



AI-ASSISTED VERB ERROR ANALYSIS OF THAI EFL GENERATION Z AND  
GENERATION ALPHA STUDENTS IN THAILAND



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AI-ASSISTED VERB ERROR ANALYSIS OF THAI EFL GENERATION Z AND  
GENERATION ALPHA STUDENTS IN THAILAND



A Thesis Submitted in Partial Fulfillment of the Requirements  
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THE THESIS TITLED  
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BY  
YUKI TAKAHASHI

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This study investigates verb errors among Thai EFL learners from Generation Z and Generation Alpha, aiming to compare error types and sources. A mixed-methods approach adapted from Corder's (1981) error analysis was utilized and 300 written assignments from both generations were analyzed using Grammarly. Generation Z produced 466 errors, significantly more than Generation Alpha's 355 errors, with both cohorts exhibiting a hierarchy of errors, primarily misformation, omission, addition, and misordering. While Generation Z showed higher overall error detection, Generation Alpha displayed higher rates of specific error forms, such as singular/plural verb usage and expletive construction difficulties. Interlingual interference was the primary error source for both, with Generation Z showing a higher frequency; however, Generation Z exhibited a wider range of error subtypes. These findings emphasize the balance role of L1 and L2 in EFL classrooms and the importance of teacher monitoring in autonomous learning environments. The study suggests insights for EFL teachers to employ appropriate teaching strategies in writing classes for each generation.

Keyword : Error analysis, Thai EFL students, Writing errors, Verb errors

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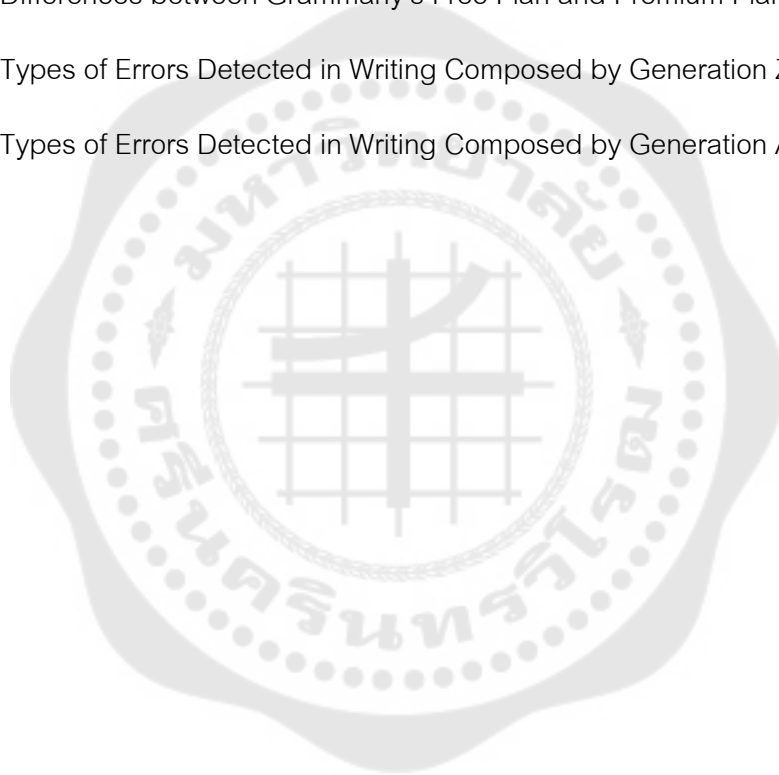
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# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

As the world has become globalized, it is inevitable to declare that English is used for global communication regardless of nationality. With 1.5 billion English speakers worldwide, English is a diplomatic language used as a mean of communication in extensive fields (Dyvik, 2024). Educational Testing Service (2020) mentioned that individuals with a good command of English will be provided with more access to extensive media as most of them are available in English. Considering the advantages, the knowledge of English nowadays is vital.

Owing to the importance of knowing the English language, many educators in the field of applied linguistics have brought the topics of learning and teaching the English language into spotlight (Liang-Itsara & Sophea, 2022). As claimed by Vonkova et al. (2021), English as a Foreign Language (EFL) education has been called for prompt action to prepare the students for the globalized world. Even though many researchers have revealed possible pedagogical conclusions for difficulties encountered by both learners & teachers in EFL context, the solutions still cannot be implemented in every English learning context. In Thailand, for instance, since the 2002 Ministry of Education Thailand announcement of the experimental application of Basic Education Curriculum 2001, English has been a part of the national curriculum until nowadays as it is a compulsory subject taught at schools and universities. Among a variety of foreign languages, English has been a core curriculum for foreign language learnings until graduation. In spite of the fact that English is taught from a younger age in Thailand, the country achieved a low-ranking English proficiency in the world. According to EF Proficiency Index (2022), Thailand was ranked 97th of 111 countries and 21st of 24 countries in Asia, behind ASEAN countries such as Singapore (4th), Philippines (18th) and Malaysia (28th). At the same time, many scholars revealed that English grammatical errors, such as the misuse of articles, prepositions, nouns, verbs and more, have been one of the difficulties faced among Thai EFL learners for decades

(Jenwitheesuk, 2009; Lush, 2002; Nonkukhetkhong, 2013; Promsupa et al., 2017; Watcharapunyawong & Usaha, 2013).

In order to conduct an effective error analysis, understanding the demographic profile of Thai EFL learners is crucial. As English is taught and learned at every level of education, Thai EFL learners nowadays represent a diverse group with varying linguistic backgrounds, educational experiences, and proficiency levels in English. Factors such as age, gender, educational background, motivation, attitudes, and anxiety can influence their language acquisition process and grammatical proficiency (Surayotee, 2023). Among of all, the educational level of the learners and the duration of language exposure, both inside and outside the classroom, should be taken into account, as these factors may impact their grammatical competence and the types of errors they make (Tipprachaban, 2022). By considering these factors, numerous Thai educators and scholars have been devoting attention to the problems as many hypotheses have been proposed on Thai EFL students' English learning failure. In addition, of all four English skills, a study on Thai EFL learners' writing in English has been one of the trendy topics among the researchers.

Writing in English is a challenging skill for Thai students due to the differences of the language systems they know – Thai and English (Kaweera, 2013). The inexistence of certain grammatical rules in Thai language, such as verb tense and subject-verb agreement, can also be one of the factors that proves English writing obstacle (Watcharapunyawong & Usaha, 2013). Compared to other language skills, producing written English utterances tend to be the most complicated for Thai EFL learners to master. This can be claimed in line with Ismawati et al. (2021) that the obstacles EFL learners encounter when they write are not only to encourage and organize ideas but also to translate those thoughts into comprehensible pieces of writing. Considering the structures and components of writing in English and Thai are markedly different, it is hypothesized that its linguistic distinction can be one of the factors that causes errors in their writing.

Errors are the incorrect parts of learners' output, which can occur in both spoken and written production (Dulay et al., 1982). According to Maicusi et al. (2000), on one hand, errors could be viewed as an element that has to be avoided; thus, many teachers take negative attitude towards them. On the other hand, errors could be regarded as a natural thing that cannot be avoided during the learning process. As a result of different perspectives, making errors has gradually become accepted and studying those errors can dynamically expand the research interests in the field. In writing, errors can be in various linguistic levels such as morphological, lexical, and syntactical levels. Morphological-level error is a deviant morpheme in a word. The error appears in lexical level is when the incorrect word choice is used in the sentence. The inaccuracy occurs in a sentence level that violates the rule of construction is called a syntactic level error. Once the linguistic levels are identified, it is important to study what underlies those errors that leads to the students' error production.

One of the possible causes of errors in writing is the interlingual interference when there is a negative transference of the first language into the target language. Nevertheless, several studies in Thai EFL context confirmed that those errors can also be made due to intralingual factors which are errors caused by the target language itself (Kampookaew, 2020; Sermsook et al., 2017). These sources of errors drew the field attention, and a lot of research has been conducted to deeply investigate the difficulties in English writing faced by Thai EFL learners; still, few studies had focused on a particular grammatical error topic, especially verb, which is one of the English writing errors frequently made by Thai EFL students (Amnuai, 2020; Kampookaew, 2020; Phetdannuea & Ngonkum, 2017; Pongsukvajchakul, 2019; Sermsook et al., 2017; Waelateh et al., 2021). Among a variety of linguistic errors detected, aforementioned studies confirmed that verb errors such as subject-verb agreement, verb forms and tenses, were one of the most frequent and common errors examined in the written text produced by Thai EFL learners. Verb is one of the English word classes that conveys action and state of a subject in the sentence. A complete sentence in English cannot be formed without a verb (Ellsworth & Higgins, 1997). According to Richards and Schmidt

(2010), verb contains grammatical characteristics namely tense, aspect, person, number, and mood. As a result, Thai students often find it difficult when they write as some grammatical features of the English verbs do not exist in Thai language system. To illustrate, the findings of Pongsukvajchakul (2019) research showed that there was an inaccurate form of verb used in a sentence 'It increase the risk of death'. In this sentence, a Thai student failed to use the correct verb form 'increases' that agrees with the subject. The researcher concluded that this is due to the inexistence of subject-verb agreement pattern in Thai language. In addition, research conducted by Kampookaew (2020) revealed that four subtypes of verb errors detected in Thai EFL learners' writing were misuse of subject-verb agreement, verb tenses, and verb to be. For the first verb error, a Thai EFL learner used 'reduce' instead of 'reduces' in a sentence: 'Moreover, it just reduce carbon emission in short term' which showed a disagreement between a subject and a verb of the sentence. For verb tenses, there were several misuses of tenses but the use of past simple tense instead of present simple tense was the most frequent with 35 out of 68 errors in total (2.92%). To illustrate, Thai student wrote 'were' instead of 'are' in a sentence that expresses present action: 'However, Bangkok still has one big problem, air pollution. Most people in Bangkok were affected by this problem'. Lastly, verb to be was omitted and unnecessarily added in Thai learners' utterances. For instance, 'are' was omitted in the sentence: 'Furthermore, qualified schools and universities almost located [0]' and unreasonably inserted to a sentence: 'More number of school in urban are means that [0]'. According to the researcher, Thai EFL learners usually struggle when they write in English because verbs in English contain number, such as singular and plural, and tenses, namely present, past and future tense, whereas in Thai do not. Therefore, in order to gain more valuable insights about the verb errors produced by the learners, error analysis approach has been widely employed to study those linguistic flaws to develop effective pedagogical strategies.

Corder (1981) noted that examining and understanding the errors made by language learners provide valuable insights into the language system they are using. It is claimed to be vital among the researchers (Chaudhary & Alzahrani, 2020; Waelateh et



al., 2021; Zoubi, 2018) who are particularly focusing on the second language acquisition. Therefore, an analysis of grammatical errors has been one of the essential cores to understand how language is learned, and what strategies the learners employed in their language acquisition. In the past decades, a number of studies on error analysis have been conducted all over the world in EFL writing context (Debora, 2018; Helmiyadi, 2018; Khatter, 2019; Liu et al., 2022; Sari, 2016) but only few specifically focused on verb errors analysis (Solihat & Novianti, 2015; Vazariah & Rozimela, 2020). On the other hand, in Thai EFL context, there are a lot of research that analyzed learners' errors, but those that focused mainly on verb errors are still to a lesser extent. In fact, verb errors were frequently detected as one of the errors made by Thai EFL learners which convinced that a particular analysis on certain type of errors can be studied further to fulfil the research gap (Amnuai, 2020; Jenwitheesuk, 2009; Kampookaew, 2020; Lush, 2002; Nonkukhetkhong, 2013; Phetdannuea & Ngonkum, 2017; Pongsukvajchakul, 2019; Promsupa et al., 2017; Sermsook et al., 2017; Waelateh et al., 2021; Watcharapunyawong & Usaha, 2013). Lastly, most of the research in Thai context investigated the interlingual and intralingual errors made by the students in university level (Phetdannuea & Ngonkum, 2017; Phuket & Othman, 2015; Sermsook et al., 2017) yet this study will explore how both sources of errors interfere Thai younger learners' abilities on English writing. Not only the higher education context, but also the secondary schools in Thailand view EFL writing as one of the important skills to master (Nguyen & Suwannabubpha, 2021). Therefore, an error analysis approach by Corder (1981) was used in this study to identify and explain how verb errors were produced among Thai EFL learners.

Corder (1981, pp. 35-44) proposed five steps of error analysis which are the collection of a sample of learner's language, identification of errors, description of errors, explanation of errors, and evaluation of errors. In spite of its systematic approach, modern researchers argued that the conventional error analysis approach has some flaws. Firstly, Vidhiasi and Haryani (2020) stated that it is time-consuming especially when abundance of data has to be analyzed. Secondly, Lei (2020) questioned the ability

of L2 researchers in identifying the errors of the target language without being assisted by native speakers. Lastly, human raters can be subjective as each rater from different background might employ varied approaches in identifying the errors (Almusharraf & Alotaibi, 2022). Thus, the use of artificial intelligence (AI) assisted linguistic tool is introduced to overcome the mentioned flaws.

Nowadays, there are numerous AI-powered writing assistants available online such as Grammarly, Ginger, ProWriting Aid, LanguageTool, After the Deadline and more. Sahu et al. (2020) evaluated the five different grammar checking tools and the findings showed that Grammarly outperformed the overall accuracy. According to Almusharraf and Alotaibi (2022), Grammarly detected more errors, such as passive voice misuse, subject-verb agreement and verb form errors compared with the human raters.

The screenshot displays the Grammarly interface. On the left, a text editor shows a news report about a student named Lucy. Several words are underlined in red, indicating errors: 'gets', 'a sixteen', 'also', 'did', 'since', 'is come', 'starts', 'always', and 'found'. On the right, a sidebar titled 'All suggestions' lists these errors with their respective correction types: 'gets' (Change the verb form), 'a sixteen' (Correct article usage), 'also' (Add a missing verb), 'did' (Wrong verb form), 'since' (Correct word choice), 'is come' (Change to the active voice), 'starts' (Correct word choice), 'always' (Correct your spelling), and 'found' (Wrong verb form). Further right, a 'HIDE ASSISTANT' button is visible, followed by a score of 57, overall score, goals, and various quality metrics like Correctness, Clarity, and Engagement.

Figure 1 Grammarly's Basic Interface

Source: Grammarly. (n.d.). Online Editor. <https://demo.grammarly.com/>

Figure 1 shows how errors from writing are detected by Grammarly. The errors are underlined in red, and their suggestions appeared at the right column. Clicking on

the suggestion, an accurate form is presented with a brief explanation as it is shown in Figure 2.

The screenshot displays the Grammarly online editor interface. On the left, a text document titled "News Report" contains several paragraphs with errors highlighted in red. A "All suggestions" panel is open, showing a list of corrections with brief explanations. The suggestions include:

- GRAMMAR**: **gets** → **get**. It appears that the verb **gets** is incorrectly used with the helping verb **did**. Consider changing it to the base form.
- a sixteen** - Correct article usage
- also** - Add a missing verb
- did** - Wrong verb form
- since** - Correct word choice
- is come** - Change to the active voice
- starts** - Correct word choice

The right sidebar shows an overall score of 56 and various performance metrics: Correctness (9 alerts), Clarity (Very clear), Engagement (Very engaging), and Plagiarism.

Figure 2 An Accurate Suggestion and a Brief Explanation of Errors Detected

Source: Grammarly. (n.d.). Online Editor. <https://demo.grammarly.com/>

Among of all online grammar checkers, Grammarly seems to be one of the most popular AI systems that helps with casual writings suggesting accurate spelling, grammar, punctuation, and conciseness (Nova, 2018; Park, 2019a, 2019b; Perdana & Farida, 2019). For this reason, Grammarly has been popular among learners and educators as it makes a significant contribution to the field of language learning. For instance, Grammarly helps with learner's writing ability, and at the same time, it reduces the teachers' workload in correcting and evaluating their students' assessment (Park, 2019b). In the field of linguistics, several studies have been conducted on AI-powered linguistic software to investigate the effects of its artificial intelligence algorithm (Dizon & Gayed, 2021), and the perceptions of the users toward the software (Lailika, 2019; Oktaviani et al., 2023; Oneill & Russell, 2018; Pratama, 2020). However, surprisingly, only few studies were conducted to analyze the linguistic errors even though it has

become one of the solutions in helping the researchers to conduct the error analysis (Vidhiasi & Haryani, 2020).

Beyond the error analysis approach with an assistant of modern technology, it is crucial to gain an understanding of the learners' background who are most of the population in education system nowadays.

The recent generational shift not only results in transformations in technological aspect, but also in terms of Education. Hernandez (2020) clarified this phenomenon as the students of the recent cohorts do not gain knowledge in a manner similar to that of many of their teachers. Thai students today, born between 1995 and 2024 (Generation Z) and 2010 to 2024 (Generation Alpha), have grown up immersed in technology, making it central to their lives, including education. To better engage these tech-savvy students, traditional teaching methods are evolving to be more interactive, visually appealing, and hands-on. Despite the dominant role of technology in two recent generations, their learning experiences differ in the amount of technology used. To illustrate, the research trends on English language teaching (ELT) in Thailand between 2019 and 2021 explored various methods like mobile assisted language learning, online learning, and even social media (Phoocharoensil, 2022). This contrasts with research from 2006-2009, where studies primarily focused on student performance and learning support, and some using web-based methods to simply offer online reading materials (Kongkapet, 2007; Wongpattanakit, 2006).

From this, even though error analysis has always been one of the popular topics conducted in applied linguistic research, only few studies, especially in Thai EFL context, were investigated among the learners of recent cohorts. Furthermore, not many studies yet focused mainly on verbs even though they are confirmed to be one of the frequent errors detected in aforementioned previous studies. Therefore, this study aims to fulfill the research gaps by identifying the types of verb errors and their sources made by Generation Z's and Generation Alpha's Thai EFL learners with the use of AI-assisted grammar checker, Grammarly. Besides, the results of this research could suggest

several pedagogical implications for the two most recent generations in current education system in Thailand.

### **1.2 Research Objectives**

This study aims to explore and compare the types of verb errors and their sources found in the writings composed by two different generations, namely Generation Z and Generation Alpha. The research objectives are as follows:

1. To identify the differences of types of verb errors found between Generation Z's and Generation Alpha's Thai EFL learners
2. To identify the differences of sources of errors found between Generation Z's and Generation Alpha's Thai EFL learners

### **1.3 Research Questions**

1. What are the different types of errors found between the Generation Z's and Generation Alpha's Thai EFL learners?
2. What are the different sources of errors found between the Generation Z's and Generation Alpha's Thai EFL learners?

### **1.4 Significance of the Study**

As this study aims to identify the differences of types of verb errors committed by Thai EFL learners and their sources of errors between two generations, it has both theoretical and practical significance.

For the theoretical significance, this research is expected to make a significant contribution to not only the EFL education, but also to the field of applied linguistics, particularly in the areas of language error analysis and second language learning patterns. It is expected to enhance the understanding of how language learning process may have evolved over time due to changes in education systems and changes in technology. Furthermore, by examining differences in verb errors between Generation Z and Generation Alpha, it can provide insights into how linguistic features and usage patterns can be varied across different age cohorts.

For practical significance, the findings of this study are expected to be beneficial for three groups of people namely the English learners, English teachers, and future researchers. Firstly, this research might raise the English learner's awareness of the errors in their writings in order to avoid making the same kind of errors such as enabling them to self-monitor and correct the errors more effectively. Secondly, the English teachers might find current study beneficial for planning their writing lessons based on the types of verb errors identified. It allows them to know which type of errors they have to emphasize to minimize the learners' errors and develop activities and materials specifically aimed to those errors. Therefore, the teachers can provide more focused feedback to the learners. Lastly, the future researchers who are interested in this topic may use this research as a reference to conduct their further research to investigate different sets of errors in diverse samples and contexts, or to explore variations across diverse educational contexts.

### 1.5 Scope of the Study

The data that was analyzed in this study was 300 descriptive texts written by Thai EFL high school students who are currently studying in a private school in Thailand and were born between 1995 and 2009 (Generation Z) and 2010 onwards (Generation Alpha). The written texts were collected in an electronic form (.docx) so that they can be uploaded directly to the Grammarly. The Grammarly Editor which can be accessed through website (<https://app.grammarly.com/>) was used in this study and only verb errors were analyzed. The participants were asked to compose a written compositions with 100 words as a minimum length.

### 1.6 Definitions of Terms

In this section, a clear definition of the common terms used in this study will be presented in order to avoid misunderstanding. The common terms are as follows:

1. **Generation Z** in this research refers to a group of Thai students who was born between 1995 and 2009 and studies English as a foreign language based on the framework by McCrindle and Wolfinger (2014).

2. **Generation Alpha** in this research refers to a group of Thai EFL students who was born in 2010 onwards based on the framework by McCrindle and Wolfinger (2014).

3. **Sources of Errors** are the variables that control the causes of errors. According to James (1998, pp. 178-179), there are two types of sources of errors which are interlingual errors and intralingual errors.

3.1 **Interlingual Errors** are the errors committed due to the learners' first language interference (Richards, 1971). In this research, the interlingual errors are the errors caused by the interference of Thai language, which is the mother tongue of the research participants.

3.2 **Intralingual Errors** are defined as the errors that occurred during the target language learning process regardless of the learners' native language (Richards, 1971). The current study refers the intralingual errors as the errors Thai EFL students make either during or after a particular stage of EFL learning.

4. **Verb Errors** in this research refer to the incorrect uses of verbs caused by interlingual and intralingual interferences of the participants in their writing, based on the surface structure taxonomy proposed by Dulay et al. (1982, pp. 150-163) as follows.

4.1 **Omission** is when the item that must be appeared in a well-form sentence is omitted.

4.2 **Addition** errors are the errors presented in well-formed utterances that are not supposed to appear.

4.2.1 **Double markings** occur when the learners fail to delete certain elements which are grammatically required in some structures but not in others.

4.2.2 **Regularization** occurs when the learners overlook the exceptions of certain rules and apply them to every utterance that does not require.

4.2.3 **Simple addition** covers all other addition errors that are not listed under double markings or regularizations.

4.3 **Misformation** is the use of an incorrect form of structure or morpheme. In the other words, the learner applies some elements even though it is



incorrect. There are three types of misformation which are regularizations, archi-forms, and alternating forms.

4.3.1 **Regularization** is when the regular rule is applied in place of the irregular form.

4.3.2 **Archi-forms** or James (1998, p. 108) preferred it to be called misselection errors, which are when the learner selects only one member of a class of forms to represent in another language context.

4.3.2 **Alternating forms** occur when the various members of a class are alternately used in the learner's utterances.

4.4 **Misordering** errors occur when the learner places a morpheme or a group of morphemes incorrectly in the utterance.

5. **Grammarly** is an AI-powered writing assistant that helps improve English writing (Nur Fitria, 2021). Basic writing suggestions such as spelling, grammar, punctuation, and conciseness issues are automatically detected by adding the text on its platform. In this research, the Free Grammarly Plan of Grammarly Editor (<https://app.grammarly.com/>) will be used to identify the errors



## CHAPTER 2

### LITERATURE REVIEW

This chapter discusses the related literature on errors, error analysis, types of verb errors, sources of errors, defining generations, Generation Z and Generation Alpha, Current English Language Teaching in Thailand, and AI-assisted grammar checker. In addition to that, the previous related studies are discussed.

#### 2.1 Errors

Error is a failed fragment of language (James, 1998). Similarly, Dulay et al. (1982, p. 138) described it as a defect in the learners' written and spoken utterances. An error in the language can be an incorrect usage of various linguistic items, for example, the imperfect use of a word, grammatical unit, a speech act, and more. Therefore, an error can be any form of learner's utterances that need to be more accurate and different from the ones used by the competent speakers of the target language.

Richards and Schmidt (2010) clarified that language error can be categorized into five levels, namely 1. lexical, 2. phonological, 3. syntactic, 4. interpretive, and 5. pragmatic. Lexical error is a group of vocabulary-related errors. The second level is the phonological error which are the inaccuracies related to the sound system. followed by syntactic error, which refers to misusing grammatical structures. Any error caused by misinterpretation of the speaker's intention is the interpretive error, and the misconception of communicative effect is the pragmatic error.

