาจำเป็นต้องการความช่วยเหลืออย่างมาก
				17	The brave always protect the country.	พวกกล้าหาญจะป้องกันประเทศเสมอ
			2 nd	9	In America, the rich have a lot of power.	ในประเทศอเมริกา พวกคนรวยมีอำนาจมาก
	4.	<i>indef.adj.+(n)+n+N</i>	1 st	4	Some paper walls are dirty.	ฝาผนังที่เป็นกระดาษบางฝาสกปรก
				14	My father has several vegetable gardens.	พ่อของฉันมีสวนผักหลาย ๆ สวน
			2 nd	4	All wall pictures are very expensive.	รูปภาพที่ติดฝาผนังทั้งหมดนี้แพงมาก ๆ
5.	<i>dem.+adv.+past.part.+N</i> <i>dem.+adv.+pres.part.+N</i>	1 st	2	Those low hanging clouds look very scary.	ก้อนเมฆที่ลอยต่ำเหล่านั้นดูน่ากลัวมาก	
			13	Sara followed this carefully thought-out plan.	ซาราได้ทำตามแผนการที่คิดขึ้นอย่างรอบคอบนี้แล้ว	
		2 nd	2	That well built car was sold. (That well-built car)	รถยนต์ที่ถูกสร้างขึ้นมาอย่างดีนั้นถูกขายไปแล้ว	
A head noun + Post-modifiers	6.	To inf.+(prep)+art.+n	1 st	5	To exercise in the sun is good for your health.	การที่จะออกกำลังกายกลางแจ้งแดดนั้นคือสุขภาพของคุณ
				15	His goal was to become a writer.	เป้าหมายของเขาคือการที่จะ(ได้กลายเป็น)นักเขียน
			2 nd	5	To wait for people always makes her very angry.	การที่ต้องคอยคนทำให้ห้สื่อนั้นโกรธมาก ๆ เสมอ
	7.	<i>ger.+[np]+(prep)+[np]</i>	1 st	6	She enjoys swimming in the sea.	หล่อนสนุกสนานกับการว่ายน้ำในทะเล
				2 nd	6	Reading a book in the morning is a good thing.
			15	The children in this class dislike doing their homework.	เด็กๆในชั้นเรียนนี้ไม่ชอบการทำบ้านของพวกเขา	

Pre-modifiers + a head noun + post-modifiers	8.	<i>int.pron.+to.inf.+(adv./n)</i>	1 st	11	We were told what to do next.	พวกเราถูกบอกในสิ่งที่เราจะทำต่อไป
				18	Tomorrow, my mother will tell me when to do it.	พรุ่งนี้แม่ของจีนจะบอกฉันว่าจะต้องทำมันเมื่อใด
			2 nd	11	Where to go is not known yet.	ปัญหาว่าจะไปที่ไหนนั้นยังไม่มีการทราบ
	9.	<i>art.+adj.+N+prep.+[np]</i>	1 st	8	The old pictures on the wall belong to Ajarn Chalmchai.	รูปภาพต่างๆเหล่านั้นที่อยู่บนผนังซึ่งเป็นของอาจารย์จลิมชัย
				8	It is the next part of Tom's story.	มันเป็นส่วนต่อไปของเรื่องราวของทอม
			16	The big dog with three legs died three days ago.	สุนัขตัวใหญ่ที่มีสามขาตัวนั้นตายเมื่อสามวันที่แล้ว	
	10.	<i>Poss.adj+N+rel.clause</i>	1 st	7	Mr.Smith knows my friend whose book I borrowed.	คุณสมิธรู้จักเพื่อนของฉันคนที่ฉันได้ยืมหนังสือของเขามา
				16	My classmate you know will go to the USA.	เพื่อนร่วมชั้นเรียนของฉันคนที่เรารู้จักนั้นจะไปประเทศอเมริกา
			2 nd	7	He is my friend who teaches English.	เขาเป็นเพื่อนของฉันผู้ซึ่งสอนภาษาอังกฤษ
	11	<i>art.+adj.+(adj.)+N+pres.part.+(prep)+[np]</i>	1 st	12	The tall young teacher teaching English is my boss's son.	ครูวัยหนุ่มสูงที่สอนภาษาอังกฤษเป็นลูกชายของหัวหน้าของฉัน
				12	The pretty little girl sitting on the chair is my younger sister.	เด็กผู้หญิงตัวเล็กน่ารักๆที่กำลังนั่งเก้าอี้บนนั้นคือน้องสาวของฉัน
			18	Robert saw the old Chinese man wearing a red cap.	โรเบิร์ตได้เห็นผู้ชายชาวจีนแก่ๆคนหนึ่งที่ใส่หมวกสีแดงแล้ว	
	12.	<i>n+'s+em+ N+past.part.+prep+(poss.adj.)+n</i>	1 st	10	Sara's two cellphones bought by Jack were very expensive.	โทรศัพท์มือถือสองเครื่องของซารา่ที่ถูกซื้อโดยแจ๊คมีราคาแพงมาก
				10	Mrs.Carter's three tables designed by Tom look very nice.	โต๊ะสามตัวของนางคาร์เตอร์ที่ออกแบบโดยทอมดูดีมาก
			17	Bill's five books bought by his father were given to Nadia.	หนังสือห้าเล่มของบิลที่ถูกซื้อโดยพ่อของเขาได้ถูกมอบให้แก่นาดียแล้ว	

Appendix C

Thai-English Translation Performance (Test 1)



ข้อสอบชุดที่ 1

แบบแปลประโยคภาษาไทยเป็นภาษาอังกฤษ

สำหรับนักเรียนที่กำลังศึกษาอยู่ชั้นมัธยมศึกษาปีที่ 6 สังกัดสำนักงานเขตการศึกษาพื้นที่ 14

ชื่อ _____ นามสกุล _____ เลขที่ _____
 โรงเรียน _____ ชั้น ม. _____ / _____
 อำเภอ _____ จังหวัด _____ วันสอบ _____

- คำสั่ง**
1. ให้นักเรียนศึกษาประโยคภาษาไทย และทำความเข้าใจกับความหมายของวลีที่ขีดเส้นใต้ไว้ในแต่ละข้อ
 2. ให้นักเรียนแปลเฉพาะวลีภาษาไทยที่ขีดเส้นใต้เอาไว้ให้เป็นภาษาอังกฤษ แล้วเขียนลงในที่ว่างในประโยคภาษาอังกฤษ โดยใช้คำศัพท์ที่หามาในลงเล็บ (ส่วนอื่นๆของประโยคได้แปลไว้ให้แล้ว)
 3. ในการแปลนั้นนักเรียนจะต้องคำนึงถึงความหมายประจำคำ และความหมายเชิงไวยากรณ์ รวมทั้งลำดับก่อนหลังของคำแต่ละคำเพื่อให้ได้คำแปลที่ถูกต้องและตรงที่สุดด้วย

ตัวอย่างที่ 1 ประโยคภาษาไทย : เพื่อนของฉันที่โดนทอมเตะเมื่อวาน ได้รับอุบัติเหตุ

ประโยคภาษาอังกฤษ : _____ got an accident.

(my / Tom / friend / by / kick / yesterday)

(คำตอบ คือ **My friend kicked by Tom yesterday**)

ตัวอย่างที่ 2 ประโยคภาษาไทย : เพื่อนสนิทสามคนของเขา เป็นหมอที่โรงพยาบาลกรุงเทพ

ประโยคภาษาอังกฤษ : _____ are doctors at the Bangkok hospital.

(close / his / friends / three)

(คำตอบ คือ **His three close friends**)

ชื่อ.....นามสกุล.....

1. ประเทศไทย : นั่นเป็นหนังสือของใคร?
 ประเทศไทยอังกฤษ: _____ is that?
 (book / whose)
2. ประเทศไทย : ก้อนเมฆที่ลอยต่ำเหล่านั้นดูน่ากลัวมาก
 ประเทศไทยอังกฤษ: _____ look very scary.
 (those / clouds / low / hanging)
3. ประเทศไทย : แม่น้ำสายนั้นอยู่ในเคนยา
 ประเทศไทยอังกฤษ: _____ is in Kenya.
 (river / the)
4. ประเทศไทย : ฝาผนังที่เป็นกระดาษบางสกปรก
 ประเทศไทยอังกฤษ: _____ are dirty.
 (walls / some / paper)
5. ประเทศไทย : การที่จะออกกำลังกายกลางแจ้งนั้นดีต่อสุขภาพของคุณ
 ประเทศไทยอังกฤษ: _____ is good for your health.
 (the / to exercise / in / sun)
6. ประเทศไทย : หล่อนสนุกสนานกับการว่ายน้ำในทะเล
 ประเทศไทยอังกฤษ: She enjoys _____ .
 (swimming / the / in / sea)
7. ประเทศไทย : สมิทรู้จักเพื่อนของอีกคนที่ยืมหนังสือของเขามา
 ประเทศไทยอังกฤษ: Smith knows _____ .
 (my / I / whose / friend / borrowed / book)
8. ประเทศไทย : รูปภาพเก่าๆเหล่านี้ที่อยู่บนผนังเป็นของอาจารย์เฉลิมชัย
 ประเทศไทยอังกฤษ: _____ belong to Ajarn Chalermchai.
 (these / wall / pictures / old / on / the)
9. ประเทศไทย : ในประเทศพม่าพวกเขาจนทั้งหลายต้องการความช่วยเหลืออย่างมาก
 ประเทศไทยอังกฤษ: In Myanmar, _____ need a lot of help.
 (poor / the)

ชื่อ.....นามสกุล.....ชั้น.....

