

Title	A COMPARATIVE STUDY OF COMPLEX SENTENCES IN ENGLISH ACADEMIC BOOKS FROM THREE DIFFERENT FIELDS
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ABSTRACT

The purposes of the study were: to investigate the frequency of complex sentences; to classify the subtype of complex sentences, and to investigate the frequency of each subtype of complex sentence which occurred in three different clusters of English academic books namely: “**Accounting Principles**”, “**TIETZ Fundamentals of Clinical Chemistry**”, and “**System Dynamics**”. The focus was placed on the grammatical analysis, particularly the finite dependent clauses based on **Longman Grammar of Spoken and Written English** (Biber, et al., 1999). The findings revealed that complex sentences occurred in one-third of all sentences in the three selected academic books. When compared among seven main clauses of finite dependent clauses in three books, it was found that the highest rank in “**Accounting Principles**” and “**System Dynamics**” was adverbial clauses while the highest rank in “**TIETZ Fundamentals of Clinical Chemistry**” was relative clauses. In the 29 subtypes of finite dependent clauses, relative clauses occurred at the highest frequency. The reason was that relative clauses were employed to give more information to define or identify the things talked about. Therefore, relative clauses were used to make the readers understand the contents easily and clearly. The results of this study support the view that complex sentences cannot be avoided in English for university learners. The knowledge of complex sentences is very crucial to student’s

comprehension. As a result, complex sentences should be introduced to students before having them read English textbooks.