According to Ellis (1994, p. 43), studying learners' errors is one of the possible methods that can be used to investigate second language acquisition profoundly. Language learners can make errors in both their receptive and expressive language. One situation that illustrates the receptive error is when a learner misheard the sentence 'Pass me the paper' as 'Pass me the pepper'. Ellis (1994, p. 47) explained that the situation resulted from the inability to distinguish two different English vowel sounds, which are diphthong (/eɪ/) and monophthong (/e/). The error that occurs in the learner's written and spoken utterances is expressive. Omitting or adding unnecessary

grammatical morphemes are probable language misuses that second language learners and some adult and child's native speakers can make when they write or speak. For example, some native speakers may omit a morphological unit in 'My father live in Gloucester.' or may add an unnecessary morpheme in 'I goes to see Auntie May.' However, the errors produced by the first language learners are not comparable with those produced by the second language learners. To clarify, the errors caused by the native adult and child learners are viewed as slips of the tongue and transitional form, respectively. In contrast, ones committed by second language learners are perceived as unwanted forms (George, 1972, as cited in Ellis, 1994)

Errors can be distinguished between ones from their performance and the competence Chomsky (1965). The former refers to a set of errors caused due to physical circumstances, such as exhaustion of learners, or psychological conditions, such as solid emotion, during language acquisition. Corder (1981, p. 10) highlighted that errors from such states could be referred to as mistakes or unsystematic errors, which do not negatively affect the knowledge of a learner's language. The reason is that the learners pay immediate attention once they occur and have a capability to correct them confidently. On the other hand, competence errors are a set of errors resulting from the absence of knowledge of the linguistic rules of the target language (Chomsky, 1965). Corder (1981, p. 10) referred to them as errors or systematic errors to distinguish what underlies between mistakes and errors. It is vital to differentiate these two concepts; however, Dulay et al. (1982, p. 139) claimed that it is often challenging without proper analysis. Therefore, they suggested that the term 'error' not be restricted to the competence factors, but any possible factors of the deviation may be.

There are several reasons why studying learners' errors have great significance. According to Corder (1981, pp. 4-13), it is beneficial for language teachers to track their students' progress of how much they have learned and how much they have to learn more. In addition, Dulay et al. (1982, p. 141) mentioned that it helps educators develop a proper curriculum that advocates a particular group of learners. Apart from being beneficial to the teachers, researchers can investigate the learners' language

acquisition process and their strategies to obtain more profound insight. Lastly, Corder (1981, pp. 4-13) believed that the language learners themselves would benefit the most as they can learn from making errors. To conclude, errors can be classified according to their linguistic levels, and they can be produced in form of both receptive and expressive languages by second language learners as well as the native speakers.

Even though making errors seems to be one of the negative parts of the learning process, it is likely to benefit many different groups of people, including in Thai education context where English is taught as a foreign language.

## **2.2 Verb Errors made by Thai EFL learners**

As mentioned in the previous chapter, English has been a part of the Thai national curriculum for the past decades, but at the same time, Thai learners have been facing difficulty in understanding English grammar (Jenwitheesuk, 2009; Lush, 2002; Nonkukhetkhong, 2013; Promsupa et al., 2017; Watcharapunyawong & Usaha, 2013). In order to produce high quality writings, grammatical accuracy is one of the important factors that demonstrates a comprehensible output and proper language usage of the L2 learners. In other words, the higher-quality writings are more likely to be produced by the learners with higher L2 proficiency since they have a capability to compose more complex grammar with clear and accurate expressions (Fumero & Wood, 2022). Writing in English is one of the challenging skills for Thai students as their native and target language systems are different (Kaweera, 2013; Kohdtkam, 2022; Panjaitan, 2023). The study conducted by Pongpairoj (2019) revealed that the two language systems can be different in terms of syntactic and morphological structures, and word usage, which result in confusing the learners. In addition to that, since there are no inflectional rules in Thai, the learners are likely to produce morphological errors when they form English utterances. Finally, the word usage in terms of articles, prepositions, tense, and number is also one of the complicated features in English as there is no equivalent system in the native language of the learners. Therefore, investigating language errors made by Thai EFL learners has become one of the popular topics in the field in the recent years revealing various grammatical errors frequently produced in macro level. Among a

variety of grammar topics, only few studies focused on a particular grammatical error such as verb despite likely being one of the complicated grammar rules that Thai EFL learners often encountered difficulties as reported in several studies. For instance, a study conducted by Boonpattanaporn (2008) revealed that the major difficulty in writing in English was verb tenses. The researcher explained that since Thai language does not have any morphological unit to convey tenses, Thai learners would barely recognize such grammatical rule. In line with this, it was reported that the grammatical aspects in which Thai EFL students had difficulties in using were verb tenses and verb formation (Kulsirisawad, 2014). The findings from aforementioned studies could verify the importance to closely investigate the verb related errors among Thai EFL learners. Verb is one of the important word classes that conveys action and state of the sentence; thus, if it is not used accurately, it directly interferes with learners' communication of ideas (Reid, 1998). One of the predictors that indicate a high-quality writing is the verb usage such as the use of past participle verbs and third-person singular verbs (Guo et al., 2013). At the same time, the written compositions that have verb forms errors, are more likely to be rated as low-quality writings. Therefore, it can be concluded that verb errors should be avoided to produce a good written composition. There are four types of verb related errors made by Thai EFL learners which are 1. Misuse of English tenses, 2. Omission of 'be', 3. Lack of subject-verb agreement and 4. Incorrect formation of irregular verbs (Kulsirisawad, 2014). Each type of errors will be discussed in detail below:

### **2.2.1 Misuse of English tenses**

As it was reported in the above-mentioned studies, verb tenses in English are often used incorrectly by Thai EFL students. According to Kulsirisawad (2014), the differences between Thai and English verb systems can be illustrated in two aspects. Firstly, there is no verb conjugation to express time in Thai language; therefore, Thai verbs do not inflect for tense as they do in English. Instead, Thai learners usually express time through the context or the use of adverbs or auxiliary verbs as illustrated below:

(1) ฉันไม่รู้ทำอะไร

I not know do what. (Direct Translation)

I don't know what to do. / I didn't know what to do. (English)

(2) ผมไปกรุงเทพเมื่อวานนี้

I go Bangkok yesterday. (Direct Translation)

I went to Bangkok yesterday. (English)

Sentence (1) is the example of distinguishing time references between present and past tenses from the context of the sentence. In this case, the audience will have to recognize the temporal reference by the situation or event through the context. The second example, sentence (2), illustrates the use of adverb to express past tense. The verb 'go' in direct translation remains the same even though the sentence expresses the past event.

The second aspect that leads to misuse of English tenses is the complexities of morphological features as they are illustrated in sentence (3) and (4) below:

(3) I am eating breakfast at the moment.

(4) I am flying from Auckland to London next week.

The -ing inflection in each sentence indicates different meaning. Sentence (3) indicates the present continuous form which presents an ongoing action that the subject of the sentence is currently eating breakfast. In contrast, the -ing inflection in sentence (4) indicates a planned future action, in which the flight to London is scheduled for next week. From these examples, it clarifies that one morphological unit carries more than one meaning which makes the learners confused when using it.

### 2.2.2 Omission of 'be'

Kulsirisawad (2014) stated that Thai EFL learners often omit the copula verb 'be' due to interlingual transfer. To clarify, the copula verb 'be' is not required in Thai language system in order to form certain type of sentence as illustrated in sentence (5):

(5) She beautiful. (Thai: เธอสวย)

A copular verb 'be' is omitted in Sentence (5) as an adjective 'beautiful' in Thai can function like a verb and can be placed right after the noun it modifies. As a result, Thai EFL learners often neglect the use of 'be' when they write in English as the rule does not exist in their first language.

### 2.2.3 Lack of subject-verb agreement

Similar to the misuse of English tenses, lack of subject-verb agreement appears due to the absence of verb conjugation in Thai language as it is illustrated in sentence (6):

(6) She wear a red hat.

Sentence (6) is written incorrectly because the verb 'wear' does not agree with the subject of the sentence. In order to make it grammatically correct, a third person marker, -s, should be placed to the verb.

### 2.2.4 Incorrect formation of irregular verbs

The verb formation errors such as 'teached', 'spended', and 'waked' are intralingual errors (LoCoco, 1976). It happens when the learners inaccurately apply the rules to every element without considering the exceptions Kulsirisawad (2014) stated that forming irregular verbs in English is quite challenging for Thai EFL learners as past tense is expressed through the context of the sentence as mentioned previously.

The four different types of verb errors discussed above reflected a better understanding of the difficulties faced by Thai EFL learners when they form English utterances. Not only the considerable differences between Thai and English verb

systems, but the inaccurate application and understanding of the rules of the target language may also be the reasons why they often produce certain errors.

As previously mentioned, understanding the reasons why learners make errors is significant in several ways. It does not only help the teachers to monitor their students' progress, but also to identify their areas needing improvement and to provide insights into the language acquisition process. In order to obtain their benefits, those errors should be studied in depth by utilizing error analysis approach.

### 2.3 Error Analysis

Error analysis is one of the linguistic approaches that is used to study learners' errors. It is another significant aspect of applied linguistic research, especially in second language acquisition (Dulay et al., 1982). The theory became widespread when Corder (1981) argued the importance of learners' errors as they provide abundant benefits to language teachers, students, and researchers. Thus, error analysis emerged in the 1960s as one of the successive paradigms of the applied linguistics of foreign or second language learning.

Prior to the heyday of error analysis, contrastive analysis was a preferential approach for studying the second language acquisition (James, 1998). The contrastive analysis approach compares two language systems: the learners' mother tongue and their target language. Discovery of the linguistic differences between the pair of languages predicted the difficulties the learners faced when acquiring the target language. Despite being in favor, the theory was criticized and rejected (Corder, 1981). It was argued that not all errors resulted from the differences between two language systems, but psychological, pedagogical, and linguistic factors could have a significant influence (Khansir, 2012). The rejections shifted the method used in studying learners' errors to the next paradigm – Error Analysis.

Error Analysis became an alternative approach to contrastive analysis, a dominant approach to studying L1 interference (Dulay et al., 1982, p. 140). In line with this, Corder (1981) suggested four significant points of the new paradigm. Firstly, the error analysis approach has to focus on the similarity shared between L1 acquisition and



L2 learning since the exact underlying mechanisms, procedures, and strategies monitor them. Secondly, language intake and input concepts should be clearly distinguished. Because errors are viewed as proof of the learner's in-built syllabus, the notion should not be connected to what they put in. Thirdly, errors are considerable evidence that shows L1 and L2 learners' capability to construct independent language systems. Fourthly, the concepts of errors and mistakes are different; thus, they should be distinguished. Lastly, studying learners' errors benefits three groups of people: teachers, researchers, and learners. Ellis (1997) commented that errors are observable and can be used to explain the reasons why learners make those errors. It also possibly helps the learners to learn about the errors when they are self-correct.

The error analysis approach has several strengths. The newer approach could describe some learners' errors that could not be explained or predicted by the contrastive analysis. The previous paradigm focused on the differences between L1 and L2 and neglected the other essential factors that possibly affect the learning process, such as the learners' learning and communication strategies (Khansir, 2012). Besides, Dulay et al. (1982) stated that error analysis had drawn multiple sources of learners' errors to attention. Faulty instruction or inadequate practice may lead to the formation of learners' errors (Khansir, 2012). Last but not least, the error analysis approach seemed valuable in giving educators deep insights into understanding the problems learners face while acquiring the language. With these insights, educators can identify the areas that need to be reinforced with suitable lesson plans, teaching aids, and teaching methods for their students.

In spite of its strengths, the approach highlighted a few conceptual weaknesses. Firstly, some necessary competences may be overlooked since error analysis focuses mainly on the learner's language production. To illustrate, learners might avoid using some linguistic structures on purpose since they assumed they might get them wrong (Khansir, 2012; Wang, 2021). Furthermore, it was argued that it lacks some scientific procedure when interpreting errors. Lennon (2008) illustrated that the criteria used by native speakers, who are not language teachers, tend to be less formal. It means that



errors that do not impede communication are not judged as errors. On the other hand, the criteria of error evaluation can be stricter and more formal if non-native language teachers employ it as they tend to judge any of those that violate the language rules as errors. Apart from that, Brown (2014) pointed out that error analysis gives too much emphasis on a specific language rather than a universal aspect of language. Some linguistic elements in the learners' language system might not reflect their mother tongue or target language. However, they could be the elements that are common to all languages (Gass & Selinker, 2020).

Even though the mentioned paradigm revealed some flaws, it must be considered that the error analysis approach has been used widely to study and understand the learners' errors, especially in the EFL context (Amnuai, 2020; Debora, 2018; Helmiyadi, 2018; Jenwitheesuk, 2009; Kampookaew, 2020; Khatter, 2019; Liu et al., 2022; Lush, 2002; Nonkukhetkhong, 2013; Phetdannuea & Ngonkum, 2017; Pongsukvajchakul, 2019; Promsupa et al., 2017; Sari, 2016; Sermsook et al., 2017; Solihat & Novianti, 2015; Vazariah & Rozimela, 2020; Waelateh et al., 2021; Watcharapunyawong & Usaha, 2013). It may be one of the credible linguistic approaches explaining why errors are made and how to advocate for the learners to avoid making them.

### 2.3.1 Steps of Error Analysis

In order to analyze learners' errors, there are several steps to be followed. Many scholars suggested different error analysis steps (Corder, 1981; Ellis, 1997; Gass & Selinker, 2020). Even though the number of procedures suggested by each scholar is varied, they share similarities. Therefore, three different error analysis frameworks will be discussed below.

The first framework was proposed by Corder (1981) which consists of five steps: collection, identification, description, explanation, and evaluation of errors.

The first step of the procedure is to collect a sample of the learner's language. Collecting sufficient and accurate data at this stage is crucial as it can lead to illogical results if the procedure is inefficient. Several important points can be raised

when collecting language data. Firstly, the way the samples are collected is essential to consider. According to Corder (1981, p. 29), there are two ways to elicit the data, which are clinical and experimental techniques. Clinical technique refers to having the participants produce the data, such as conducting the interview, writing a composition, or translating a text into the target language. The latter refers to using a specifically designed instrument to collect participant data. Apart from obtaining data techniques, the sample size is classified into three types: massive, specific, and incidental. The massive sample gathers several languages used by many participants to make a compilation of errors and represent the entire population. Meanwhile, a specific sample involves collecting one specific language sample from fewer learners. Lastly, the incidental sample is one language sample from an individual learner. Among the three types of samples, Ellis (1994) claimed that specific or incidental samples are the most popularly employed in error analysis research to avoid processing, organizing, and evaluating excessive quantities of samples, as in massive sample collection. The next significant point is the factors that need to be considered when collecting samples of learners' language. Ellis (1994) mentioned that some error analysis studies in the early 1970s failed to focus on those factors, which made the findings difficult to interpret. The factors are classified into two groups which are language and learner. The former includes the medium, genre, and content of the language. Medium is whether the data is oral or written. Genre refers to the pattern of language production, which can be a conversation, a lecture, an essay, a letter, and more. Lastly, the content or the topic the data is about is also a vital language factor that must be considered. The latter, learner factors, involves a level of the learner's language proficiency, mother tongue, and language learning experience. The last important point to consider is whether "the samples are collected cross-sectionally, at a single point in time, or longitudinally, at consecutive points over a period" (Ellis, 1994, pp. 49-50). In this study, a massive sample of language from a single point in time will be collected to represent the entire population.

The second step of error analysis is identifying errors. Four different points should be considered when identifying the errors. The first point is to decide which target language should be served as a norm. The second point is to distinguish whether they are errors or mistakes. The third point is to interpret if the errors are overt or covert. According to Londoño-Vásquez (2008), overt errors are easily identified since the sentence appears ill-formed, such as 'She solded a car.' In contrast, covert errors are pragmatically incorrect even though the sentences are syntactically and semantically correct, such as 'Where do you go?' This sentence is written correctly; however, a present simple is normally used for expressing habitual action rather than conveying the journey or destination. The last point concerns whether the analysis should investigate only correct or appropriateness deviations.

The third step is the description of errors, where the collected errors are organized based on specific categories. Dulay et al. (1982) suggested the term Descriptive Taxonomies, which "classifies the errors based on their observable surface features, not the underlying sources" (p. 150). From this, a clear distinction could be made between the description and explanation of errors (Ellis, 1994). He described two types of descriptive taxonomies: linguistic category and surface strategy. Errors based on linguistic category are classified by the language component, such as phonology, syntax, morphology, semantics, and discourse, and are broken down into the different levels of the linguistic constituents. Meanwhile, the surface strategy taxonomy focuses on the cognitive strategies that underlie learners' reconstruction of the target language.

The fourth step of error analysis is the explanation of errors. In this stage, the researchers have to explain what causes those errors. Many scholars proposed different classifications of error sources framework. For example, Richards (1971) distinguished the sources into three types: interference errors, intralingual errors, and developmental errors which will be thoroughly discussed later in this chapter. Besides, another framework classified it into three categories which are overextension of analogy, transfer of structure, and interlingual/intralingual errors (Lott, 1983). Overextension of analogy refers to the misuse of the linguistic element due to the similarities in learners'

L1. Transfer of structure occurs when the learners apply some features from their L1 rather than their target language. Interlingual or intralingual errors are similarly defined by Richards (1971)'s when certain linguistic features do not exist in their L1. Lastly, Dulay and Burt (1974) proposed three broad categories: developmental, interference, and unique errors. Developmental errors are the errors that share similarities to L1 acquisition. Interference errors are those that replicate the structures of learners' first language. The other errors that do not belong to developmental or interference are unique errors.

The last step of error analysis is evaluating errors. In this stage, three different aspects are considered. Firstly, it is necessary to know who the judges of the errors will be, which can be native speakers, non-native speakers, or experts such as language teachers. Secondly, the types of error they will be asked to judge may be a variety of grammatical features, spellings, or semantic or lexical aspects of the language. Lastly, several instruments, such as learners' written compositions, can be used to judge the errors. The oral form of errors can also be presented, but not as usual as the written form. Finally, there are many criteria that the judges will be asked when evaluating the errors, such as "seriousness, intelligibility, or acceptability" (Ellis, 1994, p. 67). However, because of the judges' subjectiveness, Ellis (1994) argued that this step is commonly excluded in the error analysis studies.

The second framework was proposed by Ellis (1997) consists of four steps which are identifying, describing, explaining, and evaluating errors. The stages are similar to those proposed by Corder (1981) but exclude the step of collecting errors.

The first step of the error analysis approach proposed by Ellis (1997) is identifying errors. It can be done by comparing learners' sentences with the target language's proper sentences. It might seem straightforward, but it is often complicated because the learners might produce specific sentences correct in the target language but not the preferred one. Furthermore, Ellis (1997) raised another difficulty in identifying errors which are to distinguish whether the utterances are errors or mistakes. In order to differentiate, one possible way is to check the consistency of the learner's performance.

To illustrate, if one wrong element is consistently placed in every utterance, it will be considered an error as it shows the learners' lack of knowledge. Another possible way is to ask the learners to correct the ill-formed utterances. If they can correct them, it is considered a mistake; if not, it is an error.

The second step of error analysis by Ellis (1997) is describing errors. Once the errors are identified at the first stage, they are described and classified into their types. Ellis (1997, p. 18) stated that there are two ways to classify the errors. The first way is to classify based on the grammatical categories such as verbs. Then, the gathered errors can be categorized again into their sub types such as past tense or present tense. Another way to classify the errors is to categorize based on how the learner's production differs from the target language. This typology is similar to Dulay et al. (1982)'s surface structure taxonomy which includes omission, misformation, and misordering.

The third step of error analysis is explaining errors. According to Ellis (1997), errors have many sources. For example, learners can omit some linguistic elements or overgeneralize some forms they find easy to create. These errors reflect how language learners attempt to produce L2 more simply. On the contrary, some errors, such as transfer errors, reflect the use of the learner's mother tongue in forming L2 utterances.

The last step is error evaluation. Ellis (1997) emphasized the importance of evaluating errors if the purpose of doing the error analysis is to advocate learners' L2 acquisition. It is because some errors can be severe that they need to bring to attention. In line with this, Ellis (1997) suggested two types of errors that create processing problems: global and local. Global errors make the entire sentence incomprehensible, while local errors affect only a single constituent in the sentence.

Gass and Selinker (2020) also proposed a framework that consists of six steps: collecting data, identifying errors, classifying errors, quantifying errors, analyzing sources, and remediating errors. Compared to the procedures mentioned above, Gass and Selinker (2020) have additional steps that involve pedagogical intervention to

prevent language learners from committing errors. The procedures taken in the first three steps, which are collecting data, identifying errors, and classifying errors, are similar to those in Corder (1981) and Ellis (1997); however, the fourth step – quantifying errors – is added to count the number of errors occurred based on their error classification. The fifth step is analyzing sources which Gass and Selinker (2020) assumed that errors could be categorized into one source or another. The last step is remediating errors which implements a pedagogical intervention based on the frequency and types of errors found in the data. The analysis of learners' errors involves various steps proposed by scholars like Corder (1981), Ellis (1997), and Gass and Selinker (2020). These frameworks share common elements: collecting language samples, identifying errors, describing and classifying them, explaining their sources, and evaluating their severity. Corder (1981) approach emphasizes five steps, including error collection and evaluation. Ellis simplifies the process to four steps, excluding error collection. Gass and Selinker (2020) add two steps for error quantification and remediation, focusing on pedagogical intervention. These systematic approaches provide insights into learners' error patterns and inform language acquisition strategies.

From three different error analysis frameworks proposed by three different scholars, previous error analysis research seemed to employ one of the three procedures in data collection and analysis (Almusharraf & Alotaibi, 2022; Solihat & Novianti, 2015; Wulandari & Harida, 2021). However, some scholars excluded some steps as they did not serve their research questions. For example, Promsupa et al. (2017) and Kampookaew (2020) employed Gass and Selinker (2020)'s framework but excluded the last step, remediating errors, since it was not relevant to their research questions. Thus, the choice of error analysis framework depends on the research objectives. It can also be adjustable since it covers the main steps as similarly proposed by all three scholars. In this study, the error analysis approach proposed by Corder (1981) was utilized; however, the last step, evaluating errors, was excluded as Ellis (1994) had argued regarding the unclear criteria used in judging the errors. This study



only presented the types of errors made by the participants and discuss their sources and compare the differences between two groups of participants.

Once the approach for analyzing errors is chosen, the verb errors will be categorized based on a taxonomy to examine their types to provide insights into learners' language production.

## 2.4 Surface Structure Taxonomy

Error taxonomies are crucial for categorizing collections of errors beyond what dictionaries offer (James, 1998). According to Dulay et al. (1982), there are four different ways to organize errors such as linguistic categories, surface strategy, comparative analysis and communicative effect in order to present the observable errors.

Dulay et al. (1982) introduced the linguistic category taxonomy, which organizes errors based on language components such as phonology, syntax, morphology, semantics, and discourse. This taxonomy aims to categorize errors according to their linguistic characteristics, providing insights into learners' language production across various linguistic levels. Ellis (1994, p. 54) described it as the simplest form of descriptive classification and it is closely linked to conventional error analysis used for educational aims, such as pinpointing errors in structural syllabuses and language textbooks. James (1998, p. 105) also contributed to this taxonomy by emphasizing its role in identifying patterns of errors across different linguistic levels. Errors are analyzed and classified within these linguistic categories, facilitating a detailed examination of learners' language proficiency and areas for improvement.

Apart from categorizing errors based on linguistic components and constituents, Dulay et al. (1982, p. 150) also proposed the surface strategy taxonomy, which focuses on the cognitive strategies underlying learners' reconstruction of the target language. The taxonomy is consisting of four types of errors, namely omissions, additions, misformations, and misorderings. Unlike the linguistic category taxonomy, which classifies errors based on linguistic components, the surface strategy taxonomy categorizes errors based on the cognitive processes involved in learners' language production. Ellis (1997) expanded on this taxonomy, highlighting its significance in

understanding learners' language learning strategies and their impact on error patterns. By analyzing surface strategies, researchers can gain a deeper understanding of learners' language learning strategies and their effectiveness in achieving linguistic accuracy.

Dulay et al. (1982, p. 163) also emphasized the importance of comparative analysis in error classification, which involves comparing learners' erroneous utterances with target language norms. This approach allows researchers to identify deviations from the target language and classify errors based on their resemblance to standard language structures. However, this taxonomy was not considered as a descriptive taxonomy since it deals with the causes of errors (Dulay et al. (1982, pp. 163-164).

Lastly, the communicative effect taxonomy assesses errors based on their impact on the listener and reader, primarily focusing on distinguishing between errors that may lead to miscommunication and those that do not. Errors affecting the overall sentence structure typically do not impede communication. Dulay et al. (1982) note that this taxonomy differs from others as it centers on the error itself, which it “deals with errors from the perspective of their effects on the listener and reader” (p. 189). Its main aim is to discern errors that hinder communication from those that do not.