10. ประโยคภาษาไทย : โทรศัพท์มือถือสองเครื่องของซาราที่ถูกแจ๊คซื้อไปนั้นมีราคาแพงมาก
 ประโยคภาษาอังกฤษ: _____ cellphones, _____, were very expensive.
 (two / Sara's) (by / bought / Jack)
11. ประโยคภาษาไทย : พวกเราถูกบอกในสิ่งที่จะทำต่อไป
 ประโยคภาษาอังกฤษ: We were told _____ .
 (to / next / what / do)
12. ประโยคภาษาไทย : ครูวัยรุ่นตัวสูงๆที่สอนภาษาอังกฤษอยู่เป็นลูกชายของหัวหน้าของฉันทัน
 ประโยคภาษาอังกฤษ: _____ is my boss's son.
 (tall / the / teacher / teaching / young / English)
13. ประโยคภาษาไทย : ซาราได้ทำตามแผนการที่ได้คิดขึ้นมาอย่างรอบคอบนี้แล้ว
 ประโยคภาษาอังกฤษ: Sara followed _____ .
 (this / thought-out / carefully / plan)
14. ประโยคภาษาไทย : พ่อของฉันทันมีสวนผักหลายๆแห่ง
 ประโยคภาษาอังกฤษ: My father has _____ .
 (vegetable / several / gardens)
15. ประโยคภาษาไทย : เป้าหมายของเขาคือการที่จะ(ได้กลายเป็น) นักเขียน
 ประโยคภาษาอังกฤษ: His goal was _____ .
 (a / become / writer / to)
16. ประโยคภาษาไทย : เพื่อนร่วมชั้นเรียนของฉันคนที่เรารู้จักนั้นจะไปประเทศอเมริกา
 ประโยคภาษาอังกฤษ: _____ will go to the USA.
 (my / you / classmate / know)
17. ประโยคภาษาไทย : ผู้กล้าหาญทั้งหลายมีหน้าที่ป้องกันประเทศเสมอ
 ประโยคภาษาอังกฤษ: _____ always protect the country.
 (brave / the)
18. ประโยคภาษาไทย : พรุ่งนี้แม่ของฉันทันจะบอกฉันทันว่าจะต้องทำมันเมื่อไหร่
 ประโยคภาษาอังกฤษ: Tomorrow, my mother will tell me _____ .
 (it / to / when / do)

Appendix D

Thai-English Translation Performance (Test 2)



ข้อสอบชุดที่ 2

แบบแปลประโยคภาษาอังกฤษเป็นภาษาไทย

สำหรับนักเรียนที่กำลังศึกษาอยู่ชั้นมัธยมศึกษาปีที่ 6 สังกัดสำนักงานเขตการศึกษาพื้นที่ 14

ชื่อ _____ นามสกุล _____ เลขที่ _____

โรงเรียน _____ ชั้น ม. _____ / _____

อำเภอ _____ จังหวัด _____ วันสอบ _____

- คำสั่ง**
- ให้นักเรียนศึกษาประโยคภาษาอังกฤษในแต่ละข้อต่อไปนี้ให้เข้าใจอย่างถ่องแท้
 - ให้นักเรียนเขียนคำแปลประโยคภาษาอังกฤษในแต่ละข้อ เป็นภาษาไทยลงในช่องคำแปล
 - การแปลนั้นนักเรียนจะต้องคำนึงถึงความหมายประจำคำ และความหมายเชิงไวยากรณ์ รวมทั้งการเรียงลำดับคำในการแปลให้ถูกต้อง

ตัวอย่างที่ 1. The students punished by the teacher yesterday got an accident.

คำแปล: นักเรียนหลายคนหนำนั้ ที่โดน ลงโทษ โดยคุณครูเมื่อวานนี้ ได้รับอุบัติเหตุ



ตัวอย่างที่ 2 Those three red chairs are very big.

4 3 2 1

คำแปล: เก้าอี้ สีแดง สามตัว เหล่านั้ ใหญ่มากๆ

1 2 3 4

ลำดับคำของการแปลจาก
ภาษาอังกฤษเป็นภาษาไทย

ชื่อ.....นามสกุล.....ชั้น.....

1. Whose car will you borrow?

คำแปล : _____

2. That well built car was sold.

คำแปล : _____

3. David bought the toy.

คำแปล : _____

4. All wall pictures are very expensive.

คำแปล : _____

5. To wait for people always makes her angry.

คำแปล : _____

6. Reading a book in the morning is a good thing.

คำแปล : _____

7. He is my friend who teaches English.

คำแปล : _____

8. It is the next part of Tom's story.

คำแปล : _____

9. In America, the rich have a lot of power.

คำแปล : _____

ชื่อ.....นามสกุล.....ชั้น.....

10. Mrs. Carter's three tables designed by Tom look very nice. (design = ออกแบบ)

คำแปล : _____

11. Where to go is not known yet.

คำแปล : _____

12. The pretty little girl sitting on the chair is my younger sister.

คำแปล : _____

13. Which hotel did you stay in when you were in China?

คำแปล : _____

14. I saw a garden behind the house.

คำแปล : _____

15. The children in this class dislike doing their homework.

คำแปล : _____

16. The big dog with three legs died three days ago.

คำแปล : _____

17. Bill's five books bought by his father were given to Nadia.

คำแปล : _____

18. Robert saw the old Chinese man wearing a red cap.

คำแปล : _____

Appendix E

Personal Information Sheet



ข้อมูลผู้ทำข้อสอบ

คำชี้แจง โปรดกรอกข้อมูลส่วนตัวท่านลงในช่องว่างที่กำหนดให้ และทำเครื่องหมาย ลงในกรอบสี่เหลี่ยม

- 1) ชื่อ _____ นามสกุล _____ เลขที่ _____
- 2) เพศ ชาย หญิง อายุ _____ ปี
- 3) ที่อยู่ปัจจุบัน _____

- 4) ชื่อโรงเรียน _____
- 5) อำเภอ _____ จังหวัด _____
- 6) เรียนอยู่ชั้น _____ โปรแกรม _____ วิทย ศิลป์
- 7) บิดาอาชีพ _____
- 8) มารดาอาชีพ _____
- 9) ขณะนี้ข้าพเจ้า ไม่ได้เรียนพิเศษภาษาอังกฤษ
 กำลังเรียนพิเศษภาษาอังกฤษที่ _____
เป็นจำนวน _____ ครั้งต่อสัปดาห์ ครั้งละ _____ ชั่วโมง ได้เริ่มเรียนตั้งแต่วันที่ _____
- 10) ในระยะเวลา 6 เดือนมานี้ (พ.ศ. - ปัจจุบัน) ข้าพเจ้าเคยมีโอกาสได้พูดคุยกับชาวต่างชาติโดยใช้ภาษาอังกฤษ
 ไม่เคย
 เคย ประมาณ _____ ครั้ง ครั้งละประมาณ
 น้อยกว่า 1 นาที 5 นาที 15 นาที 30 นาที 45 นาที
 มากกว่า 1 ชั่วโมง อื่นๆ เช่น _____
- 11) ในแต่ละครั้ง ข้าพเจ้าได้พูดคุยกับชาวต่างชาติในสถานการณ์แบบ (เลือกได้มากกว่า 1 ข้อ)
 ทักทายกัน ถามหรือบอกทาง ขายของ
 เพื่อนคุยกัน นำเที่ยว อื่นๆ เช่น _____
- 12) ข้าพเจ้าคิดว่าการมีโอกาสได้พูดคุยกับชาวต่างชาติช่วยทำให้ภาษาอังกฤษของข้าพเจ้า
 พัฒนาขึ้น ไม่ช่วยให้พัฒนาขึ้น
- 13) จากคำตอบข้อ 12 ข้าพเจ้าคิดว่าพัฒนาในด้านไหน หรือไม่พัฒนาเพราะอะไร

Appendix F

Plan of Data Collection

Plan of Data Collection			
Province	No.	Date	School
Ranong	1.	12 November 2015	Kraburi Wittaya
	2.	11 November 2015	Phichai Ruttarakhan
	3.	10 November 2015	Suksamran Rartsungson
Phangnga	1.	17 November 2015	Khuraburi Chaiputtana Pittayakom
	2.	16 November 2015	Kapong Pittayakom
	3.	09 November 2015	Deebook Phangnha Wittayayon
	4.	13 November 2015	Thungpo Wittaya
Phuket	1.	18 November 2015	Srinagarindra the Princess Mother
	2.	20 November 2015	Mueang Thalang
	3.	19 November 2015	Phuket Wittayalai

ACCEPTED MANUSCRIPT

PAPER I

Grade 12 Students' Semantic Knowledge of English NP Units

Grade 12 Students' Semantic Knowledge Of English NP Units

Kornsak Tantiwich; M.A. Student, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, Songkhla, Thailand; Kornsak2532@gmail.com

Premin Karavi; Assistant Professor, Ph.D. in Linguistics, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, Songkhla, Thailand; premin.k@psu.ac.th

ABSTRACT

This study aimed to determine levels of students' English NP semantic knowledge (ENPSK) and compare the ENPSK between students in the Science (SP) and the Arts programs (AP) and between the students who had and did not have chances to be exposed to English with non-Thais. The subjects were 351 students studying in grade 12 in Ranong, Pang-Nha, and Phuket. The instruments consisted of two types of tests; namely, a Thai-to-English (test 1) and an English-to-Thai translation test (test 2). The findings showed the students in secondary educational service area office 14, Thailand were at the *very low* level of ENPSK (46.11%). The ENPSK of students in the SP was significantly higher than those of students studying in the AP. The students' ENPSK from both programs was significantly different at the level 0.001 ($t = 7.28$). Furthermore, there was a significant difference between the ENPSK of the students who had and did not have chances to be exposed to English with non-Thais ($t = 5.32$). It was suggested that English teachers help raise their learners' awareness of English NPs. Also, stakeholders should try to create an English environment that will expose students to communication with non-Thais. This environment may improve students' knowledge of NPs. Future studies should explore the specific errors of the English NPs and seek to find the appropriate solutions to solve the errors in each NP structures.

Keywords: English Noun Phrases; semantic knowledge; Thai high school students

INTRODUCTION

Today, English is one of the most widely used languages. It is employed in various areas of international communication such as politics, business, education, and entertainment (Viney, 2003). Even in Thailand, English is also important and plays the role as a foreign language, so English is a mandatory subject in schools. Students from the science and the arts program are obligated to take English classes in schools. However, many students still have problems with using English in four skills (Arakkitsakul, 2008; Tawilpakul, 2001). Chawwang (2008) speculated that most Thai students have problems in many areas of English. One of the areas is a lack of understanding about English sentence structure.

Several researchers such as Cowan (2008), Hidayatul (2011), and Master (1994) claimed that the structure of English and the rules of English grammar are very important and related to learning and using English fluently. The structures of English sentences consist of many types of phrases such as verb, prepositional, adjective, adverbial, infinitive, gerund, and noun phrases (DeCapua, 2008 and Abubakar, 2015). All are employed to create English sentences, particularly noun phrases (NPs). NPs are found more often than others in English sentences because NPs are able to stay in the subject and the predicate of a sentence. Furthermore, DeCapua (2008) posited that besides being a subject in the sentence, NPs can be an object, a complement, or an object of a preposition, and Cowan (2008) claimed that a NP appears in a prepositional phrase which is behind a preposition.

English texts includes several types of NPs. Swierzbina (2014) indicated that in an English text, there are a number of complex noun phrases, which are very difficult for students to decode or understand, particularly the texts at the academic level.

Lack of English NP knowledge might, therefore, cause communication failure because every English sentence is composed of at least one NP. If a speaker or a listener is not able to identify which element is the head noun in the NP, a misunderstanding might happen. For example, "May I have a soup spoon?" The speaker refers to the spoon for soup. The listeners who lack English NP knowledge might refer to soup or other nouns and finally lead to a communication failure.

Some ESL students have problems with using articles in English, especially article "the". Chaudron and Parker (1990), Tomas (1989), Huebner (1983), Master (1997), Snape (2008) said that the learners misused and overused the definite article (the) in contexts, and some also over-generalized the zero article. Moreover, Yoon (1993), Goto-Butler (2002), Lee (2007) mentioned that the ESL learners utilized indefinite articles (a, an) with uncountable nouns in error. For example, the word "culture" is considered as an uncountable noun. Some ESL learners put an indefinite article (a, an) before the word "culture." This is wrong.

The EFL learners, therefore, should know the elements of English NPs and have an ability to use them for the purpose of producing or comprehending English sentences. (Nuttall, 2000; Swierzbina, 2014).