Among four different types of taxonomies, a surface structure taxonomy is one of the descriptive error classifications that is commonly used to develop hypotheses or inferences in the L2 learning process (Imaniar, 2018; Maolida & Hidayat, 2021; Rusmiati, 2019). This taxonomy is based on the altered surface language elements, and their deep structure or meaning is ignored. The surface strategy taxonomy has been widely used to classify learner errors, particularly in writing, for many reasons. Firstly, analyzing errors based on surface strategy might provide a glance at the learners' cognitive process that underlies their L2 construction (Maolida & Hidayat, 2021). Moreover, it creates awareness that errors made by learners are not because of their carelessness or laziness but based on some logic, such as learners employing temporary principles to produce a new language (Dulay et al., 1982). Finally, it is one of the appropriate taxonomies that can be used for analyzing the written text since the errors can be seen



clearly from their written production. In spite of being one of the well-known frameworks in much linguistic analysis research (Imaniar, 2018; Maolida & Hidayat, 2021; Rusmiati, 2019), James (1998) argued that the more satisfactory label for this taxonomy should be Target Modification Taxonomy. It is because it focuses on how a learner's language production is different from the presumed target form.

According to Dulay et al. (1982), the surface structure taxonomy is classified into four categories: omission, addition, misformation, and misordering. However, James (1998, p. 106) added one more category, blending, to complete the progressive taxonomy. All five mentioned categories will be discussed thoroughly below.

#### 2.4.1 Omission

An omission is when the item that must be appeared in a well-form sentence is omitted. As James (1998) pointed out, omission is not equivalent to an ellipsis, as an ellipsis is grammatically allowed to be excluded from a sentence. James (1998, p. 106) illustrated the differences between ellipsis and omission below. The elements in the square brackets are those that are excluded:

(7) He'll pass his exam but I won't [pass my exam]

(8) He'll pass his exam and I'll [0] too.

Sentence (7) is an example of an ellipsis, in which the phrase 'pass my exam' is absent. Despite the ellipsis, the sentence is still grammatically meaningful. In contrast, the second example, sentence (8), does not convey meaningful thought. According to Dulay et al. (1982), omission errors are often made in the early stages of learning the target language. The two common types of linguistic elements that are frequently omitted are content morphemes and grammatical morphemes. As defined by Richards and Schmidt (2010), content morphemes refer to words that contain lexical meaning and can stand alone. For example, the sentence 'Mary is the president of the new company' contains four content morphemes: Mary, president, new, and company. Even though the sentence is wrongly written as 'Mary president new company', the

overall meaning it intends to convey still can be guessed. On the contrary, grammatical morphemes show grammatical relationships in and between sentences; therefore, they have a less significant role in conveying the sentence's meaning. Dulay et al. (1982), and James (1998) specified that the grammatical morphemes are more frequently omitted in learners' language utterances than the content morphemes.

In accordance with Dulay et al. (1982), omission errors usually occur during the early stages of L2 acquisition; however, it seems less common at the later stages since the learners become more cognitively mature. In fact, it is possibly due to a lack of vocabulary, so when the learners omit certain words in their speech, they will try to use gestures to convey the whole idea, which is called compensatory strategies (Kasper & Kellerman, 1998).

#### 2.4.2 Addition

Addition errors are those presented in well-formed utterances that are not supposed to appear. This error often occurs when the learner has learned some new target language rules. Dulay et al. (1982) suggested there are three types: double markings, regularizations, and simple additions.

**2.4.2.1 Double markings** occur when the learners fail to delete certain elements grammatically required in some structures but not others. For example, the learner might say, 'We didn't went there' instead of 'We didn't go there' In English, the tense marker is placed on the first verb, but the past tense is marked in both items (didn't and went). As a result, the former sentence contains a double marking error. Some of the commonly observed double marking errors in L2 acquisitions include over suppliance in past tense (adding past tense marker in both auxiliary and main verb), present tense (adding present tense marker in both auxiliary and main verb), negation (adding negation marker in both auxiliary and quantifier or adverb), equational predicate (the equation is produced twice), and object (object pronouns are written twice in a sentence).

**2.4.2.2 Regularization** occurs when the learners overlook the exceptions of specific rules and apply them to every utterance that does not require. To illustrate,

the learner might say *eated* instead of *ate* and *sheeps* instead of *sheep*. From this instance, the learner applied the rules for the regular form to the irregular form (add *-ed* for past tense and *-s* for plural), which resulted in regularization. James (1998) reasoned that regularization and double marking share overlapping explanations of errors. The difference is that the former is the process, whereas the latter is the product.

**2.4.2.3 Simple Addition** covers all other errors not listed under double markings or regularizations. For example, the learner might say, 'The fishes doesn't live in the water' instead of 'The fishes don't live in the water'. Since the subject of the sentence is plural, *-es* must not be added to the verb as it violates the rule of subject-verb agreement.

### 2.4.3 Misformation

Misformation is the use of an incorrect form of structure or morpheme. In other words, the learner applies some elements even though it is incorrect. There are three misformation types: regularizations, archi-forms, and alternating forms.

**2.4.3.1 Regularization** is when the regular rule is applied in place of the irregular form. For example, the learner might say *childs* instead of *children* or *fall* instead of *fell*. From these instances, James (1998) questioned why regularization was also categorized as a subtype of malformation, even though it seems similar to regularization. To clarify this point, Dulay et al. (1982, p. 158) stated that the regularization errors in misformation are only for those in which the rule for irregular form is applied to a regular one, such as *runned* for *ran*.

**2.4.3.2 Archi-forms** or James (1998) called it "misselection errors" (p. 108). It happens when the learner selects only one member of a class of forms to represent in another language context. Examples of archi-forms found in English are using demonstrative adjectives, pronouns, infinitive forms, and more. For example, a learner might use a demonstrative adjective 'this' with every item, such as 'this dog' and 'this dogs'.

**2.4.3.3 Alternating forms** occur when the various members of a class are alternately used in the learner's utterances as the learners broaden their vocabulary and

grammar knowledge. For instance, the learner might say, 'I seen her yesterday' or 'He would have saw them'. These two instances show that the participle forms can be alternated with the past irregular forms.

#### 2.4.4 Misordering

Misordering errors occur when the learner places a morpheme or a group of morphemes in the incorrect order in the utterance. Since the characteristics of the misordering errors are pretty straightforward, this category is likely undebatable (James, 1998). In English, this type of error is found in indirect questions; for example, the learner might say, 'I don't know what is that' instead of 'I don't know what that is'. This type of error usually occurs when the learners translate literally from their mother tongue to the target language (Dulay et al., 1982).

#### 2.4.5 Blends

As mentioned at the beginning of this part, James (1998, pp. 111-113) opened several points to discuss. He mentioned adding the fifth category, where two alternative grammatical structures are combined or blended to produce an ungrammatical structure. This phenomenon is known as blending and is also defined as contamination, cross-association, or hybridization error (James, 1998, pp. 111-113). The following example illustrates the example of blending error in English:

(9) According to Erica's opinion...

Example (9) shows that the learner might have blended two sentences: 'According to Erica...' and 'In Erica's opinion...'.

Dulay et al. (1982, pp. 150-163)'s surface structure taxonomy, which consists of omission, addition, misformation, and misordering, is likely to be one of the favorable descriptive error classifications in analyzing writing errors since it provides significant insight about the cognitive process that underlies learners' L2 acquisition. It is also suitable for analyzing errors from the written assignments as it focuses on the surface language elements. For these convincing reasons, many error analysis research

(Imaniar, 2018; Maolida & Hidayat, 2021; Rusmiati, 2019) utilized this framework for error classification, as well as in this research did. The summary of types of verb errors discussed above is presented in Table 1.

Table 1 A Summary of Types of Verb Errors

Types of Verb Errors	Sentence Examples	Corrections
Omission	I [0] also not good at English.	I <b>am</b> also not good at English.
<b>Addition</b>		
Double Markings	We <b>didn't went</b> there.	We <b>didn't go</b> there.

Table 1 (Continued)

Types of Verb Errors	Sentence Examples	Corrections
Regularizations	I <b>putted</b> away my bags.	I <b>put</b> away my bags.
Simple Addition	The fishes <b>doesn't</b> live in the water.	The fishes <b>don't</b> live in the water.
<b>Misformation</b>		
Regularization	I <b>runned</b> .	I <b>ran</b> .
Archi-forms	<b>This</b> dogs are mine.	<b>These</b> dogs are mine.
Alternating Forms	I <b>seen</b> her yesterday.	I <b>saw</b> her yesterday.
Misordering	I don't know <b>what is that</b> .	I don't know <b>what that is</b> .

*Note.* [0] refers to the item that was omitted in the sentence.

Data compiled from Dulay et al. (1982). Language two. Oxford University Press.

Not only the error classification, but the causes of those errors are also important to provide valid pedagogical solutions. Therefore, in the next section, two different variables that control the causes of errors will be discussed.

## 2.5 Sources of Errors

In order to understand how language learners make errors and what variables control specific errors, the study of the source of errors plays a dominant role. Brown (2014, p. 254) mentioned that exploring the error sources can broaden the understanding of the learner's cognitive and affective processes within the language systems as well as the process that takes place when the learner acquires a second language. To identify the causes of errors, Richards (1971) categorized learners' errors into three types. The first type is 'interlingual errors' which are caused by the learner's mother tongue interference. The second type of error, which can occur regardless of the learner's language background in a particular stage of their language acquisition, is called 'intralingual errors'. The last type of error is 'developmental errors', which occur when language learners attempt to construct hypotheses about the target language from their limited knowledge. In response to Richards (1971) terminologies, it was indicated that two of them, intralingual and developmental errors, are likely to be overlapped since they are described similarly; therefore, both mentioned errors were later considered to be in the same category (Schachter & Celce-Murcia, 1977). A few years later, another classification of error types was proposed by Dulay and Burt (1974). The errors are classified into three types, namely, developmental errors, interference errors, and unique errors. Developmental errors are those that share similarities to first language acquisition, whereas interference errors are those that reflect the learner's mother tongue structures. The errors that do not belong to any of the mentioned categories are called unique errors. Brown (2014) also introduced the term 'Sources of Errors' to investigate the processes underlying second language acquisition, which consist of interlingual transfer, intralingual transfer, the context of learning, and communication strategies. Brown (2014) described the interlingual and intralingual transfer as similar to Richard's (1971) definitions which are the negative influence of the learner's native language and the negative transfer of items within the language they learned as the second language. The third source, the context of learning, can be referred to the faulty concepts provided within a particular context, such as the teachers

or resources in the classroom that misleads the learners to incorrect language usage. The last source of errors is communication strategies, and the failure arising from using these techniques can also cause errors. Apart from that, the causes of errors were classified into three types: carelessness, first language interference, and translation (Norrish, 1983). Carelessness refers to students' need for more incentives. First language interference is when the first language interferes with the language the students learn. In contrast, translation happens when sentences or expressions are translated directly into the target language word by word. Later in the 90s, James (1998) introduced four categories of error, similar to Brown's (2014), which are interlingual, intralingual, communication-strategy, and induced errors.

In this research, the findings will be discussed based on James (1998) classification of error sources which include interlingual and intralingual error. The third source, developmental error, will be excluded as it has an overlapping concept with the intralingual error (Murcia, 1997, as cited in Kaweera, 2013). In addition to that, since this research will focus on the Thai context, it brings the interest of the sources of errors committed by Thai EFL learners to the field. Therefore, the selected literature reviewed in this chapter (Kaweera, 2013; Kulsirisawad, 2014; Pongpairroj, 2019; Thep-Ackrapong, 2006) will be based on the Thai context to provide a clear picture of the error sources of Thai EFL learners and a better understanding of errors they make in their EFL learning. Each source of errors will be thoroughly discussed in the next part along with several examples from the selected literature.

### **2.5.1 Interlingual Errors**

Interlingual error is one of the sources of error caused by the interference of the learner's first language (Richards, 1971). The errors may result from negative L1 transfer that makes learners challenging to learn the target language. According to Richards and Schmidt (2010), the negative transfer is also an interference in which the learners apply a set of L1 patterns and rules inaccurately to the target language. This phenomenon can also be described when the L2 learners are incapable of separating two language systems (Richards, 1971). Interlingual errors are considered a significant



source for all learners, especially at the start of L2 acquisition when they can only rely on their L1 knowledge (Brown, 2014, p. 260).

The study of negative L1 transfer has been famous in the Thai context for decades. For example, Watcharapunyawong and Usaha (2013) analyzed the errors from different text types written by Thai EFL students and focused particularly on the interference of the student's first language. The findings showed that both L1 syntactic and semantic errors were found. It was apparent that errors were made due to the differences between the two language systems. Also, Phuket and Othman (2015) analyzed Thai EFL students' errors in writing. The findings revealed that about 61% of the errors were due to interlingual interference, which was the dominant source of error in the written compositions. Moreover, Chelong et al. (2019) examined the errors found in the English sentence structures written by Thai students. The findings showed that most errors were caused by interlingual interference, such as the omission of past tense inflection since there is no such rule in the Thai language system. The researcher concluded that this was due to the difference between their first and target languages.

Regarding the previous studies, interlingual errors are considered one of the significant factors that cause difficulties among Thai EFL learners to a certain extent. Kaweera (2013) classified the errors caused by the harmful interference of Thai with English as follows:

### **1. L1 Lexical Interference**

According to Thep-Ackrapong (2006), Thai students tend to make a word-for-word translation from Thai to English when they compose writing in English. Therefore, the misuse of lexical choice often occurs when they try to convey their thoughts in English. Kaweera (2013) pointed out two main types of errors found in the Thai EFL context: the confusion of sense relation and collocational error.

**1.1 Confusion of Sense Relation** is when the learner fails to distinguish the lexical items due to limited semantic competence. For example, as Kaweera (2013) illustrated, Thai EFL students did a faulty direct translation: 'I play the internet'. The word play in the sentence was incorrectly used as 'play' in Thai refers to



any action for doing pleasurable activities. In contrast, the word 'play' in English can convey more than one meaning, such as doing something pleasurable, performing in a play or movie, surfing the internet, or tricking someone for fun. Similarly, Tuaycharoen (2019) illustrated another example of a literal translation of 'keep' or '[kèp]' in Thai. The word 'keep' was inaccurately used in the sentence 'You keep it' instead of saying 'Put the food away' after a meal. This example also reflects the L1 lexical interference. The Thai word 'keep' is translated to '[kèp]'; however, '[kèp]' can be referred to other English meanings such as to keep, to put away, to collect, to gather, and to pluck.

**1.2 Collocational Error** may occur when the learners directly translate the sentence to form the collocation. For example, the redundant preposition 'about' in 'He described about his house.' occurred because the learners assumed that '[kiaw-kàp]' in Thai can be directly translated to 'about' in English. Even though the example reflects an interlingual error, Kaweera (2013) pointed out that the collocational error of EFL learners can sometimes result from the false analogy. For example, they might assume that since 'about' can be collocated as 'talk about' or 'think about', it can also be used along with the other verbs in English.

## 2. L1 Syntactic Interference

The common L1 syntactic interferences in Thai EFL learners are sentence constructions, boundaries, and word structure. To illustrate, the examples by Pongpairoj (2019) are given along in this section.

**2.1 Sentence Construction** consist of expletive constructions, adjectival constructions, and transitive verb phrase constructions.

**2.1.1 Expletive constructions** (i.e. "there + verb to be") is one of the complicated expressions that confuse Thai learners. In Thai, the equivalent construction is "mi (= have) + noun"; thus, they may be confused when constructing a certain expression. The examples of the misuse of the mentioned structures as follows:

(10) It was plenty of rubbish in the area.

(11) It has a lot of things in a department store.

(12) There have five people: the father, the mother, one son and two daughters.

(13) There have two buildings, a cafeteria and a playground.

From the above examples, two error explanations can be presented. Firstly, the learned used "It + verb to be" and "It + verb to have" to express that someone or something exists. As seen in sentences (10) and (11), these combinations are considered incorrect since 'It' is an existential pronoun. Another error is when the learners insert both "there" and "have" within a sentence. In sentences (12) and (13), 'there' and 'have' are unnecessarily inserted to create expletive construction.

**2.1.2 Adjectival Constructions** in Thai can be constructed without a verb that links the subject and complement. Therefore, when they write in English, the linking verb is often omitted, as it can be seen in the examples below:

(14) I have never \_\_\_ afraid of snakes.

(15) The sky \_\_\_ dark.

**2.1.3 Transitive Verb Phrase Constructions** in Thai can be constructed without a direct object after a transitive verb if the context is clear enough to indicate the object, as it can be seen in sentence (16) and (17).

(16) You can decorate \_\_\_ with toys.

(17) I can see \_\_\_ through the windows of my bedroom.

The above sentences show that the object is often omitted when Thai EFL students do a direct translation.

## 2.2 Sentence Boundary

**2.2.1 Run-on sentence** is one of the errors that Thai students commonly produce. In Thai, a space indicates a sentence boundary instead of a punctuation mark. Since it is not used in the Thai language system, a comma is often placed between sentences by mistake, regardless of the rules. Therefore, Thai learners may write English sentences continuously and place a comma once they need to separate them, as seen in sentences (18) and (19).

(18) There were many broken windows, when the wind blew, they made a sound.

(19) My best friend is a very considerate person, her name is Nid.

**2.2.2 Sentence Fragments** occurs unless an English clause is composed of subject and predicate. Sentences (20) and (21) are examples of sentence fragments in English produced by Thai EFL learners:

(20) The first time I went to the old school in Australia.

(21) When I first met her. We were twelve.

Sentence (20) excluded a predicate that could have conveyed the complete thought. Likewise, the clauses in the sentence (21) cannot be separated in this way without a subordinating conjunction.

### 3. Word Order

Even though Thai and English have the same word linear order, Subject + Verb + Object, some sentence structures are formed differently (Pongpairaj, 2019). Structures of indirect questions (22) and adjectives orders (23) are some the examples of word order errors:

(22) When she cries, what you should do with her?

(23) She is older than her friend about 14 months.

In Sentence (22), the verb has to be inverted since it is not an indirect speech. In sentence (23), Thai learners placed the adverbial phrases after the adjective which is the feature commonly used in Thai language.

Interlingual errors are certain when Thai learners write in English. It is because the language systems between learners' L1 and the target language have noticeable differences. Even though the interference of the Thai language may cause errors in writing, the negative transfer of the mother tongue does not seem to be the only factor that explains Thai EFL learners' errors.

### **2.5.2 Intralingual Error**

Intralingual errors are often committed by learners who started to acquire some parts of the new target language system. Considering Richards and Schmidt's (2010) definition, intralingual errors result from faulty learning of the target language in which one rule influences another. Richards (1975) explained that the process is similar to L1 acquisition when learners hypothesize the language rules they are exposed to. However, those rules do not correspond to their mother tongue or target language. According to Muqbel (2018), two types of errors, learning strategy-based errors and communication strategy-based errors, can be caused by intralingual errors.

Brown (2014) considered a study of intralingual errors an outstanding contribution to the learner's language research. Several previous studies revealed that intralingual errors are the most common errors in a learner's language production. Kim (2001) researched error analysis of college students' English writing in Korea, and the findings revealed that most errors made are intralingual, not L1 interference errors. In line with this, Sattayatham and Somchoen (2007) studied the errors found in writing made by 237 first-year medical students at Mahidol University in Thailand. The findings showed that interlingual and intralingual errors were detected; however, the intralingual transfer caused the most frequent errors. From these previous studies, the concept of intralingual errors was broadened and explicated that they have become one of the significant factors in L2 learning.

Regarding the previous studies, intralingual errors are also assumed to be another critical factor that causes learning strategy-based difficulties among Thai EFL learners. Likewise, Kaweera (2013) classified the errors caused by intralingual interference based on James (1998) in the Thai context into 7 types. The descriptions and examples in this section are illustrated based on Kaweera (2013):

1. **False Analogy** is a type of error that occurs when the learner faultily assumes that one rule applies to another.

(24) Rafflele hitted my head, so I threwed the truck at his head.

The learner may have learned from sentence (24) that a past verb form can be formed by adding '-ed'. Consequently, the learner assumed they could form past simple by adding '-ed' without considering the rule exceptions.

2. **Misanalysis** is an error caused when a learner forms a faulty hypothesis of an L2 item and applies it to their writings.

(25) I have two pets. Its is a dog and cat.

From the above example, the learner may assume that 'it' is typically used to replace animal or object, and '-s' is also added to pluralize the pronouns. The combination becomes a faulty hypothesis constructed by L2 learners.

3. **Incomplete Rule Application** is when a learner fails to gain full knowledge of particular language rules and applies simpler rule instead of more complex and acceptable ones.

(26) At that time, I didn't know what should I say to him.

The above example shows that the learner failed to invert the subject and 'should' to form a declarative sentence.

4. **Exploiting Redundancy** refers to the ellipsis of unnecessary repetition of linguistic items as it does not add any additional meaning to the sentence. Kaweera (2013) illustrated three examples of redundancy in EFL writing: words, qualifiers, and synonyms. For example, an unnecessary word might be inserted in a sentence when a learner wants to provide more details to convey the message despite the needless repetition.

#### 4.1 Word

(27) My mother and I am very happy to get a free gift from the department store during New Year Festival.

The word 'free' in sentence (27) is considered a redundancy as both free and gift convey a similar meaning of what people give to others on a particular day free of charge.

#### 4.2 Qualifier

(28) Pang is a very perfect girl because she is beautiful and intelligent.

The word 'very' is added unnecessarily since 'perfect' is defined as being excellent.

#### 4.3 Synonyms

(29) I repeated it again.

The word 'repeat' is redundant as it has a similar meaning to 'again'. The sentence is still understandable even though the latter is removed.

**5. Overlooking Cooccurrence Restriction** occurs when a learner overlooks the restrictions of the existing structure of the target language.

(30) I am willing to meeting with all my old friends.

From the above sentence, the ignorance of using infinitives can be demonstrated.

**6. Hypercorrection (Monitor Over Use)** is a type of error resulting from learner over-monitoring their target language's output and attempting to apply the rules consistently to other compositions.

(31) I am a second years English major student.

From the sentence, the learner might assume that the phrase 'second year' should be pluralized; thus, a suffix -s is added to the noun.

**7. Overgeneralization or System-Simplification** happens when a learner applies the existing knowledge of the language in their mind to a new context of a language situation without noticing an exception.

(32) He speaks very good and I understand him.

(33) I have so much friends in the university.

The above examples show that the word 'good' is used instead of 'well' in the sentence (32), and 'many' is replaced by 'much' in a sentence (33).

From abovementioned errors and their inaccurate examples, it can be assumed that both interlingual and intralingual errors primarily influence errors found in Thai EFL learners' writing. The errors appear in various linguistic classes, particularly at lexical and syntactic levels, not only because of their Thai interference but also because their inadequate knowledge of English may be an obstacle in English writing. The summary of sources of verb errors discussed above is presented in Table 2.





Table 2 A Summary of Sources of Verb Errors (Interlingual Errors)

Types of Interlingual Errors	Sentence Examples	Corrections
<b>L1 Lexical Interference</b>		
Confusion of Sense Relations	I <u>play</u> the internet.	I <u>surf</u> the internet.
Collocation Errors	He described <u>about</u> his house.	He described his house.
<b>L1 Syntactical Interference</b>		
<b>Sentence Construction</b>		
<i>Expletive Construction</i>	<u>They have</u> five people.	<u>There are</u> five people.
<i>Adjectival Construction</i>	The sky [0] dark.	The sky <u>is</u> dark.
<i>Transitive Verb Phrases Construction</i>	You can decorate [0] with toys.	You can decorate <u>them</u> with toys.
<b>Sentence Boundary</b>		
<i>Run-on Sentence</i>	<u>There were many broken windows when the wind blew they made a sound.</u>	There were many broken windows. <u>When the wind blew, they made a sound.</u>
<i>Sentence Fragments</i>	<u>When I first met her. We were twelve.</u>	<u>When I first met her, we were twelve.</u>
<b>Word Order</b>	She is older than her friend <u>about 14</u>	She is <u>about 14 months older</u> than her friend.

*Note:* [0] refers to the item that was omitted in the sentence.

Data compiled from Pongpairoj, N. (2019). Thai university undergraduates' errors in English writing. *Language and Linguistics*, 20(2), 66–99.

Table 3 A Summary of Sources of Verb Errors (Intralingual Errors)

Types of Intralingual Errors	Sentence Examples	Corrections
<b>False Analogy</b>	Raffael <u>hitted</u> my head so I <u>threwed</u> the truck at his head.	Raffael <u>hit</u> my head so I <u>threw</u> the truck at his head.
<b>Misanalysis</b>	I have two pets. <u>It's</u> a dog and a cat.	I have two pets. <u>They are</u> a dog and a cat.
<b>Incomplete Rule Application</b>	At that time, I didn't know <u>what should I say</u> to him.	At that time, I didn't know <u>what I should say</u> to him.
<b>Exploiting Redundancy</b>		
<b>Word</b>	I am very happy to get a <u>free gift</u> .	I am very happy to get a <u>gift</u> .

Table 3 (Continued)

Types of Intralingual Errors	Sentence Examples	Corrections
Qualifier	Pang is <u>very perfect</u> .	Pang is <u>perfect</u> .
Synonym	I <u>repeated</u> it <u>again</u> .	I <u>repeated</u> it.
Overlooking Cooccurrence Restriction	I am willing to <u>meeting</u> with all my old friends.	I am willing to <u>meet</u> with all my old friends.
Hypercorrection	I am a second <u>years</u> English major student.	I am a <u>second-year</u> English major student.
Overgeneralization	He speaks very <u>good</u> and I understand him.	He speaks very <u>well</u> and I understand him.

*Note:* [0] refers to the item that was omitted in the sentence.

Data compiled from Kaweera, C. (2013). Writing error: A review of interlingual and intralingual interference in EFL context. *English Language Teaching*, 6(7), 9–18.

Understanding the types and sources of errors in language learning has been crucial as it provides valuable insights to language acquisition process throughout generations. Therefore, it is vital to explore the learning characteristics and backgrounds of each generation, particularly the two recent generations, Generation Z and Generation Alpha, who are the main participants in this research to interpret the research findings.

## 2.6 Defining Generation

A generation is a term used to describe a cohort of people who share a common birth period. According to McCrindle and Wolfinger (2014), a generation has been defined as the average interval of time between the birth of parents and the birth of their offspring. This biological definition has historically placed a generation at around 20–25 years in span; however, this definition is now considered irrelevant. The rapid changes in cohorts due to evolving technologies, shifting career and study options, and changing societal values make a two-decade generational span too broad. Therefore, the term generation is widely defined such as ‘a composition of people of similar age, living in similar locations, experiencing similar social, historical and life events’ (Rayani, 2015),

and 'people of similar age living in the same period of time' (Çelik et al., 2021). From these various definitions, McCrindle and Wolfinger (2014) emerged that nowadays, generations are defined sociologically rather than biologically, and they can be categorized into six different generations namely Builders, Baby Boomers, Generation X, Generation Y, Generation Z, and Generation Alpha.

### **2.6.1 Builders**

Builders, or what Seemiller and Grace (2019) called them the Silent Generation, are a group of people who were born from 1925 to 1945 during the Great Depression and World War II. One of the iconic technologies at that time was a wireless radio where they came of age during what is often referred to as the golden age of radio, gathering around with their families to listen for entertainment and to stay informed with the news (Seemiller & Grace, 2019). In terms of learning, Builders tend to depend on existing rules when solving learning problems (Thaariq, 2023). They perceive the learning process through a clear and visible structure. The standardization of learning is deemed necessary for achieving controllable behavior change.

### **2.6.2 Baby Boomers**

Baby boomers are commonly characterized as the generation born after the World War II, typically spanning from around 1946 to 1964 (Young & Tinker, 2017). Commercial television, which grew the fastest among any other technology before it, alongside rising birthrates and 90 percent of the households had a television by 1962. In terms of their learning characteristics, Baby Boomers typically underwent a learning process similar to that of the previous generation. However, individuals in this group tended to possess talent and experience in addressing challenges. The learning process was gradually evolving towards structured independence (Thaariq, 2023).

### **2.6.3 Generation X**

A group of individuals who were born between 1965 and 1980 is called Generation X (McCrindle & Wolfinger, 2014). Generation X was the initial generation to embrace personal computers. By 1995, they were utilizing Windows 95, and many entered the job market with exposure to the World Wide Web. They cultivated their sense of personal responsibility, independence, and self-guided decision-making due to

limited involvement from adults or authority figures (Seemiller & Grace, 2019). Therefore, Generation X benefits from a very structured learning environment which includes information about future assignments, the parameters of each lesson, and the sequential steps involved in all assignments (Cambiano et al., 2001).

#### **2.6.4 Generation Y**

Generation Y, or it is also known as Millennials, indicates the group of individuals born between 1980 and 1994. Having Baby Boomers as their parents, Generation Y grew up accustomed to well-planned schedules and highly structured extracurricular involvement. According to Seemiller and Grace (2019), Generation Y are recognized for their digital proficiency, having grown up with computers in both the classroom and at home. Therefore, the learning process is integrated with technology, fostering self-regulated learning for each student, while maintaining a neatly structured pattern (Thaariq, 2023).

#### **2.6.5 Generation Z**

Born between 1995 and 2009, Generation Z is recognized as the most globally connected, formally educated, and technologically saturated generation the world has ever seen (Seemiller & Grace, 2019). As a result, the Internet is a close companion, utilizing it immensely in social, formal, and informal learning (Hernandez, 2020). In addition, the concept of learning has become abstract for Generation Z. Learning resources are highly accessible, enabling them to learn without encountering significant barriers (Thaariq, 2023). Because of them being accustomed to instant knowledge acquisition, ensuring their active participation could be difficult for many educators (Hernandez, 2020).

#### **2.6.6 Generation Alpha**

Generation Alpha is the most recent generation who are born between 2010 and 2024. Born in the technological advancement era, all learning activities are directly tied to technology, fostering a highly advanced computerized environment (Thaariq, 2023). Hence, it is anticipated that they will likely grow up with a creative and unconventional mindset. According to Yurtseven (2020), Generation Alpha's students are likely to have several traits that can be challenging for the teachers to familiarize,

such as asking more questions, working problems in their head, and being extrovert. These traits may be challenging to make prompt changes to the educational system (Rausch et al.).

## **2.7 Educational Context of Generation Z and Generation Alpha**

Generation Z and Generation Alpha, as identified by McCrindle and Wolfinger (2014), represent the predominant demographic in educational institutions. These generations, characterized by individuals who share common environments and experiences during their formative years, are products of the digital era and have grown up surrounded by technological advancements (Yurtseven, 2020). The influence of digitalization extends beyond their daily lives to include their educational settings. The Ministry of Education of Thailand, through its ICT Master Plan (2000 - 2002), introduced Internet installations in numerous schools to encourage its integration into teaching and learning practices (Makaramani, 2013).

Since this study specifically addressed these two recent generations, it is crucial to investigate how they learn as this context is vital for interpreting the research findings.

### **2.7.1 Educational Context of Generation Z**

Since Generation Z were born during the consequent developments in mobile technology, namely Wi-Fi and high-speed cellular networks, a group of this cohort is the first generation to be raised among unlimited accesses to internet and social media (Jayatissa, 2023). As a result, they have been given various alternative names, such as Digital Natives (Diaconu & Dutu, 2020; Monika et al., 2017) and iGeneration (Chareewan et al., 2020; Chaudhary & Jha, 2021) which reflect the outstanding aspect of their digital nativism identity.

Recent literatures have revealed that Generation Z are different from previous generations in various ways, including in terms of learning characteristics and preferences (Ramirez, 2018; Thariq, 2023). The Generation Z's learning characteristics and preferences can be described in two aspects. Firstly, the group of learners in this cohort needs access to technology when learning. Technology is seamlessly integrated into their lives to the extent that removing these technological elements would eliminate

a fundamental part of their daily existence. Hence, integrating technology into their learning endeavors is poised to benefit this generation more effectively than previous ones, as it boosts students' academic achievements and enthusiasm. For instance, videos, smartphone applications, and online games such as Kahoot are preferable to computer and smart board because they could captivate their attention better (Demir & Sönmez, 2021; Poláková & Klímová, 2019). By integrating these elements, it influences their attitudes toward learning, fostering the enhancement of problem-solving and collaborative skills (Yalçın-İncik & İncik, 2022; Zeichner, 2020).

Even though the technology integration has fruitful benefits, it simultaneously makes the Generation Z's learners confront with several online realities at younger age such as being targeted to cyber bullying or easily being led to abusive behaviors (Ramirez, 2018). The second aspect to Generation Z's learning preferences is the needs of immediate access to resources and prompt responses or feedback in the class to improve their ability (Jinowat & Wiboolyasarin, 2022). Because of the influence of continued interactions with a fast-paced multimedia environment, the learners of Generation Z are likely to have limited attention span (Szymkowiak et al., 2021). Thus, it can be concluded that the learners of this cohort are no longer engaged in long periods of lectures and longer problem-solving approach, but focusing on various topics in shorten amount of time or dividing learning content into small segments can drive them to stay involved more (Ramirez, 2018). Therefore, fast delivery of contents is more likely to be preferred which makes them learn by doing rather than being told what to do as like in traditional instruction (Gubareva & Zavalna, 2020; Rothman, 2016).

Apart from being accustomed to using technology and willing for immediacy, Generation Z's learners recognize a necessity of language skill as it helps them to effectively function in the real world (Astaniina & Kuznetsov, 2020; Atmaja & Khalid, 2023). Hence, learning what they can practically apply to daily lives is their priority rather than impractical application. To illustrate, situational and communicative activities are preferred to book-oriented learning because of its real-world applicability (Demir & Sönmez, 2021). In addition, Sumartono (2023) supported that authentic

communication experiences, such as role-plays and debates, are more valued for enhancing their English competency.

Apart from their learning preferences, most of their teachers in the classrooms belong to the previous generations who were mostly taught in a teacher-oriented classroom (Hernandez, 2020). They were introduced to skills by using blackboard, PowerPoint, and oral lectures. As a result, certain teachers have grown accustomed to the way they were taught, making it challenging for them to adjust their mindset to meet the needs of contemporary students as they do not gain the knowledge in the same way as their teachers who belong to the previous generations (Hernandez, 2020; Khatmah, 2020).

To summarize, it can be said that the aforementioned learning characteristics and preferences of the Generation Z have been gradually changed over the previous generations. According to Thariq (2023), it has been a marked shift between standardizing learning and abstract learning construction.

### **2.7.2 Educational Context of Generation Alpha**

Generation Alpha are born in the continuous operation of advanced technologies and their lives revolve around technology. According to Šramová and Pavelka (2023), the children of this generation adeptly manage touchscreens and navigate through a variety of smartphone applications to generate and distribute online content, as well as engage with their surroundings. Therefore, they are alternatively labeled as generation glass, screenagers, or wired generation (Tootell et al., 2014). The widespread integration of technology is evident in various activities, from online gaming for entertainment and education to the utilization of platforms like YouTube for diverse purposes. Given their increased access to technology and information compared to previous generations, Generation Alpha is expected to have a significant influence across various domains, particularly in the field of education. During the Covid-19 pandemic outbreak, distanced learning and online courses have gained prominence not just inside the classroom, but also outside school activities (Yan, 2020). According to Šramová and Pavelka (2023), different platforms, such as Duolingo, YouTube, and Netflix, have



become their preferable sources of education. Furthermore, the adoption of recent artificial intelligence (AI) technology in education has proven beneficial for English language learning among Generation Alpha. Tools like Grammarly and AI-based speech learning systems such as Amazon Alexa and Chatbots have demonstrated high effectiveness, gathering satisfaction among Thai students (Visaltanachoti et al., 2021). For writing, utilizing Canva and Padlet can enhance writing fluency and stimulate creativity (Ramadhani et al., 2023; Sari et al., 2023).

Learning characteristics and preferences of the learners of Generation Alpha are similar to Generation Z in several ways. Firstly, incorporating technology is favored but with a higher level of interest comparing to the Z's learners (Apaydin & Kaya, 2020). Consequently, a student-centered approach integrating technology into lessons emerges as a favored strategy for this generation. Hattingh and Taylor (2019) suggested that technology is a tool for enhanced education, but it would demand a unique design and an interactive portal, such as reading in Minecraft. The application of metaverse gaming in education, including platforms like Minecraft and Roblox, promotes social interactive learning and collaborative experiences. Establishing social connections is feasible in the online and virtual environment, but it requires thorough planning and coordination to ensure a positive student experience (Hattingh & Taylor, 2019). Secondly, the learning becomes engaging if what they learn are relevant to their lives and goals (Horvat & Kuzma-Kachur, 2021). In addition to that, Khirzan et al. (2023) revealed in the study that Generation Alpha focuses better and demonstrates more active use of English if surrounded by the language. They participate in peer-to-peer practice as well as instinctively find opportunities to interact with native speakers which highlights their self-directed learning. Despite the familiarity with learning autonomy, collaborative learning also enhances their learning experience. According to Jukić and Škojo (2021) and mccrindle (2019), the use of metaverse platforms like Minecraft and Roblox in education is likely to better engage this generation as it makes learning more enjoyable, active, and engaging, thereby motivating learners.



In addition to collaborative learning, innovative teaching methods become imperative due to their rapid exposure to an abundance of information for Generation Alpha's learners (Nagy & Kölcsey, 2017). For instance, the teaching approaches should not be confined to boundaries so out-of-the box approaches or experiential learning are crucial for their learning activities. Butler et al. (2019) summarized the process of experiential learning as "Do, Reflect, and Think and Apply" starting from the students engage in a hands-on experience (Do), replicate that experience and provide additional evidence (Reflect), develop theories based on experiences and information (Think), and articulate an assumption or explain a problem (Apply). Kong (2021) stated that this learning approach involves granting learners increased authority and responsibility, actively involving them in their learning process within the educational environment.

Apart from the innovative teaching approaches, Generation Alpha students exhibit a preference for utilizing visual, auditory, and kinesthetic tools in their learning experiences, driven by shorter attention spans and higher susceptibility to distraction. According to the findings of the study conducted by Apaydin and Kaya (2020), utilizing audio-visual materials and integrating technology in the classroom enhances their class participation.

Nowadays, schools in Thailand are slowly being taken over with Generation Z and Generation Alpha students. Thus, it is vital to examine how English is currently being taught to reflect possible pedagogical implications that would benefit the current groups of learners.

## **2.8 Current English Language Teaching in Thailand**

Although English has been used only as a foreign language in Thailand, the language itself has played a vital role in Thai education for more than a century. English education has been a part of Thailand's curriculum for over a century, with a focus on developing proficiency in all four language skills. This emphasis aims to equip Thai students with the ability to effectively engage in the global economy (Franco & Roach, 2018; Kaur et al., 2016). Nowadays, due to the countless social, political, and economic changes during the last decade in Thailand, the National Education Act of 1999 was

introduced, ushering in significant changes to English Language Teaching (ELT) in Thailand to cope with the globalization (Darasawang, 2007). The Act mandated English as a compulsory subject from elementary to secondary levels, spanning a 12-year period. The educational reforms also encouraged diverse teaching approaches. The learner-centered approach, specified in the Act, aimed to foster more interactive classrooms. In spite of the major shift, the reform was not put into practice immediately and effectively due to many reasons.

Firstly, most of the Thai teachers who teach English nowadays were taught English through traditional methods. Even though the curriculum was designed to be more functional, a lot of their teachers still asked them to read aloud and learn the language by translating from English to Thai (Darasawang, 2007; Nasrullah et al., 2022). Consequently, activities which involve translation, repetition, reading and writing, and dialogue pattern practice were the most common teaching techniques used in some Thai educational settings (Tongpoon-Patanasorn, 2011). Despite the explicit grammar instruction hindering proper communication, it was argued that grammar should receive emphasis since, as without it, EFL learners may attain fluency in English but lack accuracy (Saengboon et al., 2022). According to the study by Bowen et al. (2023), the ideal English writing classes are where the teachers understand L2 learners' writing problems and have a capability to conduct the lessons with appropriate teaching strategies. Yet, Thai learners encounter limited opportunities to express their ideas and knowledge through English writing as they frequently face challenges in structuring their thoughts in English and tend to overlook the unique features of the target language (Nguyen, 2018; Stone, 2017).

One of the challenges faced by Thai learners is the grammar of the target language. In school, English grammar can be taught deductively or inductively depending on the objectives of the class (Chaichinda, 2016). According to Watcharakorn (2018), in deductive instruction, language rules are presented at the beginning of the lessons, and they are more emphasized than meaning which makes the learners play a passive role in the learning process. Since its less time-consuming

and the teachers can get straight to the point, this approach is suitable for students who prefer to receive the target forms explicitly (Thornburry, 1999). In contrast, the inductive instruction allows the learners to explore the rules by themselves. Chaichinda (2016) called the latter approach a 'discovery technique' as the students are led to grammar rule or pattern through materials or situations. According to the study conducted by Chairit (2021), teaching English grammar in Thai by a deductive teaching approach helped Thai primary students understand the lessons better and learn the structures faster. However, Thai high school students performed better in the inductive instruction (Watcharakorn, 2018).

Secondly, the implementation of learner-centered approach varied with some educators misinterpreting the concept. Tongpoon-Patanasorn (2011) reported that certain educators believed that learner-centered learning required teachers creating activities while students carried out these tasks independently or in groups, with teachers playing a supervisory role. Perhaps most surprising was that learner-centeredness involved granting students the freedom to do what they want to do in the class. From these misconceptions, it is assumed that the definitions of learner-centeredness were predominantly shaped by teachers' intuitive understanding of the term, which directly translates into Thai as "learners as the center". These misunderstandings were contradicted to what Nunan (1994) described as the learner-centeredness revolves around prioritizing the needs of learners as the primary starting point in curriculum development, shaping what, when, and how subjects are taught and assessed. It is incorrect to entirely delegate the responsibility of learning to students without proper preparation. In learner-centered learning, teachers play a crucial role in assisting students to extract the maximum benefit from their educational journey through initiative, innovation, and responsibility. Importantly, learner-centeredness does not imply that students have unrestricted freedom to do as they please in the classroom, especially the younger students (Lo et al., 2000). Thirdly, Thai is still commonly used as the medium of instruction. According to Wongsawat (2019), Thai is often incorporated in various situations within the classroom, such as capturing students' attention, managing

the class, emphasizing points, explaining technical terms, and assessing students' comprehension. Since English is taught as a foreign language in Thailand, majority of Thai students still find it difficult to fully comprehend without the aid of their first language. While English should be mainly used in the EFL classroom to enhance language proficiency, many teachers and students find it helpful to use L1 since it can make learning easier for students and teaching clearer for teachers. Therefore, by using both languages, teachers can create a more supportive and inclusive learning environment for the learners (Alshehri, 2017).

The results of the study by Tongpoon-Patanasorn (2011) and Wongsawat (2019) clearly showed that the educational reform promoting a learner-centered approach has not yielded the anticipated improvements in the English language skills of Thai students. According to Opasrattanakorn (2021), once the revised version of National Education Act B.E.2545 was announced, it has been known as the golden age of teacher education in Thailand as it has focused more on student-centered approach in curriculum. Within this context, Generation Z teachers, having been educated and trained under this approach, are positioned to understand and apply learner-centered strategies effectively with Generation Alpha students. Their experience with such educational methods is likely to foster a more interactive and supportive classroom environment. Providing more effective training which aims to improve the knowledge of learner-centered approach and appropriate teaching techniques will breakdown the misconceptions. Furthermore, English should be used in the classroom from the early age so that the students can become familiar with the language (Tipprachaban, 2022).

With the aim of investigating the verb errors produced by Generation Z and Generation Alpha's learners, beyond learners' background and current ELT in Thailand, an appropriate tool needs to be utilized to ensure valid outcomes.

## **2.9 AI-assisted Grammar Checker**

Rapid computer and technology advances have shifted human life in different ways, including language learning. According to Park (2019a), revolutionary development advocates not only for the learners to achieve better language proficiency

but also for the teachers to explore more teaching tools that can be employed to achieve effective implementation in the language classroom. One of the developments that fascinated many scholars (Chen et al., 2020; Park, 2019a; Tonicic, 2020) is the application of artificial intelligence (AI) to education. According to Chiu et al. (2023), AI is a digitalized machine's capability to perform tasks like human beings. Saleh (2019) supported the point that its algorithms can predict patterns from a piece of massive information and solely decide to bring insights and develop output. These traits are often described as Machine Learning, a core of AI that enables forecasting new outcomes more accurately and precisely based on the known sets of data without explicit instruction (Mukhamediev et al., 2022; Saleh, 2019). AI technologies in education can be in various forms. For instance, it can be used to create intelligent tutoring systems, chatbots, automated assessments, and more (Chiu et al., 2023). In addition, many scholars claimed that AI is a valuable technology that helps learners write, especially to check the accuracy of language use (Muhammad Ali & Fathia, 2018; Park, 2019a, 2019b; Zhong & Yue, 2022).

In the past few years, many studies have been conducted to explore the use of AI-based grammar checkers (Dizon & Gayed, 2021; Ismawati et al., 2021; Lailika, 2019; Lei, 2020; Oktaviani et al., 2023; Oneill & Russell, 2018; Pratama, 2020). For example, Dizon and Gayed (2021) examined how Grammarly, one of the AI-powered linguistic software, affects Japanese EFL students' mobile writing quality. The findings revealed that with the assistance of the automated writing software, the utterances produced by the students had fewer grammatical errors, and they could write with a range of vocabulary. Thus, it was evaluated by the researchers that Grammarly advocated EFL writing, especially among EFL learners who had difficulties writing in the target language effectively.

Besides investigating its impacts on students' writing, many researchers studied the EFL students' perceptions of AI-assisted grammar checkers. For instance, Pratama (2020) found that the use of an online grammar checker was perceived positively among the students who were studying in the English Education Department at one of the state

universities in Karawang as it improved their writing, thanks to its assistance in checking grammar, punctuation, and spelling. In addition to that, the study conducted by Oktaviani et al. (2023) found that its user-friendly interfaces and time-saving procedures were satisfied by the English Education Department students at UINSI Samarinda. However, even though it was perceived as beneficial for EFL learners, Oneill and Russell (2018) suggested that the AI grammar checker was not suitable to be used by the learner independently. However, it should be used along with the academic instructor's input. Moreover, Lailika (2019) backed the negative perception as it still had some limitations on detecting errors.

Aside from the impacts and perceptions, several studies were conducted using the AI-assisted grammar checker to analyze linguistic errors made by EFL learners. To illustrate, Lei (2020) analyzed the errors in English essays written by night school students from Taiwanese Technical University. The results from the analysis showed that 1024 errors were detected from 175 essays. The researcher conveyed a positive view on using the AI grammar checker in modern error analysis. In line with (2020) findings, Ismawati et al. (2021) revealed that there were 460 errors detected in descriptive essays written by the students in English Education at Muhammadiyah University of Makassar, and 332 items were the error correctness in terms of grammar, spelling, and punctuation. Even though the AI grammar checker had outstanding performances in detecting written errors, Vidhiasi and Haryani (2020) debated that it failed to identify semantic errors. The evidence mentioned above shows that the development of AI in education, especially applied to language analysis, has broadened the researchers' interest in this field.

In point of fact, one of the essential language components in EFL writing is grammar, as it enhances the writing's quality and makes it comprehensible (Perdana & Farida, 2019); however, it has become one of the difficulties faced by the learners who learn English as a foreign language because of its distinguished structures to their mother tongue (Ameliani, 2019). For instance, in Thailand, Sundrarajun (2020) pointed out that apart from generating ideas and expressing opinions, Thai EFL learners find



grammar as one of the problems they usually face when they compose a piece of writing. In line with Thailand, one linguistic problem Indonesian EFL learners faced when they composed argumentative essays was grammatical structures (Rahmatunisa, 2014). The voices of learners whose first language is not English appeared to attract the field to conduct more profound research into the possible causes of difficulties in EFL written composition, and one of the popular approaches employed is the error analysis (Debora, 2018; Helmiyadi, 2018; Khatter, 2019; Liu et al., 2022; Sari, 2016). Nevertheless, the error analysis approach introduced by Corder (1981) seems time-consuming when massive data has to be analyzed (Vidhiasi & Haryani, 2020). Considering its drawback, Vidhiasi and Haryani (2020) raised using an AI-assisted grammar checker to overcome the flaw.

Nowadays, many AI-assisted grammar checkers are available online, such as Grammarly, Ginger, ProWriting Aid, Language Tool, After the Deadline, and more. Sahu et al. (2020) evaluated the mentioned software as follows:

1. **Grammarly** is one of the popular AI-powered grammar checker software that allows users to check surface-level errors such as spelling and grammar. Its free plan provides basic writing suggestions and tone detection; however, the users can gain more advanced features, such as a plagiarism checker, once they subscribe to the premium plan. Despite its plan's limitation, Grammarly had the highest overall accuracy compared to the other software in their study (Sahu et al., 2020).