In an English NP, there are four elements. Crystal (1941) defined a noun phrase as a group of words consisting of a head noun, determiners and pre-and post-modifiers. Determiners and pre-modifiers are before a head noun, and post-modifiers follows a head noun. According to Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985); Huddleston & Pullum (2002), a head noun is a part of NPs. A finite-verb form in a sentence has to follow the head noun. It is always put in the sentence as a mass noun and can be a proper noun, a pronoun or an adjective. Determiners are divided into three types as pre-determiners, central determiners, and post-determiners. One or a few determiners might appear in a NP (Quirk et al., 1985). Swierzbina (2014) specified adjectives and nouns which are put before a head noun are called pre-modifiers. Quirk et al. (1985) noted pre-modifiers consist of adjectives, participles, nouns, genitive s, adverbs, phrases and clauses. Mutmainnah (2011) said that post-modifiers are put after a head noun. They could be prepositional phrases, nonfinite clauses, and relative clauses. Swierzbina (2014) and Carter & McCarthy (2006) all made the same observation about the post-modifiers.

When compared to English NPs, Thai NP syntax, on the other hand, is completely different. Fasold (1969) explained that a head noun in a Thai NP is before modifiers composed of relative clauses, numbers, and determiners. Nathong (2003) claimed that a head noun precedes all of modifiers in Thai. On the other hand, only pre-modifiers in an English NP are set before a head noun. In addition, Peter (2011) stated that the Thai bare nouns are able to stand alone in sentences because they lack the use of articles. Put differently, bare nouns in English are not allowed to set alone in a sentence. For English, bare nouns require determiners such as articles, demonstratives, and possessives. Fasold (1969) and Peter (2011) indicated that Thai is a generalized numeral classifier language; that is, Thai modifiers have to cooccur with classifiers in NPs, but there is not any classifier in English.

In Thailand, the students in the science program (SP) might have higher proficiency of English than those in the Arts program (AP). Thongpukdee, Choochom, and Sucaromana (2008) studied the relationship between grade 9 students' backgrounds, academic achievements, personalities, occupational values, and choices of occupation. They discovered that the students who had a high level of academic achievement have more opportunities to choose a high-salary job than students with the low level of academic achievement. Most of the high-salary jobs in Thailand typically include a doctor, a pilot, an engineer, or a nurse. If students would like to get these posts, they have to study in the SP in high school. Additionally, students in the SP have more choices to continue studying in the university than students in AP. Students in the SP can apply to every

faculty in the university, but students in AP might not be able to enroll in the faculties requiring science subjects. AP students have to apply to a faculty in their field only. Therefore, most of the students would like to study in the SP rather than the AP. Nonetheless, the number of students in the SP is limited. For this reason, competition will be held among all students who would like to study in SP, and a proficiency test is required. The students with the highest scores will be given priority to study in the SP, and other students with lower scores will be chosen respectively. Therefore, most of SP students might have a higher level of academic achievement than those in AP and they likely have higher ENPSK than AP students.

Apart from study programs, constant communication in the target language is also the key to success in learning it. When EFL or ESL learners obtain experience communicating to non-Thais, which are people from other countries, in English, they have to combine isolated words into sentences so as to correctly convey their own thoughts to listeners. The learners have to employ English grammar, particularly English NPs, to create correct sentences. The more they get a chance to communicate, the likelier they can master the grammar of the target language, thus acquiring semantic knowledge of NPs. It is, therefore, important to find not only the level of grade 12 students' English NP semantic knowledge, but also the relation between SP and AP students' English NP semantic knowledge. Moreover, it is crucial to find the relationship between the English NP semantic knowledge of students who interacted with non-Thais and students who did not interact with non-Thais. These factors might affect the students' English NP semantic knowledge.

Purposes

This study had three main purposes: to investigate levels of ENPSK via translation among the grade 12 students; to compare the ENPSK between students in the Science (SP) and the Arts program (AP); and to compare the ENPSK between students who had and did not have exposure to English communication with non-Thais during May to November, 2015. It attempted to address three specific research questions; 1) at which level of ENPSK the students in the target group are; 2) if the ENPSK between SP and AP students is different; and 3) if there are any differences in ENPSK between students who had and did not have chances to expose to English with non-Thai speakers.

METHODOLOGY

Subjects

The population in this study was 4,203 students from 27 schools in Secondary Educational Service Area Office 14, Phuket, Phangnga, and Ranong provinces. The target area of the study was divided into 9 zones in order that the data could be thoroughly collected. Zones 1 and 2 were in Phuket. The zones 3, 4, 5, and 6 were in Phangnga, and zones 7, 8, and 9 were in Ranong. There were 3 - 4 schools in each zone, except zone 9, in which there was only one school. From each zone, only one school was randomly selected. Based on the sampling technique suggested by Krejcie and Morgan (1970), the 351 subjects from these 9 sampled schools were selected for this study.

Research instruments

The instruments used in this study comprised 2 test papers: test 1, which was the translation of Thai sentences into English; and test 2, which was the translation of English sentences into Thai. The researcher designed the 2 tests as the translation tests because translation is one way to make teachers know whether students understand the grammatical structures taught and translation performance can show how much students learned in the classroom (Bowen, 2000). Bowen further noted that translation is good to discover students' weakness or problems and examine students' English proficiency. If the students are able to translate perfectly from both Thai to English and English to Thai, they might know both English and Thai NP semantic knowledge pretty well. Nida (1964) argued that great translators ought not to translate word by word from a

bilingual dictionary, but must create new structures based on grammatical rules of the target language and keep the meaning which is the same as the source language. Moreover, the translation from English to Thai might be easier and faster than the translation from Thai to English; however, Altarriba and Heredia (1964) speculated that translation from L1 to L2 is more difficult and takes more time than translation from L2 to L1 because the semantic context in L2 affects the translation.

This research included a variety of English NP structures. They were summed up into 12 NP-structures. Each of the tests, utilized in this study, was based on these 12 NP-structures, and each NP structure was employed 2-3 times to make 2-3 marks in each test. The 12 NP-structures are as follows : 1) *article + head noun*; 2) *interrogative adjective + head noun* 3); *article + adjective + deleted head noun*; 4) *indefinite adjective + (noun) + noun + head noun*; 5) *demonstrative + adverb + past participle + head noun* or *demonstrative + adverb + present participle + head noun*; 6) *infinitive with to + (preposition) + article noun*; 7) *gerund + (preposition) + [noun phrase]*; 8) *interrogative pronoun + (adverb) + infinitive with to + (adverb/noun)*; 9) *article + adjective + head noun + preposition + [noun phrase]*; 10) *possessive adjective + head noun + relative clause*; 11) *article + (adjective) + adjective + head noun + present participle + preposition + (possessive adjective) + noun*; and 12) *noun + possessive apostrophe s + number + head noun + past participle + noun phrase*.

Test Types

There were 2 types of the tests utilized to collect the data from the subjects. The first type was test 1, which was designed for students to translate sentences from Thai sentences into English. There were 18 items with 18 marks in the test. The students translated only the NP in the sentence by using the given words. Item 2 from test 1 is shown below.

Instructions: 1) Study the underlined Thai NP in each item.
 2) Translate only the underlined Thai NP into the English NP and write your translation in the blank using the provided words in the brackets.
 3) Your translation should be done based on the lexical and grammatical meanings as well as word sequences.

2. Thai sentence : ก้อนเมฆที่ลอยต่ำลำน้ยดูน่ากลัวมาก
 English sentence : _____ look very scary.
 (those / clouds / low / hanging)

Test 1 was designed to discover whether the students were able to put English NPs in the correct sequences or not. If they provide the right answer, it shows that they have the ENPSK.

On the contrary, test 2 was designed for students to translate from English sentences into Thai. There were 18 items with 18 marks in test 2. Item 2 from test 2 is shown below

Instructions: 1) study the English sentence in each item.
 2) Translate the English sentence into Thai and write your translation in the blank
 3) Your translation should be done based on the lexical and grammatical meanings as well as word sequences.

2. That well-built car was sold.
 Thai : _____

Test 2 was employed to determine if the students had abilities to decode English NPs into Thai and to confirm that the students have the ENPSK, if they could translate English NPs to Thai correctly.

Marking criteria

The researcher had 3 marking criteria. The 1st marking criterion was the perfectly correct answer, meaning that all elements in NPs were in the right sequences. The answer matching this criterion got one mark. The

2nd marking criterion consider the correctness of a head noun. To put simply, only the head noun in NPs was correct. Other elements such as determiners and modifiers were incorrect. The answer aligned with the 2nd criterion received point five marks. Finally, the 3rd marking criterion was the completely incorrect answer, inasmuch as all elements, for example a head noun, determiners, and modifiers, were at the wrong sequences in NPs. The answer in this criterion got zero score.

Data collection

This study was conducted during the second semester of academic year 2015 (November, 2015 – February, 2016) on the 351 subjects who were studying in grade 12 in the SP and the AP at the 10 sampled schools, southern Thailand.

In September 2015, letters were sent to the 10 target schools to ask for permission to collect the data. During 9 – 20 of November 2015, the data were collected at the sampled schools. In the test-room, a personal information sheet was given to the students to be filled up because the researcher would like to know which programs the student was studying in between SP and AP and whether the student had an English exposure with non-Thais or not. Next, test 1 papers were completed within 15 minutes. Then, test 1 papers were collected back. Test 2 papers were distributed and completed within 25 minutes.

RESULTS

Levels of grade 12 students' ENPSK based on each test

In order to find out the levels of grade 12 students' ENPSK in Phuket, Pang-Nga, and Ranong, the percentage of the students' scores from both tests were computed. The Mean value of the scores from each test was set to levels of ENPSK. In this study, 5 levels of ENPSK were set; very high (80-100%), high (70-79%), average (60-69%), low (50-59%), very low (0-49%). The details of the findings were shown in the table 1.

Table 1: Levels of grade 12 students' ENPSK in each test

Province	N	Test Type (N = 18)	\bar{x}	S.D.	%	Level of ENPSK
Ranong	97	Test 1	9.28	3.57	51.56	Low
		Test 2	6.91	4.73	38.39	Very Low
Pang-Nga	104	Test 1	8.45	2.8	46.94	Very Low
		Test 2	4.75	3.07	26.39	Very Low
Phuket	150	Test 1	10.66	2.88	59.22	Low
		Test 2	8.58	4.01	47.67	Very Low
Total	351	Test 1	9.62	3.2	53.44	Low
		Test 2	6.98	4.28	38.78	Very Low

It was found that the ENPSK of students in Phuket, Pang-Nga, and Ranong from both tests 1 and 2 were at the *low* and the *very low* levels, respectively. As shown in Table 1, the levels of ENPSK from test 1 in every province were at the *low* level, except in Phang-Nga which was at the *very low* level. The reason might be that most of the students did not know that the word sequence of each English NP structure is dissimilar to that of Thai NP structure (Peter, 2011; Tawee Chimsuk, 2010; and Fasol, 1969). The mean value of ENPSK from

test 1 in Phuket (\bar{x} = 10.66, 59.22%) were higher than those in both Ranong and Phang-Nga (\bar{x} = 9.28, 51.56% and \bar{x} = 8.45, 46.94%) respectively.