2. **Ginger** is an online grammar corrector that not only does it provide free grammar and spelling checker but also helps to translate text to many languages such as Spanish and German. Therefore, Ginger is an ideal software for EFL learners because they can write in their first language and directly translate to English; nevertheless, Sahu et al.'s (2020) study revealed that Ginger was almost ranked last for its performance on overall accuracy.

3. **ProWriting Aid** is another popular online grammar checker, along with Grammarly, ranking the second highest in overall accuracy, according to Sahu et al. (2020). For its features, ProWriting Aid seems more advantageous than Grammarly since

a more significant number of words, up to 100,000 words, can be uploaded. Therefore, it is a wise choice for users working on long-form writing.

4. **LanguageTool** is another AI writing assistant that not only helps to correct spelling, grammar, and punctuation mistakes in the writing, but it also includes multiple language options, including different types of English, to help the users write clearly without causing any confusion with the target audience. Sahu et al. (2020) ranked LanguageTool as the program with the third highest overall accuracy, followed by Grammarly and ProWriting Aid

5. **After the Deadline** was one of the open-source technology that used AI in detecting writing errors; however, its leading hosted service is no longer available. Instead, when running the program, the source code has to be downloaded to create a new server by the users themselves. According to Sahu et al. (2020), After the Deadline was ranked the lowest among five online grammar checkers with the lowest overall accuracy.

To conclude, each software has strengths and weaknesses regarding accuracy rate and design features. Therefore, to gain considerable benefits, appropriate software should be utilized according to the usage purposes. Therefore, in this study, Grammarly is chosen to fulfill the research objectives since it will likely be the most suitable software in several ways. Firstly, it is likely to detect the highest overall accuracy compared to other software as it was revealed in the study by Sahu et al. (2020). In addition to that, even though other AI-assisted grammar checkers provide more attention-grabbing features such as enabling long-form writing uploads and translating the text to various languages, the features provided by Grammarly are entirely appropriate for this study. To clarify, the language samples that will be collected in this study is a short form writing, so it is unnecessary to employ the software that enable in detecting larger number of words. Furthermore, this study does not require any translation procedure to fulfil the research objectives.



## 2.10 Grammarly

Grammarly is one of the developed technologies that help improve English writing. Since its first introduction in 2009, the software has been continuously developed in order to provide adequate writing support. Grammarly is powered by artificial intelligence algorithms, such as machine learning and natural language processing, to correct a number of pieces of writing and provide helpful language suggestions. As an illustration of Grammarly's machine learning, a vast text corpus is collected and labeled by humans to be comprehended. Then, both accurate and inaccurate usage of language samples is presented so that the AI can learn the patterns and correct the errors once they are detected (Grammarly, 2019). Besides machine learning, Grammarly also implements natural language processing to perform practical tasks such as translation, essay scoring, and writing enhancement (Grammarly, 2019). Grammarly provides five suggestions to enhance writing confidence: 1. correctness, 2. clarity, 3. engagement, 4. delivery, and 5. citations. All mentioned features can be accessed within the Free Plan; however, users should pay for the Premium subscription to gain more access to more advanced features. The differences between the Free and Premium Plans are presented in Table 1.

Table 4 Differences between Grammarly's Free Plan and Premium Plan

Writing Suggestions	Free Plan	Premium Plan
1. Correctness		
a. Grammar, spelling, and punctuation	✓	✓
b. Consistency in spelling and punctuation	-	✓
c. English fluency	-	✓
2. Clarity		
a. Conciseness	✓	✓
b. Full-sentence rewrites	-	✓
c. Formatting	-	✓
3. Engagement		
a. Word choice	-	✓
b. Word and sentence variety	-	✓
4. Delivery		
a. Tone detection	✓	✓
b. Tone suggestions	-	✓
c. Sound confident, sound friendly, sound diplomatic, sound constructive, sound sincere, sound formal	-	✓
d. Inclusive language	-	-
5. Citation		
a. Auto-citation	✓	✓
b. Citation style formatting	-	✓
c. Plagiarism detection	-	✓

Having a user-friendly interface, Grammarly is claimed by many users, including students, that it is easy to use and simple to interpret (Fitria et al., 2022; Pratama, 2020). Grammarly can be accessed with an Internet connection from various platforms, including its website and browser extensions. To operate via Grammarly Editor

(<https://app.grammarly.com/>), a text document of up to 100,000 characters in Microsoft Word (.doc, .docx), OpenOffice (.otd), .txt, and .rtf has to be uploaded. Once the document is uploaded, the AI system will analyze the written text and detect errors. Each inaccuracy is coded in different colors corresponding to different writing suggestions (Grammarly, 2020). For example, accurate spelling, grammar, and punctuation suggestions are underlined in red. Any elements that need clarity are underlined in blue. Words or sentences underlined in green suggest improvement in carrying out engagement. Lastly, purple is used to suggest appropriate tone delivery of the text. These color-coded elements were helpful for students as they helped them to understand the errors (Nova, 2018). The examples of writing suggestions on the Grammarly Editor website are presented in Figure 3 to Figure 6.

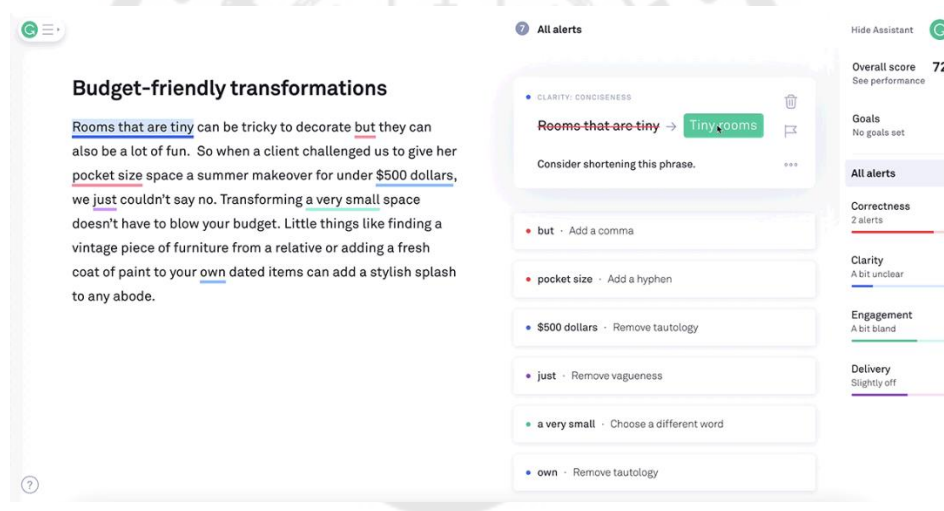


Figure 3 Grammarly suggesting text conciseness

Source: Lardinois, F. (2019). *Grammarly goes beyond grammar*.  
<https://techcrunch.com/2019/07/16/grammarly-goes-beyond-grammar/>

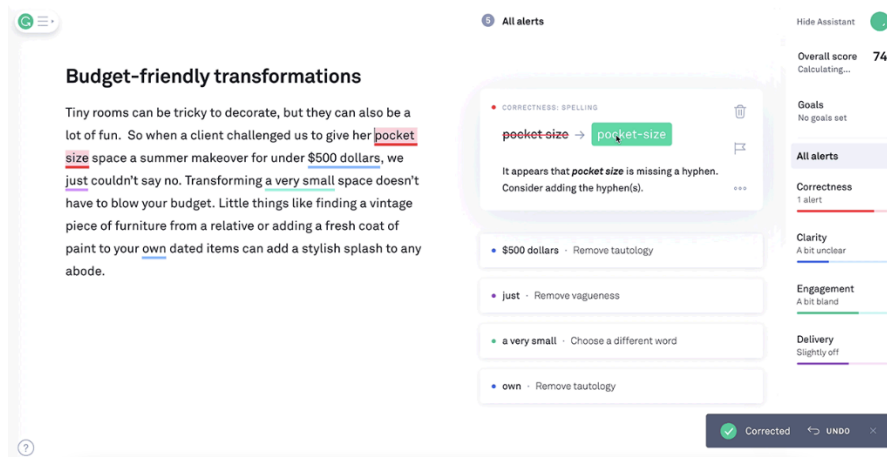


Figure 4 Grammarly suggesting grammar correctness

Source: Lardinois, F. (2019). *Grammarly goes beyond grammar.*

<https://techcrunch.com/2019/07/16/grammarly-goes-beyond-grammar/>

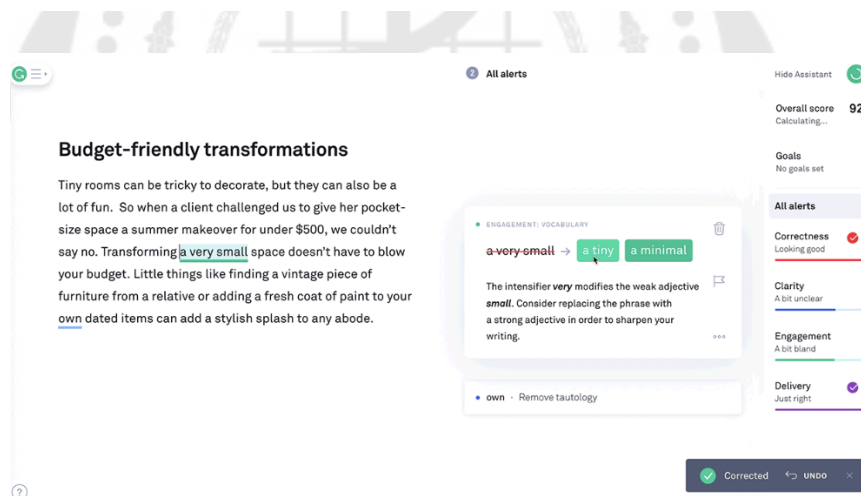


Figure 5 Grammarly suggesting vocabulary engagement

Source: Lardinois, F. (2019). *Grammarly goes beyond grammar.*

<https://techcrunch.com/2019/07/16/grammarly-goes-beyond-grammar/>

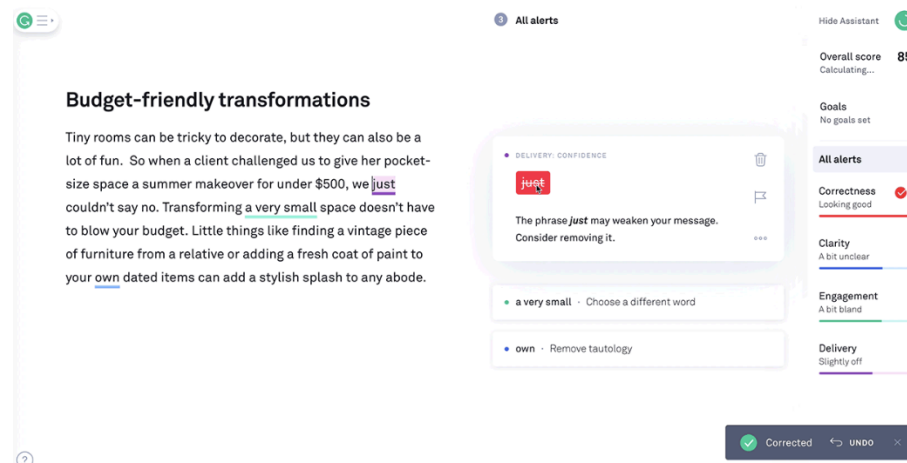


Figure 6 Grammarly suggesting tone delivery

Source: Lardinois, F. (2019). *Grammarly goes beyond grammar*.  
<https://techcrunch.com/2019/07/16/grammarly-goes-beyond-grammar/>

Apart from the Grammarly Editor on the website, Grammarly also offers free browser extensions which provide writing suggestions directly to a wide range of platforms such as Gmail, LinkedIn, Facebook, and other online websites. Grammarly (2020) claimed that browser extensions correct language accuracy and recognize contextual awareness. To illustrate, the writing suggestions appear more formal and professional when used on LinkedIn.

It is widely agreed that academic professionals, such as academic staff and students, find Grammarly helpful and employ this writing support tool to avoid writing issues (Rao et al., 2019). Several studies indicated that Grammarly is beneficial in minimizing errors and improving the students' lexical and syntactical usage in writing, especially whose English is not their native language (Hakiki, 2021; Nur Fitria, 2021; Pratama, 2020). In addition, Park (2019b) confirmed that having used Grammarly, the students improved their writing. Aside from the language learners, the teachers commented that Grammarly is helpful in terms of assessing students' writing (Wijayanti et al., 2021). The teachers could assess the writing tasks quickly, showing positive perceptions towards Grammarly. From the aforementioned evidence, Grammarly

appears to be one of the popular writing support tools widely used. One possible reason it is popular is that Grammarly is easy to use and access (Wijayanti et al., 2021). According to Nur Fitria (2021), users can compose or paste the text directly to the blank area or easily upload a document that needs to be checked. The composed text will be automatically scanned to detect writing issues, and their suggestions and simple explanations will appear on the sidebar. Moreover, the errors are coded in four colors (red, green, blue, and purple) to classify each type of error. This color-coding helps the users determine the error and makes them more aware of their writing errors (Nova, 2018). Another probable reason why Grammarly is popular is its high accuracy rate. According to the study findings by Sahu et al. (2020) , Grammarly outperformed in detecting errors, especially the spelling and syntactic structures, comparing to the other four different software studied in their work. Besides, Grammarly provides accurate word recommendations if the wrong word choices are used in the sentences (Nur Fitria, 2021). Compared with human raters, Grammarly successfully identified more errors (Almusharraf & Alotaibi, 2022). Lastly, Grammarly is advantageous for its real-time grammar-correcting function. By installing its browser extension, Grammarly provides excellent assistance for users to write accurately on most websites (Nur Fitria, 2021). The error will be automatically detected by its type of error, and it allows the users to accept the suggestions by simply clicking on it, as it is shown in Figure 6.

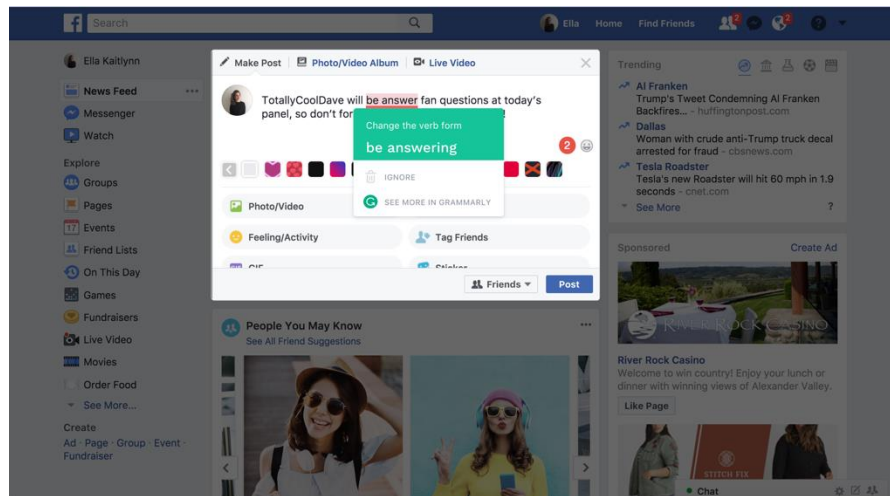


Figure 7 Grammarly's browser extension

Source: Grammarly. (2022). How does Grammarly work? Grammarly spotlight.

<https://www.grammarly.com/blog/how-does-grammarly-work/>

Besides the browser extension, Grammarly Keyboard is also beneficial once installed on the smartphone. It helps writers compose clear and effective writing and edit it when necessary for real-time, as presented in Figure 7.

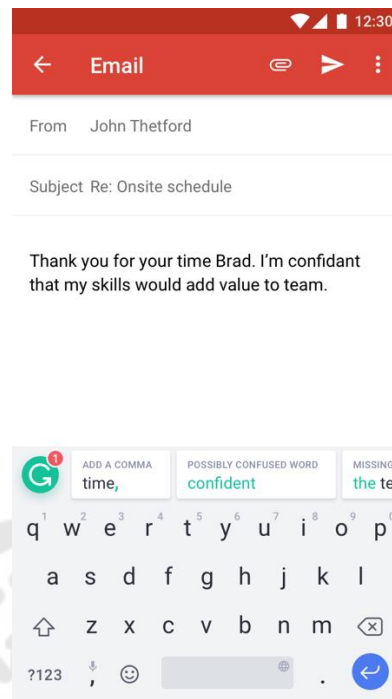


Figure 8 Grammarly Keyboard

Source: Grammarly. (2022). How does Grammarly work? Grammarly spotlight. <https://www.grammarly.com/blog/how-does-grammarly-work/>

Even though Grammarly has fruitful advantages, there are some drawbacks. Firstly, Grammarly has two free and premium versions offering different user experiences and features. The premium version of Grammarly allows users more access to additional features, whereas they are restricted to free users (Fitria et al., 2022). According to Grammarly Inc. (2023), premium features include every feature provided in the free version, plus advanced suggestions from each type of suggestion. For instance, basic grammar, spelling, and punctuation errors can be detected in the free plan. However, consistency in spelling, punctuation and English fluency is also suggested for the premium subscription. Therefore, the premium version is likely more useful if one needs their written composition checked than basic grammar, spelling, and punctuation. Another drawback could be its failure to detect some errors. Park (2019a) compared the error detection effectiveness between Grammarly and human raters. The findings



showed that Grammarly failed to detect common errors, such as verb tenses, word orders, and correct pronouns. Furthermore, it provided a higher rate of inaccurate error corrections compared to the human raters. Even though Park's (2019a) findings reduced Grammarly's AI algorithm reliability, Dodigovic and Tovmasyan (2021) advised that it could be used as an additional tool rather than a stand-alone product with close supervision.

To conclude, Grammarly has great significance, and it may be one of the helpful tools to advocate language learning in the modern era. Its potential capability for identifying written errors may be used to conduct linguistic research, such as error analysis. Several research have been conducted to explore the effects of Grammarly in students' writings quality Dizon and Gayed (2021) and the perceptions of the users toward Grammarly (Lailika, 2019; Oktaviani et al., 2023; Oneill & Russell, 2018; Pratama, 2020); nevertheless, only few scholars studied the language errors by utilizing Grammarly. Furthermore, the technology and its AI algorithms will be able to identify errors quickly, allowing the researchers to collect and analyze more language samples in further studies. Therefore, scholars and educators are likely to benefit from its exceptional ability.

## 2.8 Related Studies

Since error analysis is one of the famous research topics in applied linguistics that brings advantages to students, teachers, and scholars, it has been widely explored in many EFL countries, including Thailand, for many decades. Even though error analysis research generally aims to study learner errors, these previous studies were conducted in distinguished contexts with different samples and methods. The chosen related studies are categorized into three groups based on the characteristics of the study, and they will be thoroughly discussed below.

The first group of related studies utilized the error analysis approach to investigate verb errors in EFL written compositions.

The first research is "Error Analysis of Writing Verbs in Discussion Text" conducted by Solihat and Novianti (2015). The researchers aimed to identify the types of

verb errors and their sources of error found in the discussion text written by the fourth-semester students majoring in English at University of Kuningan, Indonesia. Five-step error analysis proposed by Gass and Selinker (2020) was employed to gather and analyze data. The study's findings showed that 133 verb errors were detected, and among all, subject-verb agreement errors were the most common errors, followed by verb forms and verb tenses, respectively. Furthermore, questionnaires and interviews were used as research instruments to investigate the sources of errors. Solihat and Novianti (2015) revealed that both interlingual and intralingual factors caused difficulties among the learners.

The second research is "An Error Analysis on Verb Usage in the Text Written by EFL High School Students" conducted by Vazariah and Rozimela (2020). The study aimed to analyze verb errors made by Indonesian EFL students studying at Senior High School in Padang, Indonesia. 27 pieces of written tasks were collected and analyzed. The findings showed that 164 verb errors were detected, and the most highly occurring verb errors were main verbs, followed by linking verbs and auxiliary verbs. Then, the errors were classified into their types based on Dulay et al.'s (1982) surface strategy taxonomy theory. The results showed that misformation was the most frequent error among the four categories found in the study.

The findings from Solihat and Novianti (2015) and Vazariah and Rozimela (2020) above showed that accurate verb usage in English is one of the challenging topics that learners whose first language is not English usually struggle. Both studies revealed that the student's lack of knowledge in understanding and applying accurate verb rules, or what Solihat and Novianti (2015) referred to as the intralingual factor, might be one of the dominant factors that caused those errors. Even though many significant points were discussed, the number of samples analyzed in these studies was a small sample size that could not be claimed to represent the whole population of EFL learners.

Apart from the international context, many studies in Thailand were also conducted to analyze errors made by Thai EFL learners in their written compositions. Kampookaew (2020) researched "An Analysis of Grammatical Errors Made by Thai EFL

University Students in an EAP Writing Class: Issue and Recommendations" in which the researcher aimed to investigate the types of grammatical errors, as well as their occurrence frequency, made in 58 essays written by Thai EFL students who were enrolled in EAP writing class at a Thai public university. Since the research involved the pedagogical view, the six-step error analysis procedure proposed by Gass and Selinker (2020) was employed; however, Kampookaew (2020) excluded the last step, remediating, as it did not respond to her research objectives. The findings showed that 1,199 errors were detected, and the top three frequent errors were misuse of singular and plural pronouns, articles, and subject-verb agreement. Kampookaew (2020) concluded that Thai interference and the difficulty of English were the possible sources of errors.

Another research conducted in the Thai context is "An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students" by Sermsook et al. (2017). This study aimed to identify the errors in writing composed by Thai EFL students in Thai universities and to investigate the factors that caused those errors. 104 written samples were collected and checked manually by the researchers. The results from data analysis showed that 17 types of grammar errors were detected in both sentence and word levels. The researchers also utilized questionnaires and interviews to obtain the factors that cause those errors, revealing that interlingual and intralingual interferences were the primary sources. Apart from that, English knowledge limitations and the students' carelessness were other possible sources that indicated the cause of errors.

To conclude, both related studies (Kampookaew, 2020; Sermsook et al., 2017) illustrated that interlingual and intralingual interferences were some of the possible significant factors that caused errors; however, the methodology employed in the two research to obtain those data was different. Sermsook et al. (2017) investigated the sources of errors by using questionnaires and interviews to gain in-depth evidence behind the errors. On the other hand, Kampookaew (2020) research relied on the

literature on interlingual and intralingual errors and their knowledge of the Thai native language to explore the error sources.

The second group of related studies is those that employed Grammarly, an AI-assisted grammar checker, in analyzing writing errors made by EFL students. The first research in this group is "An Error Analysis of Undergraduate Thesis Abstracts of English Language Education Students of Santa Dharma University" conducted by Debora (2018). The research aimed to identify, describe, and explain the types of errors related to spelling, punctuation, and grammar found in the thesis abstracts written by undergraduate students in the English Language Education Study Program at Sanata Dharma University between 2014 and 2017. The samples were collected from the university's open-access repository and classified into three groups based on the field: education, linguistics, and literature. Debora (2018) followed Ellis and Barkhuizen's (2005) four stages of error analysis: sample collection, error identification, error descriptions, and error explanation. The free version of Grammarly, which provides minimal features, was used in identifying errors as this research just focused on the fundamental errors. After the data analysis, 540 errors were detected in total, with grammatical errors (114 errors) as the highest, followed by punctuation (64 errors) and spelling (50 errors).

The following research is "An AWE-Based Diagnosis of L2 English Learners' Written Errors" conducted by Lei (2020). The researcher aimed to investigate the types of errors and their hierarchical level detected by Grammarly Premium from the writing assignments by English learners with beginning to low intermediate levels of English proficiency at Taiwanese Technical University. From 175 essays, Grammarly Premium detected 1024 errors, and they were categorized into three levels: a word and phrasal level, a sentence level, and a discourse level. According to the analyzed data, Lei (2020) stated that interlingual errors among students were one of the significant sources of errors among students.

Lastly, "The Implementation of Grammarly in Error Analysis" conducted by Vidhiasi and Haryani (2020) is another research that studied learner errors found in

writing by using Grammarly as a tool for data analysis. The study was conducted to explore the errors in the essays written by the students aged from 17 to 19 from Akademi Maritim Nusantara Cilacap who had the elementary level of English. This research revealed 9 types of errors, including misuse of articles, spelling, punctuation, grammar, and pronouns, as well as expressing redundancy, unclear utterances, and conciseness.