The level of ENPSK from test 2 in every province was at the *very low* levels. The reason might possibly be that the students had limited English vocabulary. This might lead to a lack of comprehension of English sentences in some items from test 2. The Mean value of ENPSK from test 2 in Ranong, Phang-Nga, and Phuket were 6.91 (38.39%), 4.75 (26.39%), and 8.58 (47.67%) respectively.

The score of all students' ENPSK from test 1 was at a *low* level (\bar{x} = 9.62, 53.44%); alternately, the score of all students' ENPSK from test 2 was at a *very low* level (\bar{x} = 6.98, 38.78%). This may be the reason that the English words for translating from Thai into English were provided in every item in test 1, but in test 2, there was not any clue to facilitate the students' translation from English into Thai. The students translated only one Thai NP structure into English in each item in test 1. Differently, in test 2, the students translated the whole sentence from English into Thai. In addition, in test 1, there were both Thai and English words which have the same meanings in each item. In this case, if students didn't know meanings of English words, they could know the meanings of English vocabulary by looking at Thai words in the same item. This might facilitate the students to complete the test 1; on the other hand, there were only Thai sentences in test 2. Therefore, students could not find the meanings of English words in each question for their translation in test 2.

Levels of grade 12 students' ENPSK based on both tests

In order to find out the level of ENPSK in both tests, the Mean values and percentages of the scores of ENPSK were calculated.

Table 2: Levels of grade 12 students' ENPSK based on both tests

Province	N	Test Type (N = 36)	\bar{x}	S.D.	%	Level of ENPSK
Ranong	97	Test 1&2	16.19	7.97	44.97	Very Low
Pang-Nga	104	Test 1&2	13.2	5.16	36.67	Very Low
Phuket	150	Test 1&2	19.23	6.46	53.42	Low
Total	351	Test 1&2	16.6	7.04	46.11	Very Low

It was found that the ENPSK based on the grade 12 students in Ranong, Pang-Nga, and Phuket from the 2 tests were at *very low* level. The Mean value was 16.6 (46.11%). This might be the reason that the first language as Thai might have influence on ENPSK. Additionally, teachers might rarely emphasize how similar and different both Thai and English NPs are in the class. It might be better if a teacher asks students to write certain sentences or paragraphs instead of multiple choice and gap-filling exercises because in the writing exercise, students have to employ a wide range of English knowledge to complete the task. If students do not really understand English grammar, they may create incorrect English sentences.

As shown in Table 2 below, the Levels of ENPSK from both test 1 and 2 in each province were different. The scores of the students from both Ranong and Phang-Nga were at *very low* levels with the Mean values of 16.19 (44.97%) and 13.2 (36.97%) respectively. The possible reason might be that the locations of the school in Phang-Nga and Ranong are pretty far away from tourism destinations. This might not facilitate the students for exposure to English communication with non-Thais. On the other hand, the scores of the students' ENPSK in Phuket were at *low* level with the Mean value of 19.23 (53.42%). A possible factor affecting the levels of

ENPSK may be environment. The environment in Phuket is rich in English. For example, English is widely used in advertisements both in radio channels and on billboards. The students in Phuket might have more opportunities to absorb English. Additionally, the students in Phuket have more chances to interact with international people. Rios, C. (2013) speculated that verbal interaction is the most useful approach to acquiring a new language

English NP semantic knowledge of students studying in Science and Arts programs

In order to see if the ENPSK of the students studying in the SP and the AP was different or not, the Mean values and t values were computed.

Table 3: English NP semantic knowledge of the students studying in Science and Arts programs

Test paper	Program	N	\bar{x} (n = 18)	S.D.	%	t-test
1	Science	177	10.60	3.25	58.89	6.13*
	Arts	174	8.62	2.82	47.89	
2	Science	177	8.53	3.82	47.39	7.30*
	Arts	174	5.41	4.16	30.06	
Both	Science	177	19.13	6.59	53.14	7.28*
	Arts	174	14.03	6.54	38.97	

*Significant at .001 level

It was found that the scores of the ENPSK of the students studying in the SP were much higher than those studying in the AP in the target area. The Mean value of SP students was 19.13 (53.14%), and this was greater than that of the students in AP (\bar{x} = 14.03, 38.97%). Both SP and AP students were significantly different at the level of .001 (t = 7.279). The reason might be that competitive environment in the SP might influence students to put more effort on their own study rather than the AP students, and most SP students might have stronger motivation to obtain high-salary posts in their future than students in the AP. Furthermore, the SP students might encounter English words, most of which are English NPs, more than the AP students because the SP students have to take science classes such as Biology. Biology textbooks include many technical terms most of which are NPs. When students are reading a Biology textbook, they have to remember these terms in English. In addition, Pastor (2008) suggested that there are a great number of complex English NPs in a medical English corpus. Therefore, teachers should encourage students to learn and find innovative ways to improve students' ENPSK.

As shown in Table 3, the scores of ENPSK of the students studying in SP and AP in test 1 were significantly different at the level of .001 (t = 6.13). The SP students' scores were higher than those in AP in the target area. The Mean value of the SP students was 10.60 (58.89%), and this was much higher than the Mean value of the AP students (\bar{x} = 8.62, 47.89%).

From test 2, both SP and AP students were significantly different at the level of .001 (t = 7.30). The scores of the ENPSK of the SP students were also higher than those students in the AP in the target area. The Mean value of the SP students was 8.53 (47.39%), and this was larger than the Mean value of the students in the AP (\bar{x} = 5.41, 30.06%).

ENPSK of the students with and without an English exposure

Discover whether ENPSK of the students who had and did not have an exposure to English communication with non-Thais was different, the Mean values and t values were employed.

Table 4: ENPSK of the students with and without English exposures with non-Thais

Test paper	experience	N	\bar{x} (n = 18)	S.D	%	t-test
1	Yes	240	10.08	3.17	56.00	4.08*
	No	111	8.64	3.04	48.00	
2	Yes	240	7.81	4.17	43.39	5.67*
	No	111	5.18	3.98	28.78	
Both	Yes	240	17.89	6.88	49.69	5.32*
	No	111	13.82	6.57	38.39	

*Significant at .001 level

As shown in Table 4, in test 1, the Mean value of the scores of the students having English exposures with non-Thais were 10.08 (56%). This was significantly higher than the Mean value of scores of the students no experiences 8.64 (48%). The scores of the students who had and did not have an English exposure with non-Thais were significantly different ($t = 4.08$). This might be due to the fact that students experiencing English with non-Thais might have more opportunities to create and receive various NPs in the real situation than others.

In test 2, the Mean value of the scores of the students exposed to English communication with non-Thais was 7.81 (43.39%). This was higher than the Mean value ($\bar{x} = 5.18$, 28.78%) of scores of the students who did not have any exposure to English communication with non-Thais. The scores of the students who had and did not have an exposure to English communication with non-Thais were very significantly different ($t = 4.08$). This might be due to the fact that exposures to English interaction with non-Thais required students to convey their thoughts in English to the listeners. Meanwhile, as the students were being engaged in English conversation with non-Thais, they have to utilize English grammatical knowledge to create sentences, particularly the NP aspect because NPs appear in both the subject and the predicate.

In both tests, the Mean value ($\bar{x} = 17.89$, 49.69%) of the scores of the students who had exposures to English interaction with non-Thais was higher than the Mean value ($\bar{x} = 13.82$, 38.39%) of the scores of the students who did not have any exposure to English context with non-Thais. The ENPSK scores of the students who had and did not have an exposure to English context with non-Thais was significantly different ($t = 5.32$). This may be due to the opportunities which the students experienced when using English with non-Thais. English NP knowledge was recalled as students were interacting with non-Thais in English. This relates closely to the Information Processing Theory (Huitt, W. 2000). That is, exposing students to English with non-Thais helps these students develop their own English NP knowledge from the sensory memory to the long-term memory.

When the students try to produce English sentences, their English NP knowledge related to the current situation is rehearsed.

SUMMARY OF FINDINGS AND CONCLUDING REMARKS

The current research investigated the semantic levels of English NPs among grade 12 students, compared ENPSK of the students in between the SP and the AP; and compared ENPSK of the students who had and did not have a chance to expose to English context with non-Thais.

The level of ENPSK in the Secondary Educational Service Area Office 14 was at the *very low* level. The reason might be that the ENPSK is completely different from the Thai NP semantic knowledge (Peter, 2011; Tawee Chimsuk, 2010; and Fasol, 1969). Therefore, teachers teaching English and Thai EFL learners should be more aware of the differences between English and Thai NPs. In addition, the result reflects that the English syllabus in Thailand should be better-developed.

The scores ($\bar{x} = 19.13, 53.14\%$) of the ENPSK of the students studying in SP were much higher than the scores ($\bar{x} = 14.03, 38.97\%$) of the AP students. Both the SP and the AP students were significantly different at the level of .001 ($t = 7.279$). This might be that the competitive environment in the SP might encourage students to put more effort into their study rather than the AP students, and most SP students might have stronger motivation to obtain high-salary posts in their future than some students in the AP. Furthermore, the SP students might encounter English words, most of which are NPs, more than the AP students.

Additionally, the scores ($\bar{x} = 17.89, 49.69\%$) of the students exposed to English communication with non-Thais in both tests 1 and 2 were higher than the scores ($\bar{x} = 13.82, 38.39\%$) of the students who did not have any exposure to English context with non-Thais. ENPSK of the students who had and did not have any exposure to English interaction with non-Thais were significantly different ($t = 5.32$). This may be due to greater opportunities to use allow them to acquire and apply their English NP knowledge more.

The findings encourage English teachers to raise their learners' awareness of English NPs. Also, stakeholders should try to create an English environment that will expose students to communication with non-Thais, which may improve students' knowledge of NPs. Future studies should explore specific errors of the English NPs and seek to find appropriate solutions to solve the errors in each NP structure. The solutions should be examined as to whether they reduce or even eliminate the English NP errors.

The limitation of this study is limited vocabulary of the students. This might affect the scores of test 2 because there might be some English words the meanings of which the students did not know in the questions in test 2. For some items, the students could not translate the English sentences into Thai. Therefore, the Thai meanings of all English words in both tests should be provided for the testers in further studies; , students should be allowed to use a dictionary while doing the test.

For further studies, students having certain opportunities to interact with non-Thais in English ought to be interviewed and observed so as to find out which factors will be useful to improve the semantic knowledge of English NPs. Furthermore, the English NP errors the students created should be analyzed. How to decode each type of English NP errors from both Thai to English and English to Thai should be provided as well. Additionally, the factors which influence students' ENPSK in schools should be investigated.

REFERENCES

- Abubakar Mohammed Marzuq Azindoo, (2015) Coordinator of Students and University Relations, University of Applied Management (UAM), Germany – Ghana Campus, McCarthy Hill, Accra and Tamale retrieved from <http://www.ghanaweb.com/GhanaHomePage/features/Literary-Discourse-Phrases-Clauses-And-Sentences-356740> on January 17th, 2016.
- Allen, P. (2011). *Noun Phrase Construction Difficulties for Students with L1 Spanish*. Retrieved from https://www.academia.edu/4719829/Noun_Phrase_Construction_Difficulties_for_Students_with_L1_Spanish on April 7th, 2015
- Altarriba, J. and Heredia, R. (1964) *An Introduction of Bilingualism: Principles and processes*. The Taylor & Francis Group.
- Carter, R. and McCarthy, M. (2006) *Cambridge Grammar of English*, Cambridge: Cambridge University Press
- Chaudron, C., & Parker, K. (1990). Discourse markedness and structural markedness: The acquisition of English noun phrases. *Studies in Second Language Acquisition*, 12(1), 43-64.
- Cowan, Ron. (2008) *The teacher's grammar of English*, a course book and reference guide.
- Crystal, D. (1941) *A dictionary of linguistics and phonetics* – 6th ed. p. cm.
- Crystal, D. (2004). *Rediscover grammar* (3rd ed.). Harlow, UK: Pearson Education.
- Fasold (1969) *"Noun Compounding in Thai"* U.S. Department of health, Education & Welfare Office of Education, Arlington, Virginia,
- Hidayatul M. (2011) "Types and Constructions of Noun Phrases in The Adventure of Sherlock Holmes and their Teaching Approach" Education faculty, Walisongo State Institute for Islamic Students, Semarang.
- Hornby, A.S, Oxford Advanced Learner's Dictionary of Current English, New York: Oxford University Press, 2000, 6th Ed.
- Huddleston, Rodney & Pullum, Geoffrey. 2002. *The Cambridge grammar of the English language*. Cambridge University Press.
- Huebner, T. (1983). A longitudinal analysis of the acquisition of English. Ann Arbor: Karoma. Ionin, T., & Wexler, K (2004). Article semantics in L2 acquisition: The role of specificity. *Language Acquisition*, 12, 2-70.
- Huitt, W. (2000). The information processing approach. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved February 1st, 2016 <http://www.edpsycinteractive.org/topics/cognition/infoproc.html>
- Iwasaki S. & Ingkaphirom P. (2005). *"A Reference Grammar of Thai"* the University Press, Cambridge.
- Kolln, M. (1994). *"Understanding English Grammar."* Fourth Edition,
- Krejcie, R. V. and Morgan, D.W. "Determining sample size for research activities." *Educational and Psychological Measures* 1970 : 607-610.
- Marcella Frank, *Modern English; A Practical Reference Guide*, New Jersey: Prentice-Hall, 1972, 1st Ed.
- Master, P. (1994). *The effect of systematic instruction on learning the English article system*. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 229-252). Cambridge, England: Cambridge University Press.
- Mutmainnah, H. (2011). *Types and Constructions of Noun Phrases in the Adventure of Sherlock Holmes and their Teaching Approach*. Education Faculty Walisongo State Institute for Islamic Studies Samarang.

- Nongnat Chawwang (2008) "An Investigation of English Reading Problems of Thai 12th-Grade students in Nakhonratchasima Educational Regions 1, 2, 3, and 7" presented in partial fulfillment of the requirement for the Master of Arts Degree in English at Srinakharinwirot University.
- Nuttal, C. (2000). "Teaching reading skills in a foreign language." Oxford: Macmillan Publishers Limited.
- Pastor M. L. C. (2008) "English Complex Noun Phrase Interpretation by Spanish Learners" Universidad Politécnica de Valencia, Dpto. De lingüística Aplicada, Camino de vera, Spain: RESLA 21, (pp. 27-44)
- Peter Spiros Eric Jenks (2011) "The Hidden structure of Thai Noun Phrases", the department of Linguistics in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the subject of linguistics, Harvard University, Cambridge, Massachusetts.
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985) *A comprehensive Grammar of The English Language*, Harlow: Longman.
- Riemer, N. (2010) *Introducing Semantics*. Cambridge University Press
- Rios C. (2013). "practical ways to improve your fluency in English" Kaplan University Writing Center.
- Singhapreecha, P. (2001). Thai classifiers and the structure of complex Thai nominals. In B.K. T'sou, O.O.Y. Kwong & T.B. Lai (Eds.), In Proceedings of the 15th Pacific Asia Conference on Language, Information and Computation (pp. 259-70). Language Information Sciences Research Centre, City University of Hong Kong.
- Snape, N. (2008). Resetting the nominal mapping parameter in L2 English: Definite article use and the count-mass distinction. *Bilingualism: Language and Cognition*, 11, 63-79.
- Swierzbis, B.(2014). *What's in a Noun Phrase? Judging the Difficulty of a Reading Text by Understanding the Complexity of Noun Phrases*. Retrieved from <http://minnetesoljournal.org/spring-2014/whats-in-a-noun-phrase-judging-the-difficulty-of-a-reading-text-by-understanding-the-complexity-of-noun-phrases>. on January 16, 2015
- Taweek Chimsuk (2010) "A Framework for Implementation of Thai to English Machine Translation Systems", A dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy, School of Applied Statistics, National Institute of Development Administration.
- Thomas, M. (1989). The acquisition of English articles by first- and second-language learners. *Applied Psycholinguistics*, 10, 335-355.
- Thonkukdee, T., Choochom, O., & Sucaromana, A. (2008). *Study of Relationship between Mathayom Suksa III students' Background, Academic Achievement, Personality, Occupational Values, and Choice of Occupation*. A Research Report submitted to Behavioral Science Research Institute.
- Upsorn Tawilpakul (2001) "The Use of English Tense by Thai University students" Thammasat University.
- Viney, B. (2003) *The history of the English Language*. Oxford: Oxford University Press.
- Wittaya Nathong. 2003. *Contrastive Analysis of English and Thai*. 13th ed. Bangkok: Ramkhamhaeng University. (In Thai).
- Wood G. (2012). *What is semantics?* retrieved from <https://sites.google.com/a/sheffield.ac.uk/all-about-linguistics/branches/semantics/what-is-semantics> accessed on April 7th, 2015
- Yuttasak Arakkitsakul (2008) "An Error Analysis of Present Perfect Tense Case Study of Freshman Students at North Bangkok College: Academic Year 2008" the faculty of Liberal Arts, North Bangkok College, Thailand.

PAPER II

Errors on NP Translation: A study of Grade 12 Students, Southern Thailand

**ข้อผิดพลาดในการแปลนามวลี: การศึกษากลุ่มนักเรียนมัธยมศึกษาปีที่ 6 ภาคใต้
ประเทศไทย**

***Errors on NP Translation: A study of Grade 12 Students, Southern
Thailand***

กรศักย์ ตันติวิช์ / Kornsak Tantiwich¹,

เปรมินทร์ คาระวี / Premin Karavi²

บทคัดย่อ

งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อ (1) ตรวจสอบความถี่ของข้อผิดพลาดของนามวลีภาษาอังกฤษในกระบวนการการแปลของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ภาคใต้ประเทศไทย และ (2) วิเคราะห์ข้อผิดพลาดในการแปลนามวลีในโครงสร้างนามวลีภาษาอังกฤษต่างๆ กลุ่มตัวอย่างคือนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 351 คนที่กำลังศึกษาอยู่ในเขตพื้นที่การศึกษาที่ 14 จังหวัดระนอง พังงา และภูเก็ต เครื่องมือในงานวิจัยนี้ประกอบไปด้วยข้อสอบ 2 ชนิด ได้แก่ ข้อสอบการแปลภาษาไทยเป็นภาษาอังกฤษ (ชุดที่ 1) และข้อสอบการแปลภาษาอังกฤษเป็นภาษาไทย (ชุดที่ 2) ผู้วิจัยจะใช้โครงสร้างนามวลีทั้งหมด 12 โครงสร้างเพื่อออกแบบข้อสอบในแต่ละชุด ใน 1 โครงสร้างนามวลีจะมีจำนวนข้อสอบอยู่ 3 ข้อซึ่งจะคละกันไปในแต่ละชนิดข้อสอบ ผลจากการวิจัยพบว่าความถี่ที่สูงที่สุดของคำตอบที่ผิดคือ (1) โครงสร้างนามวลีที่ 11 (915 = 86.89%) และตามด้วย ๖(2) โครงสร้างนามวลีที่ 5 (869 = 82.53%) (3) ที่ 9 (777 = 73.79%) (4) ที่ 4 (743 = 70.56%) (5) ที่ 1 (702 = 66.67%) (6) ที่ 6 (664 = 63.06%) (7) ที่ 8 (651 = 61.82%) (8) ที่ 10 (645 = 61.25%) (9) ที่ 12 (611 = 58.02%) (10) ที่ 7 (489 = 46.44%) (11) ที่ 2 (451 = 42.83%) และ (12) ที่ 3 (280 = 26.59%) ตามลำดับ นอกจากนี้ข้อผิดพลาดต่างๆจากการแปลนามวลีจากภาษาอังกฤษเป็นภาษาไทยของเด็กนักเรียนได้แบ่งออกมาได้เป็น 3 ชนิด ได้แก่ (1) การวางค่านามหลักผิดตำแหน่งในนามวลีภาษาไทย (2) การละค่านามหลักในนามวลีภาษาไทย และ (3) การละประพจน์สรรพนามในคณานุประโยคภาษาไทย

คำสำคัญ: ข้อผิดพลาดในการแปล โครงสร้างนามวลีภาษาไทยและภาษาอังกฤษ นักเรียนชั้นมัธยมศึกษาปีที่ 6 ภาคใต้ ประเทศไทย

Abstract

The purposes of this study were: (1) to investigate frequencies of English Noun Phrase (NP) errors in translation performance of grade 12 students in southern Thailand; and (2) to analyze errors on NP translation in English NP structures. The subjects were 351 students who were studying in secondary educational service area office 14, in Ranong, Pang-Nha, and Phuket provinces. The instruments comprised two types of tests, a Thai-to-English translation (test 1) and an English-to-Thai translation (test 2). There were 12 English NP structures used to create each test, and 3 items from each English NP structure were included in each test. The findings showed that the highest frequencies of incorrect answers were **(1)** structure No. 11, *art.+adj.+adj.+**N**+Deletedrel.pron+pres.part.+(prep)+(art.)+n*, (915 = 86.89%) followed by: **(2)** No.5, *dem.+adv.+past.part.+**N**/dem.+adv.+pres.part.+**N*** (869 = 82.53%); **(3)** No.9, *art.+adj.+**N**+prep.+[np]*, (777 = 73.79%); **(4)** No.4, *indef.adj.+(n)+n+**N***, (743 = 70.56%); **(5)** No. 1, *art+**N***, (702 = 66.67%); **(6)** No. 6, *To.inf.+(prep)+NP*, (664 = 63.06%); **(7)** No. 8, *int.pron.+to.inf*, (651 = 61.82%); **(8)** No. 10, *Poss.adj+**N**+rel.clause*, (645 = 61.25%); **(9)** No. 12, *n+'s+enu+**N**+past.part.+prep+(poss.adj.)+n*, (611 = 58.02%); **(10)** No. 7, *ger.+(prep)+[np]*, (489 = 46.44%); **(11)** No. 2, *int.adj.+**N***, (451 = 42.83%); and **(12)** No. 3, *Art.+adj.+(deleted.**N**)*, (280 = 26.59%), respectively. In addition, it was found that there were 3 main types of the students' NP errors of English-into-Thai translation performance: (1) misplacement of a head noun in Thai NPs; (2) absence of a head noun in Thai NPs; and (3) omission of a relative pronoun in Thai NPs.