From the findings of the abovementioned studies, the researchers (Debora, 2018; Vidhiasi & Haryani, 2020) suggested that it was still necessary for the learners to work more on and be aware of grammatical rules in English to obtain a deeper understanding and avoid further errors. Furthermore, the researchers found that Grammarly was beneficial in collecting and analyzing a great deal of data; however, the researcher still had to quantify and analyze the errors by themselves to complete the error analysis approach. Therefore, Grammarly could still not be used independently to fulfill the error analysis process. Apart from the methodology, the reviewed previous studies did not account for the causes of detected errors. Studying the sources of errors students make can benefit many groups of people; thus, Debora (2018) recommended that more detailed research might be needed for further studies. To conclude, Grammarly could be considered a valuable accompaniment to the researchers conducting error analysis. However, to obtain deeper insight, the factors and causes of the errors should also be examined.

The last group of related studies is those that compared the performance of Grammarly to human raters in analyzing learner errors in their written compositions.

The first research is "An AI-based English Grammar Checker vs. Human Raters in Evaluating EFL Writing" by Park (2019a). The writing samples from Korean EFL students were collected to fulfill the research objectives: identify the types of grammatical errors detected and ignored by Grammarly and examine the advantages and disadvantages of using Grammarly among language learners and teachers. The research findings showed that 221 grammatical errors were detected, and there were 156 errors that Grammarly failed to detect, whereas human raters did. Those errors were dismissed as

Grammarly needed more capability for overall context interpretation. Despite its failure, the researcher insisted that Grammarly is still a helpful tool to be used in the language learning and teaching process. From the teachers' point of view, it reduces their workload on checking writing assignments, especially when several writing tasks need to be corrected. For language learners, Grammarly can be used to revise and improve their writing.

The following research is "An Error Analysis from an EFL Writing Context: Human and Automated Essay Scoring Approaches" conducted by Almusharraf and Alotaibi (2022). The research aimed to evaluate and compare the performance of Grammarly and human raters with a corpus of written samples as a research instrument and an error analysis approach as a tool for gathering and analyzing data. The results showed that Grammarly outperformed the human raters, with more errors being detected; however, the researchers suggested that it should not replace human raters. Despite its potential, it is vital to consider its strengths and weaknesses.

The studies mentioned earlier confirmed that Grammarly could be employed in error analysis; however, it could not show a full ability to detect errors. Some errors were dismissed as Grammarly failed to interpret the context of the sentences (Almusharraf & Alotaibi, 2022; Park, 2019a). To conclude, Grammarly can be used as one of the tools to conduct error analysis, but a careful checking with human's linguistic competence is also necessary as it was done in the study by Debora (2018).

Error analysis in learners' written compositions has been explored in the past few decades in various contexts; however, per the abovementioned related studies, it appears that the research focused mainly on analyzing Thai learners' verb errors using AI-assisted grammar checker has not been widely investigated. Hence, this study aims to identify verb errors, which seem to be one of the common errors made by Thai EFL students, by following the five-step error analysis framework proposed by Corder (1981). Then, the sources of errors will also be explored to obtain detailed explanations. Lastly, the research will compare the verb errors made by Thai EFL learners at different levels of English proficiency to determine if they share any similarities or differences.



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents the methodology applied in this study. It is divided into ten sections. The first section, the research design, discusses how this study was designed to achieve the research objectives. The second section is the population and sample group, followed by the instructional context of this study and the research instrument. Then, the research framework will be introduced. Next, the data collection which introduces the data gathering techniques employed in the study as well as the framework and procedures utilized to analyze the data will be discussed in the section of data analysis. Then, a pilot study was conducted to introduce the procedure, discuss the findings based on pilot data, and examine the feasibility of the chosen framework with the students' written works. Finally, the reliability and validity of the research, as well as the ethical consideration are discussed.

#### 3.1 Research Design

This research employed an explanatory sequential mixed-methods approach which employed both quantitative and qualitative approaches. In the quantitative phase, the data was collected through the written assignments to gather numerical information regarding verb errors produced by the participants. The data was counted based on their frequencies to identify the number of occurrences then the collected data was analyzed based on Dulay et al.'s (1982) surface structure taxonomy and James's (1998) and Kaweera's (2013) framework for sources of errors. According to Atmowardoyo (2018), the studies that explore the learners' errors in their language production are descriptive in nature; thus, they can be covered under the descriptive research. In the qualitative phase, a semi-structured interview was conducted with the teachers of both generations to gain deeper insight and clarify any outliers that do not align completely with the quantitative data.

### **3.2 Population and Sample Group**

The population of this study was Thai high school students born between 1995 and 2009 (Generation Z), and those born in 2010 and onwards (Generation Alpha) aligning with the framework established by McCrindle and Wolfinger (2014) and McCrindle and Fell (2020). To conduct the research, a sample group was selected using purposive sampling, consisting of 150 students from each generation. The selection criteria included Thai EFL students who are currently enrolled in Thai private high school born between the aforementioned cohort. This sampling method was employed to ensure that the sample is relevant to the study's objectives, providing insights into the characteristics of both Generation Z and Generation Alpha students within the Thai context.

### **3.3 Instructional Contexts of the Study**

#### **3.3.1 Writing Assignment**

300 written assignments, 150 per each generation, produced during the academic year 2023 were utilized to analyze language errors made by Thai EFL learners from two distinct generations. The samples were a set of fictional and non-fictional narrative writing which had a minimum length requirement of 100 words. The topics written by Generation Z were "My Perfect Gift" and "My Memorable Experience". For Generation Alpha, the topics were "My Favourite Vacation" and "Mermaid and Island". The participants from Generation Z and Generation Alpha in this study were engaged in writing activities on a termly and monthly basis, respectively. Technology was integrated into the writing process, but with different amounts of time using various devices and applications. For instance, Generation Z learners utilized iPads for certain types of writing tasks, such as emails, whereas Generation Alpha learners frequently employed platforms like Canva, Padlet, and PowerPoint for project-based writing assignments.

#### **3.3.2 Instruction Used in the Study**

In this study, the participants from Generation Z's classrooms are taught English in both English and Thai, with heavier usage of Thai language to clarify complex concepts of the target language. An autonomy is sometimes given to the students to



complete the assignments once the teacher had covered the vocabulary and grammar structures in the textbook. Technology is integrated to most of the lessons, such as using Kahoot or Quizziz. A smart board and an iPad are used in a writing class, but only for a particular written assignment, namely e-mail writing. Individual feedback is rarely given to the students because of the massive numbers of the students per class.

For the studied Generation Alpha's classroom, English-speaking environment is highly promoted with Thai being used only when it is necessary, such as to clarify the instructions or explaining complicated structures. The students are mostly encouraged to complete the task by themselves if the assignments are not too complicated. English is mostly taught with game-based learning, collaborative learning, role plays, project-based learning, and question-based learning with the incorporation of technology such as Canva, Padlet and PowerPoint. Feedback is sometimes given to the students but with a limitation due to the large number of students.

The full transcribed semi-structured interview of the teachers from both generations can be seen in Appendix C.

### **3.4 Research Instrument**

The research instrument utilized in this study for quantitative data collection was Grammarly. Since it was only used to detect the correctness of the written language, the Free Plan of Grammarly was employed. For qualitative data collection, a semi-structured interview was conducted to obtain further insights from the teachers of both generations since the researcher was not the one who directly interacted with the participants.

### **3.5 Research Framework**

Corder's (1981) error analysis approach was employed to gather and analyze the data. It consisted of five steps which are collection, identification, description, explanation, and evaluation of errors; nevertheless, the last step was not included to the research methodology as it is often excluded from the error analysis studies in terms of the unclear criteria used for the error evaluation. Therefore, Corder's (1981) framework was slightly adjusted to make it appropriate to the overall research design.

Another framework that was adopted in this research was the surface strategy taxonomy proposed by (Dulay et al., 1982). This taxonomy was used in the third step of error analysis approach where the type of verb errors detected in the gathered data was classified into four different typologies, namely omission, addition, misformation, and misordering, as it can be seen in Table 1 in chapter 2.

Finally, in the last step, the sources of the detected errors were discussed based on the framework proposed by Richards (1971) namely interlingual and intralingual errors. Precisely, the errors were discussed based on Kaweera's (2013) classification of sources of errors among Thai EFL learners as it can be seen in Table 2 in chapter 2. The adapted error analysis approach in this research is shown below.

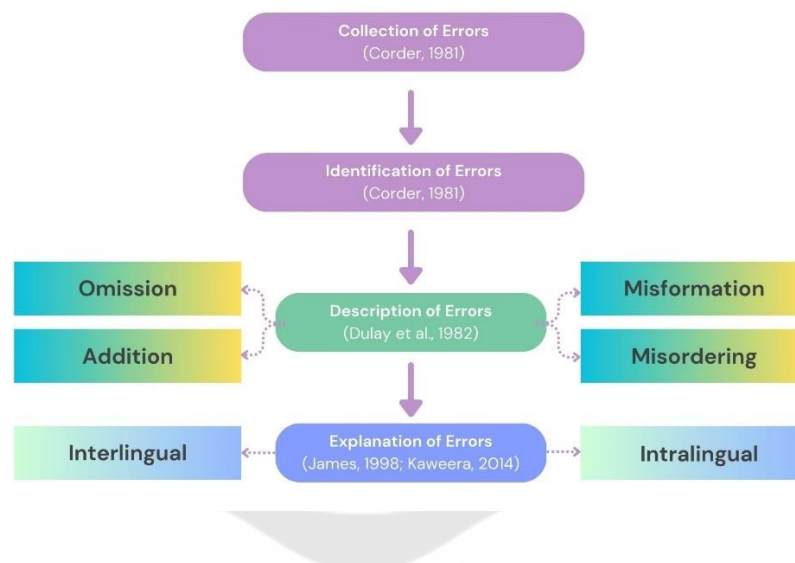


Figure 9 Adapted error analysis approach in this research

### 3.6 Data Collection

For the quantitative phase, the error analysis approached by Corder (1981) was employed to collect data. However, the last step, evaluation of errors, was excluded due to the unclear criteria used in judging the errors as argued by Ellis (1994). The first step was a part of data collection, and the other three steps were parts of data analysis.

In the step of data collection, the data was collected through the Generation Z and Generation Alpha learners' written assignments. Creswell (2014) mentioned that

documents type of data allows the researcher to gather the language produced by the participants in which an attention is given. Furthermore, since they are written evidence, the researcher can save time from transcribing the data. Despite the advantages, written data can sometime be incomplete and require additional procedure, such as scanning or transcribing, if computer entry is needed. Therefore, the written assignments in this study were gathered in electronic form (.docx) so that they could be directly uploaded to Grammarly. In case they were handwritten, they were manually typed. The data was thoroughly checked by the expertise to ensure if they were exactly converted. Once they were carefully checked, the files were uploaded to Grammarly Editor (<https://app.grammarly.com/>). Since this study focused mainly on verb errors, the Free Plan of Grammarly was used to fulfill the research objectives.

For the qualitative phase, as the researcher did not directly engage with the participants, semi-structured interviews were carried out with instructors from both participant groups. These interviews aimed to gather qualitative insights and details regarding teaching methods, classroom language, technology integration, and teaching materials. The semi-structured interview can be seen in Appendix C.

### 3.7 Data Analysis

Following the error analysis approach by Corder (1981), the three remaining steps were taken for the data analysis which includes identification, description, and explanation of errors.

In order to respond to the first research question, the collected errors were categorized into four groups, namely omission, addition, misformation, and misordering, based on the surface structure taxonomy proposed by Dulay et al. (1982). Once they had been grouped, the data was subcategorized based on their sub types and was counted based on their number of occurrences to visually present the numerical information in pie charts. Finally, the data from both generations were compared in form of bar graphs to respond to the first research question.

After categorizing the errors to their taxonomy, the causes of errors were thoroughly explained to respond to the second research question based on James's

(1998) framework which included interlingual and intralingual errors. Since this study focused on Thai EFL learners' written production, the sources of errors were explained by referring to the literatures in Thai context reviewed by (Kaweera, 2013). Once the gathered errors were grouped, they were subcategorized based on their subtypes. Ultimately, the final data from both generations were presented in pie charts and bar graphs and the data was compared in order to examine the differences.

In the qualitative phase, a semi-structured interview was conducted, recorded, and transcribed to gather comprehensive insights into the educational contexts from both generations.

### **3.8 Pilot Study Analysis**

The pilot study, conducted before the main study, aimed to refine the research methods by identifying potential challenges and testing the feasibility of data collection procedures. The specific objectives of this pilot study were to analyze the verb errors collected from 26 Thai EFL learners in a private high school in Thailand based on Dulay et al.'s (1982) surface structure taxonomy. Also, the sources of errors were individually indicated to explain the factors that influenced the errors (James, 1998). The pilot study revealed the following key findings. Firstly, all four types of errors, namely omission, addition, misformation, and misordering, were detected. Secondly, both interlingual and intralingual errors were the cause of those errors made by Thai EFL students. In conclusion, the pilot study played a crucial role in refining the research methodology and ensured an effective research process for this study. The findings for the pilot study analysis can be seen in the Appendix A.

### **3.10 Validity and Reliability**

In order to ensure validity, the instruments utilized in this study were assessed by the Index of Coincidence (IOC), which yielded 0.92 indicating the degree of agreement among raters which can be seen in Appendix B. The raters were experts who had advanced English proficiency and had an experience working in the educational industry. For the research reliability, a pilot study was conducted prior to this study

before the proposal hearing to ensure the feasibility of data collection and data analysis procedure. The findings of the pilot study can be seen in Appendix A.

### 3.11 Ethical Consideration

According to AF06-03-03.0 submission form for exemption research, item 2.1, announced by Srinakharinwirot University Research Ethics, this study is considered as exemption research which did not involve an experiment or a trial to be conducted in human as the samples were collected from the participants who received normal and standard educational practices. Moreover, there was no collection of personal data as the samples were gathered anonymously.



## CHAPTER 4

### RESEARCH FINDINGS

This chapter presents the findings of the study, aiming to answer the research questions discussed in Chapter 1: (1) What are the different types of verb errors found between the Generation Z's and Generation Alpha's Thai EFL learners? (2) What are the different sources of errors found between the Generation Z's and Generation Alpha's Thai EFL learners?

#### 4.1 Types of Verb Errors between Generation Z and Generation Alpha

**Research Question 1:** What are the differences of types of verb errors found between the Generation Z's and Generation Alpha's Thai EFL learners?

In order to answer to the first research question, the collected data was classified based on Dulay et al. (1982) surface structure taxonomy. The errors detected in the written assignments by each generation were categorized into four types, namely omission, addition, misformation, and misordering. According to the data analysis, all four types of errors were detected in the written assignments by Generation Z and Generation Alpha. Figure 10 and Figure 11 present the total number of occurrences of each type of errors produced by Generation Z and Generation Alpha.

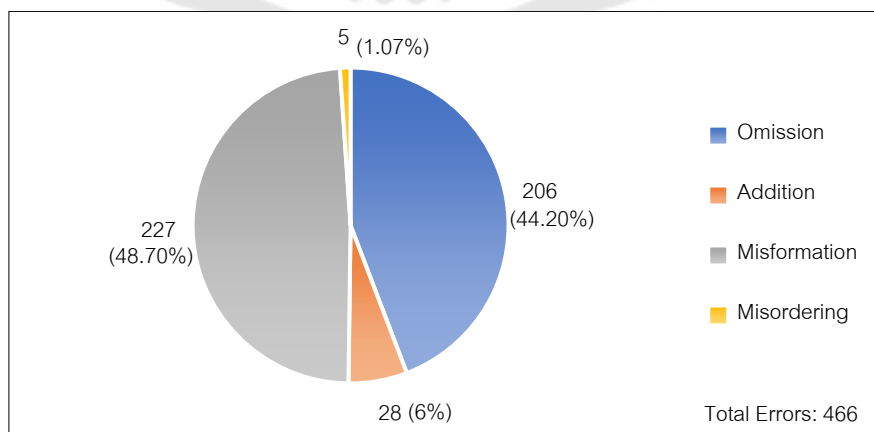


Figure 10 The number of occurrences of errors produced by Generation Z

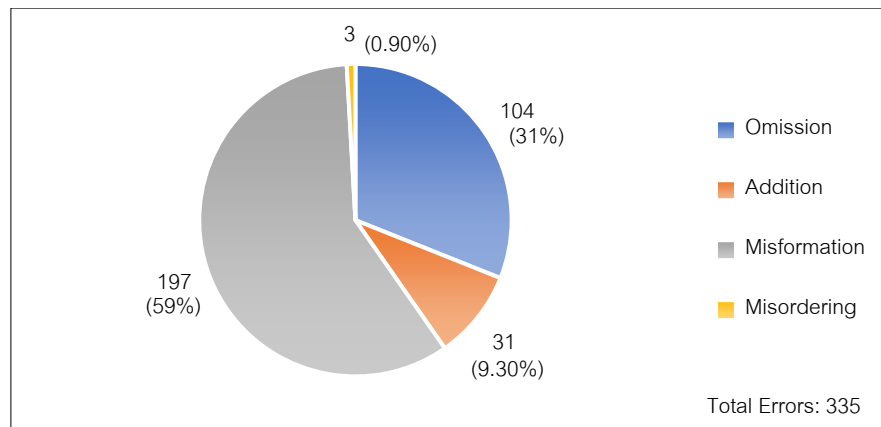


Figure 11 The number of occurrences of errors produced by Generation Alpha

Starting with Generation Z, 466 errors were identified in their written assignments. The results revealed the presence of all four error types, with the majority being misformation errors (227 items, constituting 48.7%), followed by omission (206 items, representing 44.2%), addition (28 items, accounting for 6%), and misordering (5 items, making up 1.07%).

For Generation Alpha, a total of 335 errors were detected, encompassing all four distinct error types. The most frequently occurring errors were misformation errors (197 items, comprising 59%), followed by omission (104 items, accounting for 31%), addition (31 items, representing 9.3%), and misordering (3 items, making up 0.9%).

The various subtypes of each error, accompanied by examples and the respective occurrences for both Generation Z and Generation Alpha, are detailed in Table 5 and Table 6, respectively.



Table 5 Types of Errors Detected in Writing Composed by Generation Z

Omission	Verb Error	Example	Number of Occurrences
Item 1	Omission of '-ing' in gerundial complement	The first step is <u>go</u> shopping for a chocolate.	4
Item 2	Omission of '-ed'	[...] but now its look more yellow-ish and was <u>rip</u> out a bit.	2
Item 3	Omission of auxiliary verb	I hope you <u>[O]</u> doing good with your journey.	8
Item 4	Omission of '-ing' in present participle	I thought of making a memory box and <u>buy</u> some cake for her.	2
Item 5	Omission of 'to' in infinitive	I want my friend <u>remember</u> the good memories with me.	2
Item 6	Omission of modal verb	I think she <u>like</u> ear rings if I give her.	1
Item 7	Omission of '-s' in singular verb	[...] he always <u>make</u> me and people around me laugh [...]	64
Item 8	Omission of '-ed' in past simple	I bought it because I <u>want</u> to do it by myself.	57
Item 9	Omission of subject in the sentence	I made this gift for a long time, <u>[O]</u> hope he likes it.	10
Item 10	Omission of verb in the sentence	so today it <u>[O]</u> his birthday [...]	43
Item 11	Omission of subordinating conjunction	[...] but I think I'll be better, <u>spend</u> my time with emily.	1
Item 12	Omission of direct object	Then I decorated <u>[O]</u> and put it in a box that I wrote.	5
Item 13	Omission of main clause	Even though they already have a girlfriend or boyfriend, <u>[O]</u> .	7
Total			206 (44.20%)

Table 5 (Continued)

Addition	Verb Error	Example	Number of Occurrences
Item 1	Addition of incorrect preposition	Then, I <u>thought out</u> that it's too hard for me to do.	2
Item 2	Addition of unnecessary verb	It <u>s</u> was a great idea.	14
Item 3	Addition of unnecessary word	[...] we <u>can't not</u> wait for her reaction.	3
Item 4	Addition of '-s' to plural verb	If you <u>reads</u> this please do not tell anyone.	3
Item 5	Addition of an auxiliary verb 'has'	Three days later, the lipstick I ordered <u>has</u> arrived [...]	2
Item 6	Addition of '-ed' to past simple negative	He said sorry to me that he didn't <u>answered</u> my calls [...]	1
Item 7	Addition of '-ing'	I go to shop and <u>buying</u> a lot of wood and some mechanism	3
<b>Total</b>			<b>28 (6%)</b>
Misformation	Verb Error	Example	Number of Occurrences
Item 1	Using incorrect preposition	I gave him that day was the star jar is a paper folded into a star shape and <u>filled with</u> a jar.	1
Item 2	Using incorrect word choice	we decided to <u>open</u> music and dance.	25
Item 3	Using present simple instead of past participle	My friend <u>name</u> John [...]	3
Item 4	Using past simple instead of infinitive	I hurry <u>brought</u> a gift to my friend because the chocolate will melt.	4
Item 5	Using 'have' instead of there + be	near my house <u>have</u> a shopping mall called sushibababa [...]	3
Item 6	Using incorrect form of past simple	[...] we <u>lighted</u> a candle and walked into her house.	2
Item 7	Using '-ing' instead of past simple	So I <u>searching</u> for a good gift for my friend	4

Table 5 (Continued)

Misformation	Verb Error	Example	Number of Occurrences
Item 8	Using 'ing' instead of present simple	he always <b>being</b> good for me [...]	3
Item 9	Using incorrect form of modal verb	If you ask me what would I give, I <b>would</b> give him some of snacks	3
Item 10	Using incorrect form of 'rather'	I <b>rather</b> to buy a black screen t-shirt because my friend likes black very much.	1
Item 11	Using infinitive instead of '-ing'	First, Himeko suggested <b>to buy</b> her an Earphone [...]	9
Item 12	Using past simple instead of '-ing'	And Kiana said she will make a cake as a apology of <b>broke</b> Maria Earphones.	1
Item 13	Using past simple instead of present simple	I hope you <b>found</b> the point of your life [...]	7
Item 14	Using active voice instead of passive voice	Next, we continued to make jam to decorate the cake while the cake batter <b>was baking</b> .	3
Item 15	Using passive voice instead of active voice	When Winny's birthday came, we <b>were surprised</b> with a song we made for her.	3
Item 16	Using past participle instead of present participle	he was very nice <b>helped</b> me with my homework	2
Item 17	Using future simple instead of present simple	I don't know if he <b>will like</b> it or not.	1
Item 18	Using present participle instead of past participle in past perfect form	My friend said that she believed he had <b>showing</b> his affection for me.	1
Item 19	Using past simple instead of would + infinitive	If bought as a birthday gift my friend's mother <b>didn't complain</b> .	1
Item 20	Using singular verb instead of plural verb	You <b>was</b> someone who very special for me	8

Table 5 (Continued)

Misformation	Verb Error	Example	Number of Occurrences
Item 21	Using plural verb instead of singular verb	if the result <u>were</u> not as expected it will ruin his birthday [...]	7
Item 22	Using present simple instead of past simple	After that he told me that he <u>feel</u> thankful for giving the gift [...]	111
Item 23	Using past simple instead of past perfect	Three days later, the lipstick I <u>ordered</u> has arrived [...]	1
Item 24	Using future simple instead of past simple	Lastly we <u>will serve</u> a nice hot glass of chocolate milk [...]	1
Item 25	Using present simple instead of present perfect	We <u>know</u> each other since we were young [...]	3
Item 26	Using past simple instead of present perfect	Flora <u>was</u> my best friends for 8 years [...]	3
Item 27	Using incorrect past form of modal verb	I decided to make a gift for my friend because last month my best friend <u>must</u> go to study abroad at USA.	1
Item 28	Using '-ing' instead of past simple	He <u>looking</u> gratified and thank me with a joy in his face.	3
Item 29	Using past continuous instead of past simple	At the party, we <u>were enjoy</u> together [...]	2
Item 30	Using present simple instead of future simple	I use a long time to think what I <u>give</u> to my friend	1
Item 31	Using future simple instead of present simple	tomorrow <u>will be</u> my best friend's birthday	1
Item 32	Using present simple instead of '-ing'	I am so happy for my missions <u>is</u> succeeded	1
Item 33	Using infinitive instead of bare infinitive	I thought for a long time what I should <u>to do</u> for her.	3
Item 34	Using incorrect form of infinitive	I decided <u>to gave</u> her snacks as well, [...]	3
Item 35	Using incorrect form of future simple	there is Christmas and New Year will <u>coming</u> soon.	1

Table 5 (Continued)

Misformation	Verb Error	Example	Number of Occurrences
Item 36	Using incorrect form of passive voice	[...] causing the whole story <i>be revealed</i> before Charm's birthday.	1
Item 37	Using incorrect form of indirect speech	[...] and asked I <i>why do you give it to me</i>	2
<b>Total</b>			<b>227 (48.70%)</b>
Misordering	Verb Error	Example	Number of Occurrences
Item 1	Word Order	<i>I made a gift box that I bought lost</i>	1
Item 2	Indirect speech	I can't really predict what <i>would he be</i> now	4
<b>Total</b>			<b>5</b>
<b>TOTAL</b>			<b>466 (100%)</b>

Note: [0] refers to the item that was omitted in the sentence.

[...] indicates an omission of a word or words from the whole utterances.

According to Table 2, the largest frequency of occurrences was misformation errors representing 48.7% of the total errors. The misformation errors were categorized into 37 subtypes, and among of all, the use of present simple form instead of past simple form was the majority of errors produced (111 items, representing 48.9% of total misformation errors). The participant used present simple form of verb in spite of the past event as like in the sentence:

**Incorrect:** 'After that he told me that he *feel* thankful for giving the gift [...].'

**Correct:** 'After that he told me that he *felt* thankful for giving the gift [...].'

To express the action happened in the past, the word 'feel' should be corrected as 'felt'.

The second frequently produced misformation error was using incorrect word choice within the sentences (11.01%):

**Incorrect:** 'we decided to open music and dance'

**Correct:** 'we decided to turn on music and dance'

For example, the sentence 'we decided to open music and dance' is incorrect as 'open' does not collocate with 'music' in English. To make it accurate, the word 'turn on' or 'put on' should be replaced.

The second most frequently produced error was omission error comprising 44.2% of the total errors. These errors refer to the exclusion of the item that should appear in a well-formed sentence. The three frequently omitted items were '-s' from a singular verb (31.1%), '-ed' from a past simple form (27.7%), and 'be' in the adjectival construction (20.9%), respectively. The third frequently produced error was addition error accounting for 6% of the total errors. The most frequent addition error was the presence of unnecessary verb in the sentences (50%):

**Incorrect:** 'It's was a great idea'.

**Correct:** 'It was a great idea'.

This sentence is inaccurate as there are two verbs in one sentence which violates the English syntax rules.

The last type of error, misordering error, was detected five times (1.07%) which made it the least frequently occurred error in this study. The inaccurate inversion of indirect questions seemed to be challenging among Generation Z's learners:

**Incorrect:** 'I can't really predict what would he be now'

**Correct:** 'I can't really predict what (how) he would be now'.

Table 6 Types of Errors Detected in Writing Composed by Generation Alpha

Omission	Verb Error	Example	Number of Occurrences
Item 1	Omission of subject and verb	I go beach at myanmar <u>[O]</u> so beautiful	8
Item 2	Omission of subject	<u>[O]</u> Went to eat Japanese food, went to beautiful places, went to Universal, went to play in amusement parks, got to ride the high-speed train	8
Item 3	Omission of verb in the sentence	it <u>[O]</u> very yummy	27
Item 4	Omission of 'ed' in past simple	after dinner we <u>watch</u> movie [...]	21
Item 5	Omission of '-ing' in present participle	on day2 we go <u>walk</u> in forest.	3
Item 6	Omission of '-s' in singular verb	she <u>live</u> in the water	29
Item 7	Omission of auxiliary verb	I <u>[O]</u> going to buy a lot of anime book, eat sushi and seafood, [...]	5
Item 8	Omission of preposition	he went back to take revenge <u>[O]</u> merpeople [...]	1
Item 9	Omission of direct object	Xuan tell <u>[O]</u> about paning of octopus [...]	1
Item 10	Omission of expletive construction	and <u>[O]</u> no merpeople anymore.	1
<b>Total</b>			<b>104 (31%)</b>
Addition	Verb Error	Example	Number of Occurrences
Item 1	Addition of unnecessary verb	after playing water we <u>are</u> go for eat lunch	23
Item 2	Addition of unnecessary word	merpeople can kill Xuan <u>die</u> [...]	2
Item 3	Addition of unnecessary modal verb	The bus <u>will</u> start at 9.00 am.	1
Item 4	Addition of unnecessary subject	[...] and the sun setting <u>it's</u> very beautiful	1
Item 5	Addition of '-ed' to past simple negative	But Octopus don't <u>wanted</u> to kill people [...]	2



Table 6 (Continued)

Addition	Verb Error	Example	Number of Occurrences
Item 6	Addition of '-ed' to infinitive	Xuan is very mad and hire 30 mens aimed with weapons to <b>killed</b> all merpeople in this area.	1
Item 7	Addition of '-s' to plural verb	In my opinion, mermaids are pretty and <b>lives</b> a happy life.	1
Total			31 (104%)
Misformation	Verb Error	Example	Number of Occurrences
Item 1	Using incorrect preposition	there were people <b>setting up</b> fireworks and firecrackers.	1
Item 2	Using present simple instead of future simple	if you reach hau hin the first I <b>play</b> pool and sea	2
Item 3	Using present simple instead of past simple	He <b>make</b> a very beautiful statue of Shan in front of his house.	111
Item 4	Using 'have' instead of there + be	<b>They have</b> many activity [...]	10
Item 5	Using object pronoun instead of subject pronoun	<b>me</b> and my family went to Japan	5
Item 6	Using active voice instead of passive voice	I often go there when the school is <b>closing</b> .	1
Item 7	Using passive voice instead of active voice	Octopus and other merpeople <b>are wanted</b> to kill all people.	1
Item 8	Using singular verb instead of plural verb	We bought local things and food, which <b>was</b> very delicious [...]	14
Item 9	Using plural verb instead of singular verb	Pattaya <b>have</b> a lot of places that I want to go.	3
Item 10	Using incorrect form of past participle	This island had many cats and they're very cute but my brother got <b>bited</b> by a cat	2
Item 11	Using incorrect form of bare infinitive	I can't <b>forgot</b> when he climb up his clothes smell very very bad.	1
Item 12	Using incorrect form of past perfect	i <b>has packing</b> a lot of clothes and something that im realy need it.	1

Table 6 (Continued)

Misformation	Verb Error	Example	Number of Occurrences
Item 13	Using incorrect word choice	Xuan's company also wanted to kill Xuan after he <u>close</u> the song.	22
Item 14	Using past simple instead of infinitive	I really like <u>went</u> to the sea [...]	1
Item 15	Using '-ing' instead of bare infinitive	I want to <u>swimming</u> and play speed boat	1
Item 16	Using infinitive instead of '-ing'	There are stories about mermaids <u>spread</u> all over the world	1
Item 17	Using bare infinitive instead of '-ing'	After Xuan finish <u>to revenge</u> for Shan that died.	1
Item 18	Using past simple instead of past continuous	a family was eating and <u>talked</u> to each other [...]	1
Item 19	Using incorrect form of infinitive	so he used he power <u>to swept</u> over the pirate boat until the boat capsized	1
Item 20	Using present simple instead of past participle	Once upon a time there was a merman <u>name</u> George.	1
Item 21	Using present simple instead of present perfect	I <u>never go</u> to korat and that is my first time that I go.	2
Item 22	Using past simple instead of future simple	I think it <u>was</u> fun because we will eat dinner together.	1
Item 23	Using present perfect instead of present simple	New year becaus It's a day when I stay at home with my eyes and everyone in the house <u>has done</u> many activities together.	1
Item 24	Using past simple instead of past perfect	Xuan is kill himself at the same place that Shan <u>died</u>	3
Item 25	Using present simple instead of past perfect	Xuan's died because he <u>drink</u> a lot of alcohol.	3
Item 26	Using past simple instead of present simple	Both <u>were</u> happy.	2

Table 6 (Continued)

Misformation	Verb Error	Example	Number of Occurrences
Item 27	Using present perfect instead of past simple	Shan <i>have died</i> .	1
Item 28	Using 'going to' instead of present simple	so he <i>going to live</i> in the coral reef near the shipwreck.	2
Item 29	Using past simple instead of would + infinitive	If it was a little cold in the morning, I <i>hung</i> out with my parents and my sister.	1
Total			197 (59%)
Misordering	Verb Error	Example	Number of Occurrences
Item 1	Word order	after <i>eat lunch finished</i> [...]	2
Item 2	Indirect speech	all of student go to the meeting room then teacher are going to explain <i>what will you do</i> on ecology camp.	1
Total			3
<b>TOTAL</b>			<b>335 (100%)</b>

Note: [0] refers to the item that was omitted in the sentence.

[...] indicates an omission of a word or words from the whole utterances.

For Generation Alpha, as it can be seen in Table 3, the most frequently produced errors were misformation errors accounting for 59% of the total errors. The errors were classified into 29 subtypes and the highest frequency of occurrences was the use of present simple form instead of past simple form (56.3% of total misformation errors), which went in line with the findings of Generation Z. A present simple form was often used to express past action:

**Correct:** 'He *make* a very beautiful statue of Shan in front of his house.'

**Incorrect:** 'He *made* a very beautiful statue of Shan in front of his house.'

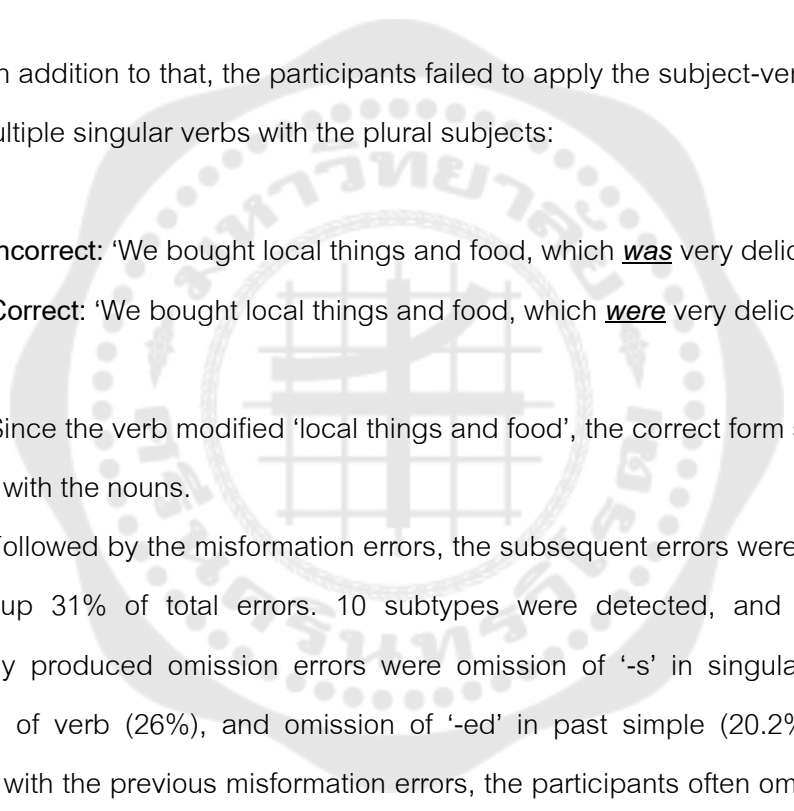
In this sentence, 'make' should be replaced with 'made' to express an event in the past. The other obviously seen subtypes of errors were using incorrect word choice

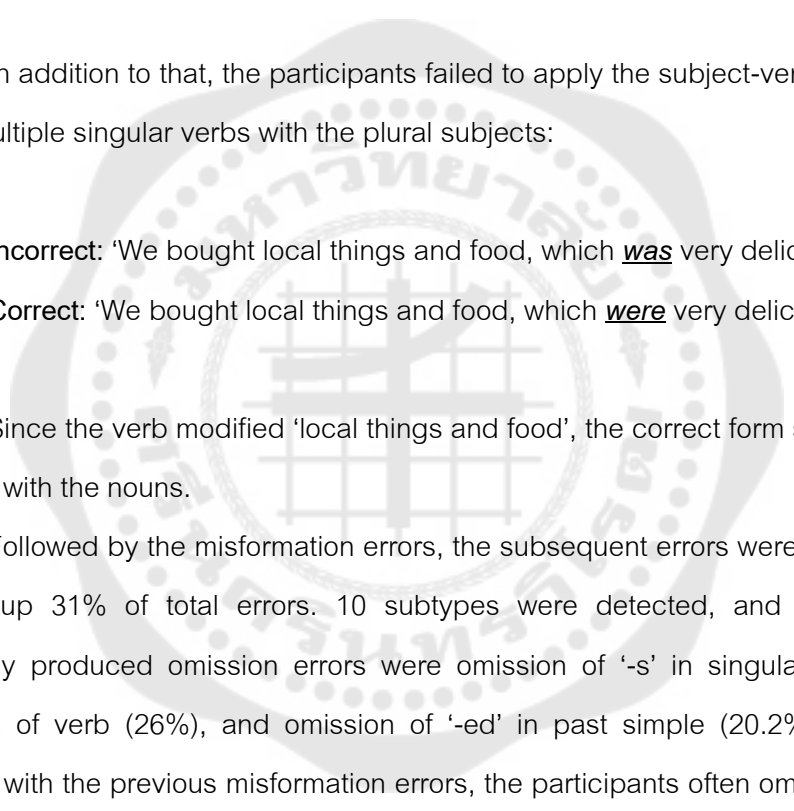
and using singular verb instead of plural verb. The participants failed to convey a specific meaning of the utterances as they repeatedly used incorrect collocation. To illustrate, the word 'close' was used instead of 'turned off' or 'stopped' to deliver the meaning of no longer playing the song:

**Incorrect:** 'Xuan's company also wanted to kill Xuan after he close the song'.

**Correct:** 'Xuan's company also wanted to kill Xuan after he turned off the song'.

In addition to that, the participants failed to apply the subject-verb agreement by using multiple singular verbs with the plural subjects:

**Incorrect:** 'We bought local things and food, which was very delicious [...]'.  


**Correct:** 'We bought local things and food, which were very delicious [...]'.  


Since the verb modified 'local things and food', the correct form should be 'were' to agree with the nouns.

Followed by the misformation errors, the subsequent errors were omission errors making up 31% of total errors. 10 subtypes were detected, and the three most frequently produced omission errors were omission of '-s' in singular verb (27.9%), omission of verb (26%), and omission of '-ed' in past simple (20.2%), respectively. Similarly with the previous misformation errors, the participants often omitted the suffix '-s' for a singular verb which made the sentences lack subject-verb agreement:

**Incorrect:** 'she live in the water'.

**Correct:** 'she lives in the water'.

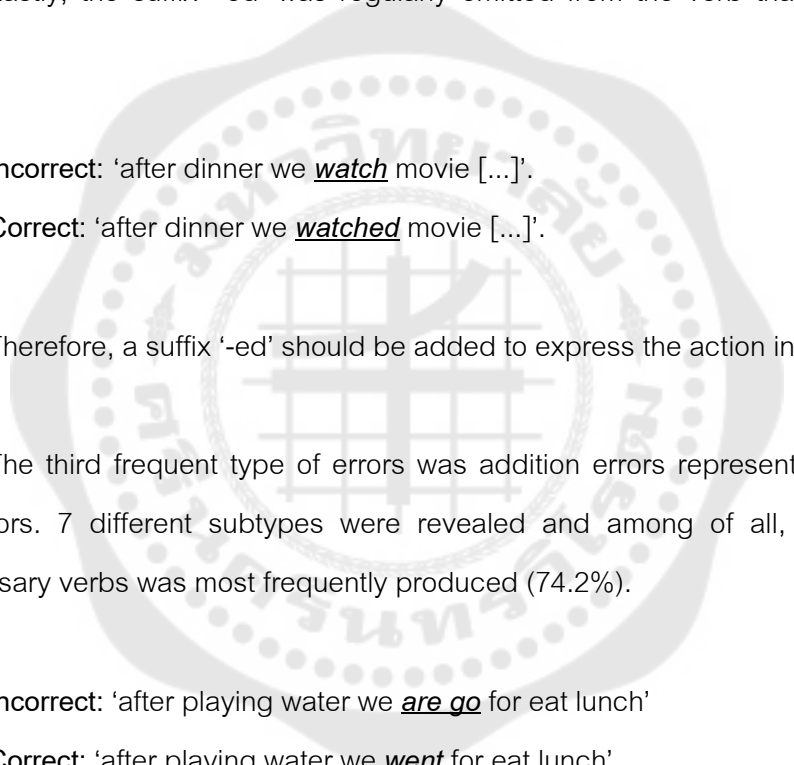
In order to make it correct, a suffix '-s' should be added to form a singular verb. Furthermore, verbs were repeatedly omitted in the sentences which made the whole sentences grammatically incorrect:

**Incorrect:** 'it [Q] very yummy'

**Correct:** 'it was very yummy'

This sentence was inaccurate since English sentence must have both a subject and a predicate. Thus, a verb 'was' should be added to make a complete sentence.

Lastly, the suffix '-ed' was regularly omitted from the verb that indicated past event:

**Incorrect:** 'after dinner we watch movie [...]'.  


**Correct:** 'after dinner we watched movie [...]'.  


Therefore, a suffix '-ed' should be added to express the action in the past.

The third frequent type of errors was addition errors representing 9.3% of the total errors. 7 different subtypes were revealed and among of all, the addition of unnecessary verbs was most frequently produced (74.2%).

**Incorrect:** 'after playing water we are go for eat lunch'

**Correct:** 'after playing water we went for eat lunch'

Two verbs were spotted in this sentence. To rewrite it correctly, 'are' should be omitted as it does not function as the main verb of the sentence.

The least frequently produced errors were misordering errors representing only 0.9% of the total errors. Similarly with the subtypes in the previous generation, word order and incorrect form of indirect speech were also produced among Generation Alpha learners:

**Incorrect:** 'all of student go to the meeting room then teacher are going to explain what will you do on ecology camp.'

**Correct:** 'all of student go to the meeting room then teacher are going to explain what you will do on ecology camp.'

Since it is an indirect speech, the sentence that follows wh-word can be a statement: 'what you will do'.

To address the research question 1, a comparison of the error counts from both Generation Z and Generation Alpha was conducted, as illustrated in Figure 12.

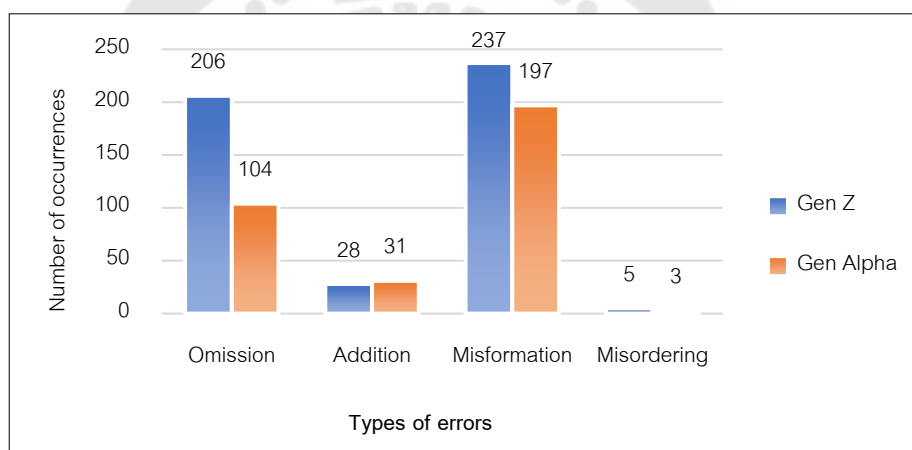


Figure 12 The comparisons of types of errors between Generation Z and Generation Alpha

Upon examining the two datasets, distinct patterns become apparent. Generation Z exhibited a notably higher overall frequency of verb errors compared to Generation Alpha, with an increase of 28.1%. Furthermore, the variance in omission errors between Generation Z and Generation Alpha amounted to 49.5%, indicating a significant distinction between the two generations. Misformation errors were the most frequently produced errors by both generations, having Generation Z produced 13.2% more compared to Generation Alpha. Despite the notable differences found, both generations produced nearly identical frequencies of addition and misordering errors.

Generation Z produced less addition errors (28 items, representing 5.9%) but producing more misordering errors (5 items, representing 1.1%) compared to Generation Alpha. Vice versa, more addition errors (31 items, representing 9.3%) were produced by Generation Alpha while less misordering errors (3 items, representing 0.9%) were detected.

#### 4.2 Sources of Errors between Generation Z and Generation Alpha

**Research Question 2:** What are the differences of types of sources of errors found between the Generation Z's and Generation Alpha's Thai EFL learners?

To address the second research question, an analysis of error sources was conducted for both Generation Z and Generation Alpha. The errors were categorized into two distinct sources: interlingual and intralingual. Figure 13 and Figure 14 present the number of occurrences of each source of errors produced by Generation Z and Generation Alpha.

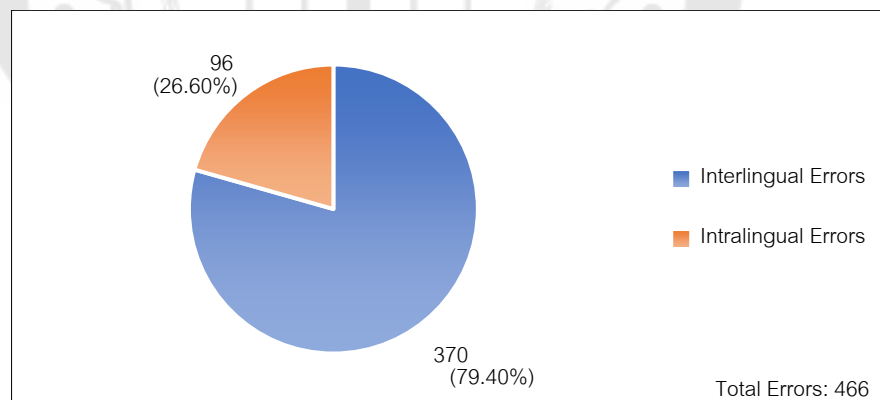


Figure 13 The number of sources of errors detected in the written assignments composed by Generation Z

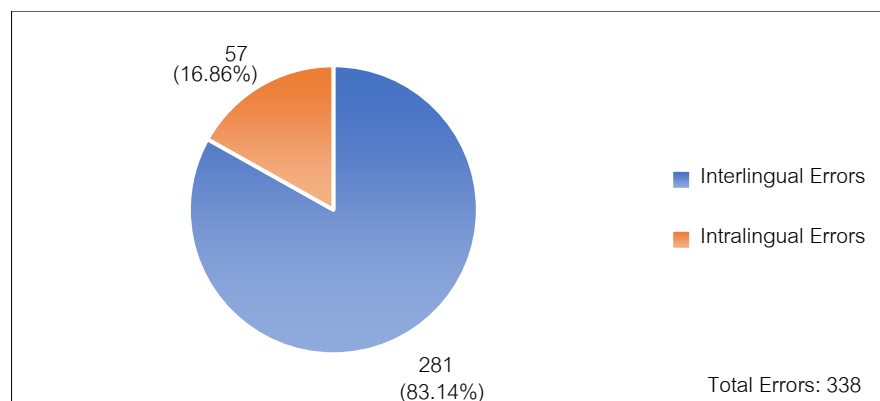


Figure 14 The number of sources of errors detected in the written assignments composed by Generation Alpha

As represented in Figure 13, over half of the errors made by Generation Z's Thai EFL learners were due to first language interference, accounting 79.3%. A noticeable disparity between Generation Z and Generation Alpha emerged when examining the frequency of interlingual errors in their written assignments. As illustrated in Figure 14, there was an approximate 27.37% difference in the percentage of interlingual errors between Generation Z and Generation Alpha.