Key words: Translation Errors, Thai and English noun phrase structures, Grade 12 students, Southern Thailand

(1) M.A. Student, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, Songkhla, Thailand; Kornsak2532@gmail.com

(2) Assistant Professor, Ph.D. in Linguistics, Department of Languages and Linguistics, , Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, Songkhla, Thailand; premin.k@psu.ac.th

Introduction

Today, English is very essential. It has become the most widely-used language around the world. English is employed in a number of areas such as politics, education, entertainment, business, and marine and air traffic controls (Viney, 2003). In Thailand, English, therefore, has been set as a subject in schools. Thai students in Grade 12 having learnt English since their primary school days should have at least fundamental English knowledge which can be used in their daily life before studying in special subjects in college.

Most Thai students, in fact, still struggle to use English accurately and fluently. Arakkitsakul, (2008); Tawilpakul, (2001); and Chawwang, (2008) argued that one of the leading causes to the problems is a lack of grammatical knowledge in English. Cowan,(2008) stated that grammar knowledge strongly influences EFL students to improve their English proficiency substantially. The lack of grammatical knowledge might cause communication failure because one English sentence includes several elements and requires a variety of grammatical knowledge to create it. The elements of English sentences include many phrases such as verb, adverb, adjective, preposition, noun phrases and so on. Noun phrases (NPs) are written and spoken more often than other phrases because NPs can appear in both subjects and predicates in English sentences (DeCapua, 2008; and Cowan, 2008).

There are a number of NP functions in English sentences. Heather, (2013) stated that NPs have many functions in English sentences such as 1) subject, 2) subject complement, 3) direct object, 4) object complement, 5) indirect object, 6) prepositional complement, 7) modifier, 8) determinatives, 9) appositive, and 10) adverbial. In most

English texts, there are a number of both simple and complex noun phrases. Swierzbina (2014) cited that the number of both simple and complex noun phrases in English texts is based on the levels of English texts. That is, the percentage of both simple and complex noun phrases in the texts at the high school level was approximately 50%. At the General Education Development level, there were more complex noun phrases (63%) than simple noun phrases (37%), and at college level, there were the most complex noun phrases (81%) in the academic texts. Complex noun phrases might challenge some EFL students to decode or understand them in the English texts. In addition, he provided a NP example as “*These two sets of muscles, called flexors and extensors, respectively.*” When analyzed, it consisted of 4 main elements, namely, (1) a determiner (*These*), (2) a pre-modifier (*two*), (3) a head noun (*sets*), and (4) post-modifiers (*of muscles, called flexors and extensors, and respectively*).

Kolln, M. (1994); Biber, Johansson, Leech, Conrad, & Finegan, (1999); Crystal, (2004); and Mutmainnah, H. (2011) speculated on elements of English NPs and found that there are three core elements as 1) a head noun, 2) pre-modifiers, and 3) post-modifiers.

A head noun is the most important element of a NP. The finite-verb form in English sentences has to follow it. It is always put in the sentence as a mass noun and can be a proper noun, a pronoun or adjective too (Quirk et al 1985; Huddleston & Pullum 2002). The second element of NPs is pre-modifiers concluding all the items preceding a head noun. They include quantifiers (all/both/half), multipliers (double/twice), interrogative pronouns (such/what), articles (a/an/the), pronouns (this/that/some), ordinal and cardinal numbers (three/third), quantifiers like little/much, adjective phrases, nouns, genitives, and participles (Quirk et al., 1985; Kolln, M., 1994; Mutmainnah, 2011; Swierzbina, 2014;). The final element of a NP is a post-modifier.

Mutmainnah, H. (2011); Swierzbin (2014); and Carter & McCarthy (2006) indicated that all the items which are set after a head noun comprise adverbial phrases, prepositional phrases, infinitives with to clauses, participle clauses and relative clauses.

Elements of noun phrases in any language are organized in distinct sequences. For example, English and Thai NPs are completely different. A Thai NP can be composed of a head noun, a modifier or many modifiers and a classifier or several classifiers. All modifiers and classifiers will usually follow the head noun in Thai NPs. Fasold (1969), moreover, explained that a head noun in Thai comes before modifiers consisting of relative clauses, numbers, and determiners. The three types of modifiers always occur with classifiers in Thai NPs. There are not only the differences of head nouns and modifiers, but there are also the differences of classifiers (CLF) in Thai NPs (Singhapreecha, P. 2001). The classifiers are required and are one of the most important elements in Thai NPs. In contrast, a classifier in English NPs is not required as can be seen here:

Thai NP	:	[tu:a ⁵	ha: ³	bai ¹]
Lit.	:	ticket	five	classifier
English	:	'five tickets'		
NP	:			

For the example above, there are three elements such as the head noun (tu:a⁵), the adjective (ha:³), and the classifier (bai¹) in the Thai NP (The numbers in the above example in this paper represent the Thai tones such as (1) = mid-level; (2) = low-rising; (3) = high-falling; (4) = high-rising; and (5) = low-level (Abramson, 1962)). On the contrary, there are only two elements in English, which consist of the head noun (tickets) and the adjective (five). When compared to the Thai NPs, there is no classifier in the English NP.

According to statements mentioned above, the purposes of the study were to investigate frequencies of English NP errors in the students' translation performance in

each structure and to analyze the English NP errors. They were under specific research questions: (1) what frequency of English NP errors in the students' translation performance in each structure is and (2) what prominent types of errors in Thai-into-English translation students performed.

Methodology

1. Samples and Population

The populations in this study were 4,203 students from 27 schools in Secondary Educational Service Area Office 14, situated in Phuket, Phangnga, and Ranong provinces. The target area of the study was divided into 9 zones in order that the data could be thoroughly collected. Zones 1 and 2 were in Phuket. Zones 3, 4, 5, and 6 were in Phangnga, and zones 7, 8, and 9 were in Ranong. There were 3 - 4 schools in each zone, except zone 9, where there was only one school. From each zone, only one school was randomly selected. Based on the sampling technique suggested by Krejcie and Morgan (1970), the 351 students from these 9 sampled schools were selected as the samples for this study.

2. Instruments

The instruments in this study comprised 2 test papers: test 1, which was the translation of Thai sentences into English, and test 2, which was the translation of English sentences into Thai. The researcher designed the 2 tests as translation tests because translation is one way to make teachers know whether students understand the grammatical structures taught in the classroom or not, and translation performance can show how much students have learnt (Bowen, 2000). Bowen (2000) noted that it is a good instrument to discover students' weakness or problems and translation can show students' semantic knowledge of NPs.

This research included a variety of English NP structures. There were 12 English NP structures included in this study. Each of the tests, utilized in this study, was based on these 12 NP-structures, and each NP structure was employed 2-3 times in each test. The 12 NP-structures were as follows : (1) article + head noun; (2) interrogative adjective + head noun(3); article + adjective + deleted head noun; (4) indefinite adjective + (noun) + noun + head noun; (5) demonstrative + adverb + past participle + head noun or demonstrative + adverb + present participle + head noun; (6) infinitive with to + (preposition) + article noun; (7) gerund + (preposition) + [noun phrase]; (8) interrogative pronoun + (adverb) + infinitive with to + (adverb/noun); (9) article + adjective + head noun + preposition + [noun phrase]; (10) possessive adjective + head noun + relative clause; (11) article + (adjective) + adjective + head noun + present participle + preposition + (possessive adjective) + noun; and (12) noun + possessive apostrophe s + number + head noun + past participle + noun phrase.

3. Test Types

Translation was employed to measure the students' English NP semantic knowledge (ENPSK) because the researcher believes that translation is an efficient instrument. If students are able to translate perfectly both from Thai to English and from English to Thai, It shows that students have both English and Thai semantic knowledge of NPs. Nida (1964) argued that a great translator ought not to translate word by word from a bilingual dictionary. A great translator must create new structures based on the grammatical rules of the target language and keep the same meanings as the source language.

For Thai students, translation from English into Thai might be easier and faster than translation from Thai into English. Altarriba and Heredia (1964) speculated that

translation from L1 to L2 is more difficult and takes more time than translation from L2 to L1 because the semantic context in L2 affects the translation. Therefore, the researcher decided to create two types of tests, which were translations from L1 to L2 and from L2 to L1, so as to be assured that the students have both English and Thai semantic knowledge.

Test 1 was designed for students to translate sentences from Thai into English. There were 18 items with 18 marks in the test. The students translated only the NP in the sentence by using the given words. Item 1 from test 1 is shown below.

Instructions: 1) Study the underlined Thai NP in each item.
 2) Translate only the underlined Thai NP into English and write it in the blank by using the provided words in the brackets.
 3) Your translation should be done based on the lexical and grammatical meanings as well as word sequences.

1. Thai sentence : นี่เป็นหนังสือของใคร?
 English sentence : _____ is that?

Test 1 was designed to see whether the students were able to create English NPs using the correct sequences of words in the English NPs or not. If they provide the right answer, it shows that they have knowledge of English NPs.

On the other hand, test 2 was designed for students to translate from English sentences into Thai. There were 18 items with 18 marks in test 2. Item 2 from test 2 is shown below.

Instruction: 1) study the English sentence in each item.
 2) Translate the English sentence into Thai and write your translation in the blank
 3) Your translation should be done based on the lexical and grammatical meanings as well as word sequences.

2. That well-built car was sold.
 Thai : _____

Test 2 was employed to show if the students had abilities to decode English NPs into Thai and to confirm that the students understood English NPs in case they could translate English NPs to Thai correctly.

4. Data Collection

In collecting data, this study was conducted during the second semester of academic year 2015 (November, 2015 – February, 2016) with the 351 subjects studying in the SP and the AP in grade 12 at the 10 sampled schools, southern Thailand.

In September 2015, letters were delivered to the 10 target schools for the purpose of asking for permission to collect the data. During 9 – 20 of November 2015, the data were collected at the sampled schools. In the test-room, a personal information sheet was given to the students to be filled up because the researcher wanted to know which programs the student were studying in between SP and AP, and whether the students had had English exposure with non-Thais or not. Next, test 1 papers were completed within 15 minutes. Then, test 1 papers were collected back. Test 2 papers were distributed and completed within 25 minutes.

5. Data Analysis

To answer researcher question 1 which was posted what frequency of English NP errors in the students' translation performance in each structure was, the researcher collected the number of incorrect and correct answers from both tests and calculated frequencies of the incorrect and the correct answers in each English NP structure by using the SPSS program.

To answer researcher question 2 (what prominent types of errors in Thai-into-English translation did students perform?), the answers made by the students in the English NP structure with the prominent frequency of the incorrect answers were collected and analyzed.

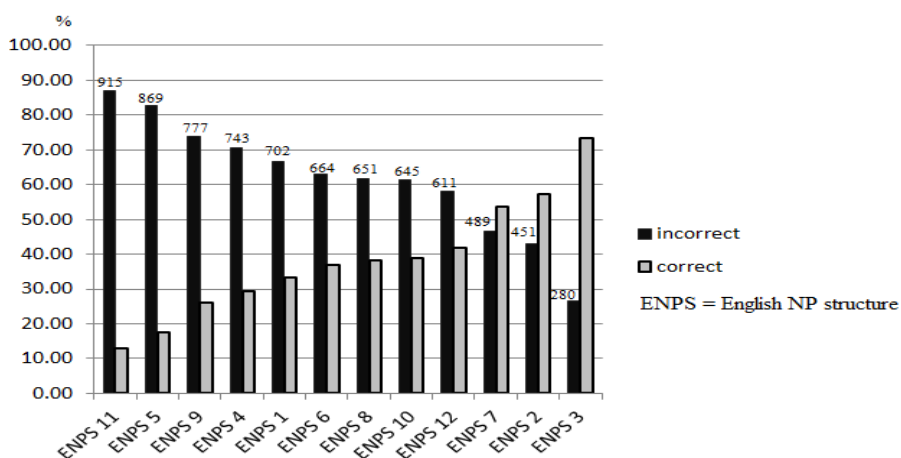
Results and Discussion

To investigate The English NP errors on the translation performance made by the students, the answers from the tests were computed so as to discover frequencies of the incorrect answers.

1. Frequencies of the incorrect answers in each NP structure

After the students' answers from tests 1 and 2 were marked, the researcher focused on only the Thai and English NPs. The incorrect answers from both tests were systematically collected and calculated for frequencies of the individual NP structures as demonstrated in Figure 1.

Figure 1: Frequencies of Incorrect and Correct Answers



The bar chart in Figure 1 expresses the frequencies of the incorrect answers in the English NP structures. The dark bars show the frequencies of the incorrect answers whereas the light bars represent the frequencies of the correct answers. The bar chart from the left to the right shows the arrangement of the NP structures from the largest number to the smallest number of incorrect scores. The highest frequency of incorrect answers was English NP structure 11, which was “*art.+adj.+adj.+N+Deletedrel.pron+pres.part.+(prep)+(art.)+n*”. In other words, the

lowest frequency of the incorrect answers was the English NP structure 3, which is “*art.+adj.+deleted.N*”.

Based on the results, it was clearly found that the English NP structures could be divided into two main groups. The first group consisted of those whose frequencies of the incorrect answers were higher than the frequencies of the correct answers. They were English NP structures No. 11 (915 = 86.89%), No. 5 (869 = 82.53%), No. 9 (777 = 73.79%), No. 4 (743 = 70.56%), No. 1 (702 = 66.67%), No. 6 (664 = 63.06%), No. 8 (651 = 61.82%), No. 10 (645 = 61.25%), and No. 12 (611 = 58.02%). The second group then was composed of NP structures Nos. 7, 2, and 3 in which the frequencies of correct answers were higher than the frequencies of incorrect answers. The frequencies of incorrect answer in NP structures Nos. 7, 2, and 3 were 489 (46.44%), 451 (42.83%), and 280 (26.59%), respectively.

The factors which directly affect the frequencies in the NP structures Nos. 11, 5, 9, 4, 6, 8, 10, and 12 might be due to the fact that these NP structures are very complicated. It was difficult to identify the head noun in the English NPs. Moreover, there were many modifiers in those English NP structures. The students might not have known how to organize them correctly in English NPs, and some modifiers in English NPs were reduced forms. The students may not have been familiar with the forms. On the other hand, although the English NP structure No. 1 consisting of only two elements is not complex, the frequency of incorrect answers in this English NP structure was higher than the frequency of correct answers because of L1 interference (Thai). It is likely that it was because articles are not utilized with any noun in Thai. When translating from English into Thai, most Thai students might not be aware about articles in English. Finally, the articles in English NPs were not translated into Thai.

From students' translation performances, the English NP structures with the higher frequencies of incorrect answers were also divided into 2 sets: 1) the set of highest incorrect answer frequencies (70%-90%); and 2) the set of moderate incorrect answer frequencies (55%-69%). It was found that the English NP structure No. 11 (*art.+adj.+adj.+**N**+deleted.rel.pron+pres.part.+(prep.)+(art.)+n*), the English NP structure No. 5 (*dem.+adv.+past.part.+**N**/dem.+adv.+pres.part.+**N***), the English NP structure No. 9 (*art.+adj.+**N**+prep.+[np]*), and the English NP structure No. 4 (*indef.adj.+(n)+n+**N***) were in the set of highest incorrect answer frequencies

In the set of moderate incorrect answer frequencies, it was found that there were the English NP structures Nos. 1, 6, 8, 10, and 12. The components of the English NP structure No. 1 consisted of *art+**N***. The components of the English NP structure No. 6 comprised *To.inf.+(prep)+NP*. The components of the English NP structure No. 8 was composed of *int.pron.+to.inf*. The components of the English NP structure No. 10 included *Poss.adj+**N**+rel.clause*, and The components of the English NP structure No. 12 consisted of *n+'s+enu+**N**+past.part.+prep+(poss.adj.)+n*.

The reason affecting the frequencies in the English NP structures Nos. 7 (*ger.+(prep)+[np]*), 2 (*int.adj.+**N***), and 3 (*Art.+adj.+(deleted.**N**)*) may have been positive transfer from L2 (English) to L1 (Thai). The word sequences of the NP structure No. 7 in English are the same sequences as in the Thai language, so the students might have transferred the word sequences in Thai to help answer the questions in structure No. 7. On the other hand, the word sequences of the NP structures Nos. 2 and 3 in English are completely different from the sequences in Thai. Most students were able to translate these NP structures. It was possible that the elements of both English NP structures were not relatively complicated. There were only two elements in these NP structures.

This seemed quite easy for the students to notice a head noun in the NP structures 2 and 3.

2. Decoding of English NPs into Thai NPs

In this paper, only the English-into-Thai translation will be illustrated, and only some items of the English NP structure No. 11 are exemplified.

2.1. English NP Phrase Structure No. 11

In the following, the correctly decoded steps from English NPs into Thai are illustrated.

English {	11 th NP structure :	<i>art.</i>	+	<i>adj.</i>	+	<i>adj.</i>	+	<i>N</i>	+	<i>deleted</i>	+	<i>pres.</i>	+	<i>(prep)</i>	+	<i>(art.)</i>	+	<i>n</i>
	Sequences of components :	①		②		③		④		⑤		⑥		⑦		⑧		⑨
	Noun phrase :	The		pretty		little		girl		∅		sitting		on		the		chair

NP structure 11 above includes three main components: 1) a head noun, 2) pre-modifiers, and 3) post-modifiers. The 1st part in the above NP is the main part which is the head noun (No. 9). The 2nd part are pre-modifiers consisting of three components which are the numbers **①**, **②**, and **③**. The third part, post-modifiers, comprises five components from number **⑤** to number **⑨**.

2.2. Example of English-into-Thai NP Decoding

The Thai NPs are completely different from the English ones. That is, the head noun in Thai must function as the first component in the NP structure when the modifier(s) follow(s) the head noun. In English, however, the head noun will be preceded by the pre-modifiers. Sometimes, the head noun in English is followed by the post-modifiers as well. The differences between Thai and English NPs might affect the students so that acquire English with difficulty. Therefore, whenever English NPs are decoded into Thai, a head noun in the English NPs will be decoded as the first component in the first step. Then, pre-modifiers and post-modifiers will be decoded. The illustration below will show how to decode English NPs into Thai.

English	11 th NP structure :	art.	+	adj.	+	adj.	+	N	+	deleted rel.pron	+	pres. part.	+	(prep)	+	(art.)	+	n
	Sequences of components :	❶		❷		❸		❹		❺		❻		❼		❽		❾
	Noun phrase :	The		pretty		little		girl		∅		sitting		on		the		chair
Thai	Sequences of components :	❹		❸		❷		❶		❺		❻		❼		❽		❾
	Noun phrase :	เด็กหญิง		ตัวเล็ก		น่ารัก		∅		ที่		นั่ง อยู่		บน		เก้าอี้		นั้น
	Phonatic representatives :	dek ² jɨŋ ⁵		tu:a ¹ lek ⁴		na: ³ rak ⁴		thi: ³		naŋ ³ ju: ²		bon ¹		kaw ³ tɨ: ³		nan ⁴		

The following steps showed how to decode English NP structure No. 11 into Thai.

- Step 1: The English head noun which is component ❹ must be identified, decoded and written as the first component in the Thai NP structure.
- Step 2: All of the pre-modifiers, the components ❸, ❷, and ❶ in the English NPs, are translated secondly. They are decoded from component ❸, which is the adjective nearest to the head noun (❹), and to component ❶, which is the article. Both components ❸ and ❷ in the English NP are decoded and written as the second and the third components in the Thai NP structure, respectively. Finally, component ❶ is translated and written as the fourth component in the Thai NP structure. Nevertheless, component ❶, which is the word “The” in the English NP, is omitted from translation into Thai because the post-modifiers (❺ - ❾) in the English NP provide enough the definitive meanings for the head noun. Therefore, in the Thai NP, the Thai meaning of component ❶ is not written as the fourth component in the Thai NP structure.
- Step 3: The post-modifiers, which are components ❺, ❻, ❼, ❽, and ❾ in the English NP, are translated. Components ❺ and ❻, which are the deleted relative pronoun and the present participle, will be decoded and written as the fifth and sixth components in the Thai NP structure in order. Then components ❼, ❽, and ❾ (the preposition, the article, and the noun) are decoded. Component ❼ in the English NP is written with its Thai meaning as the seventh component in the Thai NP structure. Next, components ❽ and ❾ are decoded

and written as the eighth and ninth components in the Thai NP structure in sequence.

3. Students' NP Translation Errors

Only the error performance of test 2 will be shown in this paper. In test 2, students had to translate the English sentences with NPs into Thai, and in this part, item 12 was discussed. In this item, only the decoding of the English NP functioning as the subject and not the total sentence was analyzed.

12. The pretty little girl sitting on the chair is my younger sister.

Thai: เด็กผู้หญิงตัวเล็กน่ารักที่นั่งอยู่บนเก้าอี้ นั้น เป็นน้องสาวของฉัน.

In any NP, a head noun is the most important component and has the core meaning (Quirk et al 1985). The head noun in English NPs has to be translated or written as the first component in a Thai NP. Writing a head noun in the other components in Thai NPs is considered as a grave and unacceptable error. For this reason, the researcher used the position of a head noun as a criterion for the analysis.

According to the students' following answers, it was found that their answers were not translated in the correct sequence, so the errors were divided into 3 categories as follows:

3.1 Misplacement of Head Noun in Thai NPs

In this type of error, the students put a head noun in the wrong sequence as follows:

Thai	Sequences of components :	④	③	②	①	⑤	⑥	⑦	⑨	⑧
	Noun phrase :	เด็กหญิง	ตัวเล็ก	น่ารัก	๐	ที่	นั่ง อยู่	บน	เก้าอี้	นั้น
	Phonatic representatives :	dek ² jiiŋ ⁵	tu:a ¹ lek ⁴	na: ³ rak ⁴		thi: ³	naŋ ³ ju: ²	bon ¹	kaw ³ ʔi: ³	nan ⁴
Student performance	Sequences of components :	3	4	2	6	7	9			
	Thai Noun phrase :	*ตัวเล็ก	ผู้หญิง	น่ารัก	นั่ง	บน	เก้าอี้			
	Phonatic representatives :	tu:a ¹ lek ⁴	phu: ³ jiiŋ ⁵	na: ³ rak ⁴	naŋ ³	bon ¹	kaw ³ ʔi: ³			

In the structure above, the head noun, which was number 4, is normally placed in the first sequence in the Thai NP, but in the students' answers, it was found that the head noun was put in the second sequence which was wrong.

3.2 Absence of Head Noun in Thai NPs

This type of error shows that the students did not decode a head noun in the English NP into Thai, or they translated another word as a head noun in Thai NPs as follows:

Thai	{	Sequences of components :	④	③	②	①	⑤	⑥	⑦	⑨	⑧
		Noun phrase :	เด็กหญิง	ตัวเล็ก	น่ารัก	∅	ที่	นั่ง อยู่	บน	เก้าอี้	นั้น
		Phonatic representatives :	dek ² jɨŋ ⁵	tu:a ¹ lek ⁴	na: ³ rak ⁴		thi: ³	naŋ ³ ju: ²	bon ¹	kaw ³ ʔi: ³	nan ⁴
Student performance	{	Sequences of components :	∅	2	1	6	7	9			
		Thai Noun phrase :	*พี่สาว	น่ารัก	คนนั้น	นั่ง	บน	เก้าอี้			
		Phonatic representatives :	phi: ³ sa:w ¹	na: ³ rak ⁴	khon ¹ nan ⁴	naŋ ³	bon ¹	kaw ³ ʔi: ³			

In the structure above, it was found that the head noun, number 4, was not decoded or written in the Thai NP which made the Thai NP ungrammatical; nevertheless, the students used the word “sister” in the predicate as a head noun in the Thai NP. This made the meaning of the Thai NP deviate from the original English NP and might have led to communication failure.

3.3 Omission of Relative Pronoun in Thai NPs

This type of errors showed that the students did not decode the relative pronoun in the English NP into Thai as follows:

Thai	{	Sequences of components :	④	③	②	①	⑤	⑥	⑦	⑨	⑧
		Noun phrase :	เด็กหญิง	ตัวเล็ก	น่ารัก	∅	ที่	นั่ง อยู่	บน	เก้าอี้	นั้น
		Phonatic representatives :	dek ² jɨŋ ⁵	tu:a ¹ lek ⁴	na: ³ rak ⁴		thi: ³	naŋ ³ ju: ²	bon ¹	kaw ³ ʔi: ³	nan ⁴
Student performance	{	Sequences of components :	4	3	2	1	6	7	9		
		Thai Noun phrase :	*เด็กหญิง	ตัวเล็ก	น่ารัก	คนนี้	นั่งอยู่	บน	เก้าอี้		
		Phonatic representatives :	dek ² jɨŋ ⁵	tu:a ¹ lek ⁴	na: ³ rak ⁴	khon ¹ ni: ⁴	naŋ ³ ju: ²	bon ¹	kaw ³ ʔi: ³		

In the English NP above, component ❸ (a deleted relative pronoun) in the English NP was originally omitted by the process of clause reduction. However, when the English NP was decoded, the relative pronoun considered as an essential element also had to be translated into Thai. That is, decoding relative pronouns from English NPs into Thai NPs is necessary. From the example above, the students decoded the English NP into Thai without the relative pronoun. This makes the following verb become a main verb and changes the phrase into a sentence. This error is considered to be a serious mistake. It was possible that the students did not know the difference between a phrase and a sentence or have enough English grammatical knowledge of relative clauses, or they have no time to revise their own answers.

Conclusion

Based on the results, the grade 12 students in Ranong, Phang-Nga, and Phuket lacked knowledge of English NPs. The incidences of incorrect answers in 12 English NP structures were shown as follows. The highest frequency of incorrect answers was (1) structure No. 11, art.+adj.+adj.+**N**+Deletedrel.pron+pres.part.+(prep)+(art.)+n, (915 = 86.89%) followed by: (2) No. 5, dem.+adv.+past.part.+**N**/dem.+adv.+ pres.part.+**N** (869 = 82.53%); (3) No. 9, art.+adj.+**N**+prep.+[np], (777 = 73.79%); (4) No. 4, indef.adj.+(n)+n+**N**, (743 = 70.56%); (5) No. 1, art+**N**, (702 = 66.67%); (6) No. 6, To.inf.+(prep)+NP, (664 = 63.06%); (7) No. 8, int.pron.+to.inf, (651 = 61.82%); (8) No. 10, Poss.adj+**N**+rel.clause, (645 = 61.25%); (9) No. 12, n+'s+enu+**N**+past.part.+prep+(poss.adj.)+n, (611 = 58.02%); (10) No. 7, ger.+(prep)+[np],

(489 = 46.44%); **(11)** No. 2, *int.adj.+N*, (451 = 42.83%); and **(12)** No. 3, *Art.+adj.+(deleted.N)*, (280 = 26.59%), respectively. In the findings, it was noticeable that English NP structure No. 11 had the highest frequency of incorrect answers. This might be because there are a great number of components including a head noun and pre-, and post-modifiers. It was difficult to identify the head noun in the English NPs. Furthermore, the components in Thai NPs are completely different from English NPs. That is, the head noun in Thai must function as the first component in the NP structure when the modifier(s) follow(s) the head noun. In English, however, the head noun will be preceded by the pre-modifiers. Sometimes, the head noun in English is followed by the post-modifiers as well. The differences between Thai and English NPs might cause the students to acquire English with difficulty. Therefore, whenever English NPs have to be decoded into Thai, a head noun in the English NPs has to be decoded as the first step, followed by pre-modifiers and post-modifiers, respectively.

According to the students' answers in decoding English NPs into Thai, it was found that the students did not start translating from a head noun to pre- and post-modifiers in the English NP, respectively. Hence, the errors in the English NP were categorized into 3 main types (1) misplacement of a head noun in Thai NPs, (2) absence of a head noun in Thai NPs, and (3) omission of a relative pronoun in Thai NPs. Besides these 3 main types of English NP errors, there were still other errors that appeared in English NP structure No. 11. For example, the students incorrectly translated the meanings of the words from English into Thai.

Recommendation

The results in this study makes the awareness of Thai EFL learners be raised more regarding the differences between Thai and English NPs. Additionally, the grade 12 Thai students' English NP errors might help teachers who teach English design their own

lesson plans for the purpose of solving the problem of English NP errors. Decoding English NP structure 11 into Thai may make EFL Thai learners comprehend more the relationship between Thai and English in the English NP structure 11. According to the students' errors, teachers teaching English are supposed to ask students to identify a head noun in English NPs when coming across English NPs in reading or listening because a head noun in an NP is considered as a core meaning. If some students identify a head noun incorrectly, the meaning will be changed from the original NP. Finally, this might lead to communication failure.

For further study, the ways to decode English NPs to Thai in other English NP structures should be provided. Moreover, the methods for teaching English NPs in English classes should be found in the future. The limitation in this study was the students' vocabulary. They had a limited amount of English vocabulary which might have influenced translation; therefore, the meaning of every English word should be provided, especially in test 2.

References

- Abubakar Mohammed MarzuqAzindoo, (2015) *Coordinator of Students and University Relations, University of Applied Management (UAM), Germany – Ghana Campus, McCarthy Hill, Accra and Tamale* retrieved from <http://www.ghanaweb.com/GhanaHomePage/features/Literary-Discourse-Phrases-Clauses-And-Sentences-356740> on January 17th, 2016.
- Arakkitsakul, Y. (2008) "An Error Analysis of Present Perfect Tense Case Study of Freshman Students at North Bangkok College: Academic Year 2008" the faculty of Liberal Arts, North Bangkok College, Thailand.
- Abramson, A. S. (1962). *The Vowels and Tones of Standard Thai: Acoustical measurements and Experiments. International Journal of American Linguistics, 28(2), part 3*
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English. Harlow, England: Pearson Education.*
- Bowen. (2000) "An article discussing the benefits of translation as a language learning tool." Retrieved from <http://www.onestopenglish.com/support/methodology/teaching-approaches/teaching-approaches-translation-as-a-language-learning-tool/146504.article> on April 27th, 2015.
- Carter, R. and McCarthy, M. (2006) *Cambridge Grammar of English, Cambridge: Cambridge University Press.*

- Chawwang, N (2008) "An Investigation of English Reading Problems of Thai 12th Grade students in Nakhonratchasima Educational Regions 1, 2, 3, and 7" presented in partial fulfillment of the requirement for the Master of Arts Degree in English at SrinakharinwirotUniverstiy.
- Cowan, R. (2008) *The teacher's grammar of English, a course book and reference guide*.
- Crystal, D. (2004). *Rediscover grammar* (3rd ed.). Harlow, UK: Pearson Education.
- DeCapua, A. (2008) "Grammar for Teachers" Springer Science and Business Media.
- Fasold, Ralph William August. (1969) "Noun Compounding in Thai" U.S. Department of Health, Education & Welfare Office of Education, Arlington, Virginia.
- Heather, M., K., (2013) *The Functions of Nouns and Noun Phrases in English*. Retrieved from <http://www.brighthubeducation.com/english-homework-help/32754-the-functions-of-nouns-and-noun-phrases/> on April 7th, 2015.
- Huddleston, Rodney & Pullum, Geoffrey. 2002. *The Cambridge grammar of the English language*. Cambridge University Press.
- Kolln, M. (1994). "Understanding English Grammar." Fourth Edition
- Mutmainnah, H. (2011). *Types and Constructions of Noun Phrases in the Adventures of Sherlock Holmes and their Teaching Approach*. Education Faculty Walisongo State Institute for Islamic Studies Samarang.
- Nida, Eugene A. (1964). *Toward a science of translating*. Leiden: E. J. Brill.
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985) *A comprehensive Grammar of The English Language*, Harlow: Longman
- Singhapreecha, P. (2001). *Thai classifiers and the structure of complex Thai nominals*. In B.K. T'sou, O.O.Y. Kwong & T.B. Lai (Eds.), *In Proceedings of the 15th Pacific Asia Conference on Language, Information and Computation* (pp. 259-70). Language Information Sciences Research Centre, City University of Hong Kong.
- Swierzbina, B. (2014). *What's in a Noun Phrase? Judging the Difficulty of a Reading Text by Understanding the Complexity of Noun Phrases*. Retrieved from <http://minnetesoljournal.org/spring-2014/whats-in-a-noun-phrase-judging-the-difficulty-of-a-reading-text-by-understanding-the-complexity-of-noun-phrases> on January 16, 2015
- Tawilpakul, U. (2001) "The Use of English Tense by Thai University students" ThammasatUniverstiy.
- Viney B. (2003) *The history of the English Language*. Oxford: Oxford University Press.

VITAE

Name Kornsak Tantiwich

Student ID 5711121028

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts	Prince of Songkla University	2012

List of Publication and Proceedings

Tantiwich, K., & Karavi, P. (2016). Grade 12 Students' Semantic Knowledge of English NP Units. *The 8th International Conference on Humanities and Social Sciences "Innovation in Humanities and Social Sciences: Opportunities and Challenges"* on 27-29 May 2016.

Tantiwich, K., & Karavi, P. (2016). Errors on NP Translation: A study of Grade 12 Students, Southern Thailand. *Journal of Liberal Arts*, Prince of Songkla University. (submitted manuscript).