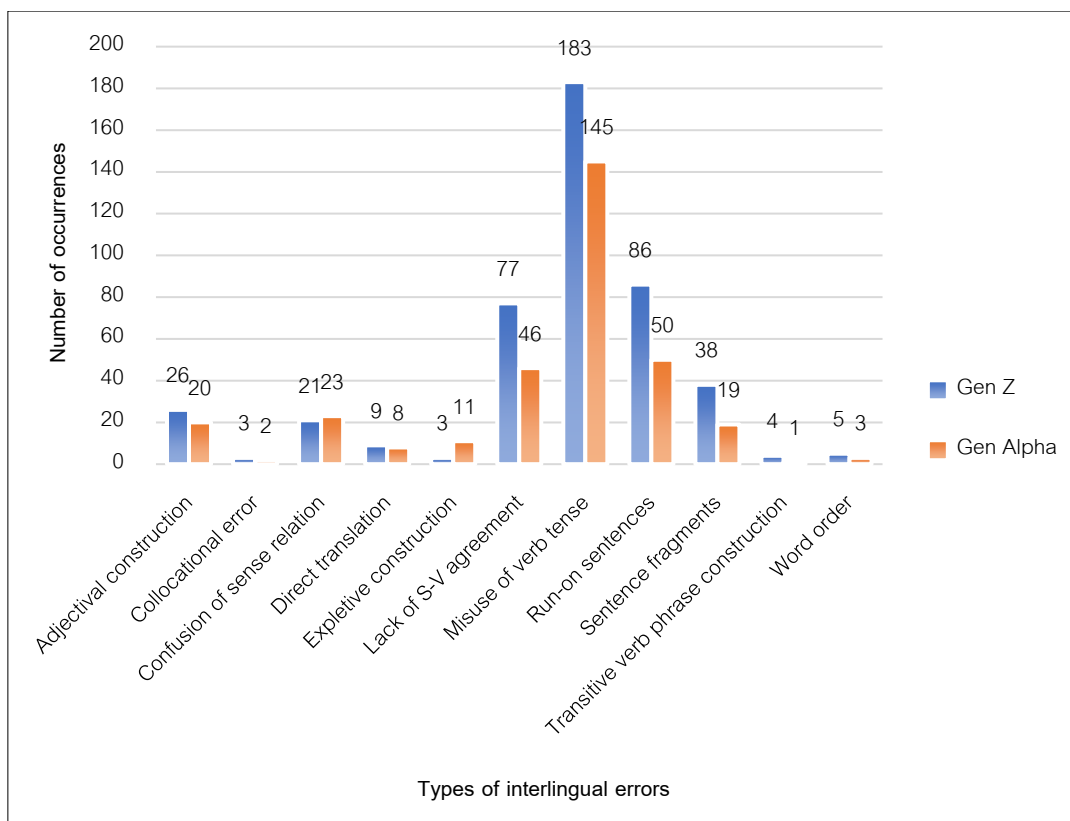


Figure 15 The comparisons of interlingual errors between Generation Z and Generation Alpha

As illustrated in Figure 15, interlingual errors can be classified into 11 subtypes, including adjectival construction, collocational error, confusion of sense relation, direct translation, expletive construction, lack of subject-verb agreement, misuse of verb tense, run-on sentences, sentence fragments, transitive verb phrase construction, and word order.

For Generation Alpha, 10 subtypes of interlingual errors were identified. The most commonly occurring errors aligned with Generation Z's findings and included misuse of verb tense (52%), run-on sentences (17.8%), and lack of subject-verb agreement (16.4%).

Figure 15 highlighted a noticeable difference in the detection of interlingual errors between Generation Z and Generation Alpha. Although Generation Z predominantly produced the majority of interlingual errors, two subtypes, namely

confusion of sense relation and expletive construction, were more frequently observed in Generation Alpha.

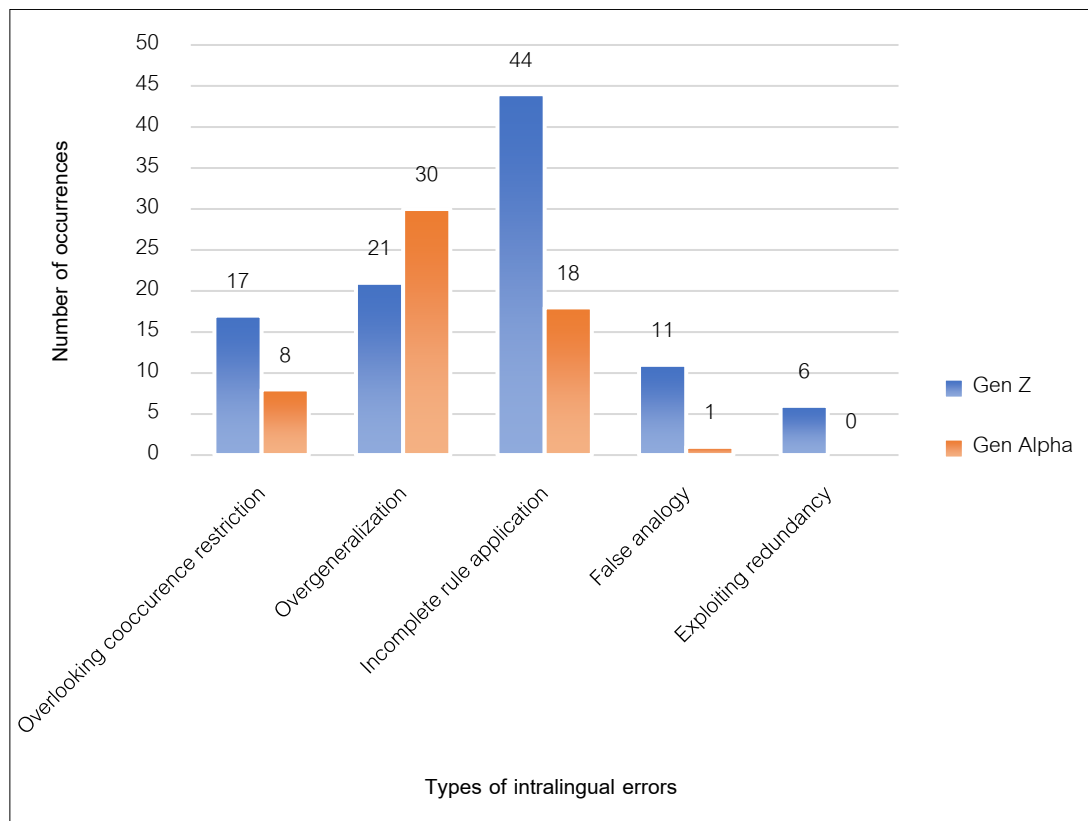


Figure 16 The comparisons of intralingual errors between Generation Z and Generation Alpha

In addition to errors arising from mother tongue interference, faulty learning of the target language also influenced the production of ill-formed sentences by Thai EFL learners from both generations. As illustrated in Figure 16, Generation Z generated 20.6% of such errors while 16.9% was identified among Generation Alpha. Despite being minor errors in both generations, four subtypes of intralingual errors were detected, including overlooking cooccurrence restriction, overgeneralization, incomplete rule application, and false analogy. The findings revealed that while Generation Z predominantly produced the majority of intralingual errors, Generation Alpha exhibited more instances of overgeneralization errors and no instances of exploiting redundancy errors in the data.

To conclude the research question 1, all four types of errors were detected in both Generation Z's and Generation Alpha's written assignments with several significant differences. Generation Z produced higher frequencies of the overall errors including omission, misformation and misordering errors. The biggest difference between two generations was omission errors with 49.5% differences followed by misformation (13.2% differences), and misordering (40% differences). However, Generation Alpha produced 9.68% more addition. With regards to the source of errors, both interlingual and intralingual errors were detected in both generations with Generation Z producing higher frequencies of both interlingual and intralingual errors compared to Generation Alpha.



## CHAPTER 5

### DISCUSSION AND CONCLUSION

The present study aimed to explore and compare the differences of types of verb errors and their sources produced between Generation Z and Generation Alpha's Thai EFL learners. This chapter is composed of summary of the study, discussion, recommendation for ELT in Thailand, the limitations of the study, and suggestions for further research.

#### 5.1 Summary of the Study

This study explored the verb errors produced by two different generations, Generation Z and Generation Alpha, aiming to compare the differences of errors produced in terms of the types of verb errors and their sources. A mixed method was employed, utilizing an error analysis approach adapted from Corder's (1981). The samples were 300 written assignments produced by Thai EFL students who belonged to Generation Z and Generation Alpha and were analyzed by the AI-assisted grammar checker, Grammarly. The findings revealed apparent distinct patterns. Generation Z generated 466 errors, surpassing the 355 errors produced by Generation Alpha, highlighting a significantly higher quantitative frequency in the former. Both generations consistently exhibited a hierarchy of errors, with misformation errors being the most prevalent, followed by omission, addition, and misordering. Although Generation Z displayed an overall higher detection of error subtypes, Generation Alpha exhibited a higher detection rate for specific forms of misformation, addition, and misordering errors. For instance, Generation Alpha tended to employ singular verbs instead of plural verbs and struggled with forming expletive constructions. Moreover, redundant verbs were frequently added to sentences, rendering them ill-formed. Despite both generations primarily attributing errors to interlingual interference, several notable differences were revealed. Generation Z's learners produced a higher frequency of interlingual errors compared to Generation Alpha. Additionally, 10 subtypes of errors (out of 12) were detected among Generation Z, including adjectival construction,

collocational error, direct translation, exploiting redundancy, lack of subject-verb agreement, misuse of verb tense, run-on sentences, sentence fragments, verb phrase construction, and word order. These findings contribute to the existing literature by acknowledging the importance of L1 in Thai EFL classrooms as well as an active monitor by teachers in an autonomous learning environment. Overall, this research provides insights into the causes of verb errors produced by two modern groups of learners, shedding light on how the teachers can use appropriate teaching strategies in EFL writing classes.

## 5.2 Discussion

The findings of the study indicated a notable distinction between Generation Z and Generation Alpha regarding the observed patterns in the types of verb errors and the identified sources of errors within their written assignments.

Among the four types of verb errors based on Dulat et al.'s (1982) surface structure taxonomy, the frequency of omission errors between Generation Z and Generation Alpha revealed a noteworthy difference, with 49.5% of differences. These findings align with previous research by Promsupa et al. (2017) and Suvarnamani (2017), and also the pilot study conducted prior, as omission errors were consistently identified among Generation Z learners. The Generation Z students in the pilot study often omitted '-s' from the main verb which did not agree with the subject of the sentence. To illustrate, the student wrote 'It also *help* you to learn' instead of 'it also *helps* you to learn'. Since the subject of the sentence is a third person singular, a morpheme '-s' must be added. The total occurrence of certain error was 10 items (37%) which were the majority of omission error. The findings were in line with the Generation Z in this study in which 64 items (31.06%) out of 206 omission errors were the omission of '-s' from the third person singular verb. Despite similarities, several errors detected in this study were not found in the pilot study. For example, many studied Generation Z's students omitted the elements and structures within the sentence, such as main clauses, direct objects, and subjects, which led to sentence fragments and incomplete sentences. However, most omission errors found in pilot study were the omission of

inflectional morphemes, namely '-ed', '-ing', and '-s'. Therefore, the contrast in error frequency between two generations of the study suggests a potential variation in the teaching methodology adopted in the EFL classroom in each generation. Since the majority of Generation Z learners were born between 1995 and 2009, and their teachers are typically from an earlier generation, the predominant teaching method in classrooms tends to be rote learning, with Thai often being the language of instruction (Noom-ura, 2013). A teacher from Generation Z of this study remarked in a semi-structured interview that although English was occasionally used, such as for giving task instructions, Thai was primarily used to explain grammar and vocabulary. The teacher illustrated, "Thai was used to explain several structures, such as the conditional sentences or verb tenses, as they were too complex for them to understand. Apart from explaining the structures, some examples were translated and explained in Thai to ensure that they clearly understood (Appendix C)". This suggests that Thai was still the main language used by teachers, resulting in more error detection among Generation Z students in this study. This observation is consistent with Domingo & Garganté's (2016) findings that exposure to the target language influences language acquisition. To illustrate, the group of students in their study who were encouraged to use English in various ways, including speaking, chatting online, and reading magazines and books, were able to use the language more frequently in diverse situations. In contrast, students with lower levels of exposure to English used it were able to use it minimally.

Besides the language exposure, an autonomy was given to the learners to promote learner-centered classroom but with a few misconceptions. According to Generation Z's teacher, the students were given an autonomy during the writing activities; nevertheless, the other parts of the lesson where grammar and vocabulary were introduced were mainly textbook-based and teacher-centered. This is to say, Generation Z's learners in this study were taught in less student-centered classroom lacking sufficient opportunities for authentic learning experiences. The teacher also shared that most of the contents taught in the classroom, such as the grammatical structures and vocabulary, were fixed by the learner's textbook that covers the

indicators in the curriculum. As a result, the lessons were mostly conducted focusing on the fulfillment of the curriculum requirements and the assessment system rather than practical usage of English. The teacher commented, “Many students do not find studying grammar or writing important because they cannot be applied to their real life. They think that English used for communication is more important (Appendix C)”. These awarenesses were consistent with Demir and Sönmez (2021) that the learners of Generation Z prefer to practical usage to textbook-based learning.

Another significant contrast identified between Generation Z and Generation Alpha of this study was related to the sources influencing verb errors. Most errors of both generations were caused due to interlingual interference, yet there were notable differences.

First, comparing between two generations, Generation Z learners produced higher frequency of interlingual errors. 10 out of 12 interlingual errors were detected, namely adjectival construction, collocation error, direct translation, exploiting redundancy, lack of subject-verb agreement, misuse of verb tense, run-on sentences, sentence fragments, verb phrase construction, and word order. The findings of this study were aligned with the previous study conducted by Phetdannuea and Ngonkum (2017) and the pilot study of this research in which the primary cause of errors in the written compositions were due to interlingual sources. According to the study by Phetdannuea and Ngonkum (2017), subject-verb agreement errors (46.40%) and verb tense errors (7.84%) were the most frequent interlingual verb errors. Similarly, the study conducted by Phuket and Othman (2015) revealed comparable findings but with a higher frequency of incorrect verb tense usage (16.17%) to subject-verb agreement errors (3.8%). Along with this, the Generation Z students in the pilot study also struggled using correct form of verb tenses, such as present continuous (I am study) and present perfect (I studyed English for many years); however, the variety of verb tenses were fewer. These findings corresponded to what Generation Z's teacher in this study stated that their students consistently made the same errors, particularly with verb tense and subject-verb agreement, although these were thoroughly explained in Thai several

times. interview data suggests that language learning fossilization might be occurring among the studied group, as they were unable to use these elements correctly despite learning the rules. The findings were aligned with the study conducted by Yossatorn et al. (2022) that fossilization resulted in low ability of English usage among Thai EFL learners.

Despite the lower frequency of errors caused by interlingual interference, Generation Alpha in this study predominantly struggled with confusion of sense relation and expletive construction. To illustrate, the word 'open' and 'close' were frequently used instead of 'turn on' and 'turn off' to convey the meaning of playing and stopping the music. This happened because the word 'open (เปิด)' and 'close (ปิด)' can be used in various contexts such as physical actions, operating hours, and technology. Apart from the confusion of sense relation, expletive constructions were often misused by the Generation Alpha's students as they frequently used 'have' instead of 'there + be'. This is also because the word 'have (มี)' in Thai can be used to talk about the existence. These errors could stem from difficulty in distinguishing between the lexical meanings of the first language (L1) and second language (L2). The teacher of Generation Alpha in this study noted that English was predominantly employed in the classroom to encourage an English-speaking atmosphere, potentially resulting in a lack of explanation regarding the distinctions in lexical meanings between the two language systems. Consequently, they repeatedly wrote what they could express in Thai directly into English, overlooking linguistic exceptions due to their limited proficiency in English (Kaweera, 2013). This data implies that to clarify complex content of the lessons or give responses to the students when they lack necessary skills in the target language, L1 can be found beneficial (Wangdi & Shimray, 2022). In addition, L2 learning can be enhanced if L1 is used judiciously and intentionally by the teachers in the EFL classroom (Shin et al., 2019).

Second, both generations produced intralingual errors which the findings were consistent with some previous studies revealing that faulty learning of the L2 could also be a potential cause of Thai students' errors (Kampookaew, 2020; Sermsook et al.,



2017). In line with previous findings, Generation Z learners demonstrated a higher frequency of intralingual errors than Generation Alpha learners. The most common errors among Generation Z learners included incomplete rule application, followed by disregarding cooccurrence restrictions, false analogy, and overusing redundancy. The findings suggest that learners struggled to accurately use the structures of the target language due to their flawed or incomplete understanding of English. The Generation Z teacher explained, "Due to the large class size, individual feedback in writing class was not provided to students as it is time-consuming (Appendix C)". Consequently, students were unable to recognize their errors and kept producing repeated errors since they did not receive personalized writing feedback.

Conversely, the Generation Alpha of this study demonstrated a different hierarchy of common errors, with overgeneralization being the most frequent, and no instances of exploiting redundancy errors were detected. Overgeneralization occurs when learners apply their existing knowledge of a language to a new situation without recognizing exceptions (James, 1998). This situation may arise if teachers allow learners to have full control over their learning experience without proper monitoring, as it remains the duty of teachers to guide them to gain educational experience through initiative and innovation (Tongpoon-Patanasorn, 2011). In semi-structured interview, the Generation Alpha's teacher mentioned that an autonomy was given to the students if the assignments were not too complicated. Therefore, transferring all the responsibilities of learning to the learners, especially the younger ones, may lead them to overlook notable exceptions in the target language system and consistently apply faulty knowledge (Graham, 2021).

While the previous discussion showed that the studied Generation Alpha learners produced more hierarchy of intralingual errors, this study also highlighted new findings which contradicted to several results in previous studies where older students produce fewer errors compared to the younger ones (Felsten, 2009; Oroji & Ghane, 2014). According to the study by Felsten (2009), the errors made by two age groups of participants were compared, and the findings revealed that older students tended to

produce fewer errors in writing compared to younger ones. In addition, the study of Oroji and Ghane (2014) found that younger learners produced more errors, especially the overgeneralizations, than adult learners. Hence, the findings of this study were not in line with the previous studies as despite having spent more time possessing more knowledge of the English language in educational system, the studied Generation Z's students produced more errors. One possible reason can be due to lack of providing individual feedback on writing assignments since it positively influences students' writing skills to help them revise their assignments and improve their writing ability (Nazmillah et al., 2022; Robledo & Martinez, 2021; Szlachta et al., 2023). According to the semi-structured interview, the Generation Z teacher was unable to give individual feedback to every student due to the large class sizes, preventing students from revising their work and understanding the kinds of errors they made.

Nonetheless, Nor and Mansor (2020) argued that the reason why older language learners produce more errors could be due to the usage of more complex structures that leads to confusion and producing accurate grammatical sentences. The findings of the study by Nor and Mansor (2020) are consistent with the findings of this study as Generation Z's produced more variations of complex omission and misformation errors. For instance, omissions of '-ing' in gerundial compliment and omission of subordinating conjunction were detected only among Generation Z's learners. Besides, for misformation errors, the incorrect usage of 'rather' and conditional sentences were frequently spotted.

In summary, the findings suggest that Generation Alpha displayed a superior knowledge of the L2 system and demonstrated more accurate application of L2 rules. One potential explanation could be attributed to their English learning methods in the classroom. According to the Generation Alpha's teacher, English instruction predominantly utilizes project-based and question-based learning approaches in subjects such as Reading and Writing, while also fostering English-speaking environments, despite being taught by a Thai teacher. This qualitative observation aligns with the idea proposed by Khirzan et al. (2023) that students exhibit higher engagement

and active use of English when instructed through Communicative Language Teaching (CLT) methods. Furthermore, the Generation Alpha teacher noted the integration of technology-based learning during writing classes, utilizing platforms like Canva, Padlet, and PowerPoint. As highlighted by Ramadhani et al. (2023) and Sari et al. (2023), younger learners have shown improved writing performance by using those applications. It is speculated that this increased exposure to L2 concepts may contribute to Generation Alpha's enhanced understanding of the target language.

Based on these insights, several recommendations can be made to improve ELT practices in Thailand.

### 5.3 Recommendations for ELT in Thailand

Based on the analysis of verb errors in this study, several recommendations can be proposed to enhance ELT practices in Thailand and to prevent verb usage errors among the studied Generation Z and Generation Alpha's learners. Even though student-centered approach has been highly promoted in Thai EFL classrooms, according to the research findings, an appropriate teaching approach could be employed in the classroom for each generation.

For Generation Z, an increased exposure to English is necessary to enhance L2 knowledge and development. Hence, classroom language instruction should emphasize more practical application rather than relying solely on book-oriented methods to motivate the learners. For example, a CLT method can be employed to engage the learners in using English actively. Additionally, individualized feedback is crucial to address and correct repeated verb errors. By doing this, the common verb errors would be acknowledged and help the learners improve their performance (Halenci & Zainil, 2020).

For Generation Alpha, providing an English-speaking environment is effective; however, maintaining a balance between L1 and L2 is still vital so that they can differentiate between the two language systems. To illustrate, Thai should be used at certain point to explain and clarify certain linguistic concepts, especially regarding lexical meanings. Furthermore, in order to prevent the students from applying L2 rules

inaccurately, instead of transferring all the responsibilities, the teachers should always closely monitor their learning process.

By employing the aforementioned suggested ELT implications, verb errors can be reduced; however, these approaches may have limitations and may not be applicable in all Thai EFL contexts.

#### **5.4 Limitations of the Study**

While this study contributes insights into the verb errors produced by Thai EFL learners of Generation Z and Generation Alpha, it is crucial to acknowledge its limitations, which may impact the generalizability and scope of the findings. Firstly, the differences in sample size of each generation may limit the generalizability of the findings to a broader population as some samples were not analyzed due to no data. Secondly, the writing topics and the total number of hours each participant spent on English-related environments were too varied which the participants might have used a range of vocabulary and grammatical structures. Lastly, the samples were collected from different group of participants who studied in different schools; therefore, the results may be influenced by diverse educational environments and teaching methods, potentially limiting the generalizability of the findings and suggesting the need for further research to examine these variables more closely.

#### **5.5 Suggestions for Further Research**

To address the limitations and further advance the understanding of the verb errors produced by Thai EFL learners of Generation Z and Generation Alpha, future research endeavors could consider the equal number of samples after removing those with no data. Furthermore, the topic of the writing assignment should be the same for both groups of participants in order to collect reliable data. Lastly, it is recommended that the samples be collected from a group of population exposed to the same level of English instruction and environment in the classroom with similar English background.

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APPENDIX



APPENDIX A

## Pilot Study Analysis

Omission	Verb Error	Error Descriptions	Examples	Number of Occurrences	Source of Error
1	Omission of '-s' for third person singular verb	'-s' was omitted from the main verb which made it not agree with the subject.	It also <b>help</b> you to learn [...] <i>(Correction: It also <b>helps</b> you to learn [...])</i>	10	Interlingual
2	Omission of '-ing' in prepositional phrase	'-ing' is omitted from the verb that placed after a preposition.	I improve my skill by <b>read</b> a lot of English books [...] <i>(Correction: I improve my skill by <b>reading</b> a lot of English books [...])</i>	3	Interlingual
3	Omission of '-ing' in subject complement	'-ing' is omitted from the verb that function as a subject complement of the sentence.	[...] the way to improve English is <b>plan</b> out everything [...] <i>(Correction: [...] the way to improve English is <b>planning</b> out everything [...])</i>	1	Interlingual
4	Omission of 'ing' after a particular transitive verb	'-ing' is omitted from the verb that placed after a particular transitive verb that functions with gerund form	[...] try practice <b>talk</b> with your friends [...] <i>(Correction: [...] try practice <b>talking</b> with your friends [...])</i>	2	Interlingual
5	Omission of 'to' to express purpose	'to' was omitted from a verb that expresses a purpose of doing something.	I think <b>improve</b> writing skill, you need read English books [...] <i>(Correction: I think <b>to improve</b> writing skill, you need read English books [...])</i>	1	Interlingual
6	Omission of 'to' for 'have to'	'to' was omitted from a modal verb	The way to improve writing english is	1	Interlingual

		'have to' to express obligation	you have [0] take the time [...] <i>(Correction: The way to improve writing english is you <b>have to</b> take the time [...])</i>		
7	Omission of copular verb 'be'	A copular verb 'be' that functions as a verb of the sentence was omitted. Apart from the bare form, it can be in form of <i>is, am, are, was, were, and been.</i>	I [0] also not good at English [...] <i>(Correction: I <b>am</b> also not good at English [...])</i>	8	Interlingual
8	Omission of the auxiliary verb 'has'	An auxiliary verb 'has' was omitted from a present perfect continuous structure.	As a student who [0] been learning English ever since I was born [...] <i>(Correction: As a student who <b>has</b> been learning English ever since I was born [...])</i>	1	Interlingual
<b>Total</b>				27	
<b>Addition</b>	<b>Verb Error</b>	<b>Error Descriptions</b>	<b>Examples</b>	<b>Number of Occurrences</b>	<b>Source of Error</b>
1	Addition of 'ing' to a verb that follows a modal verb	'-ing' was added to a verb that placed after a modal verb	[...] you can just <b>writing</b> the same thing [...] <i>(Correction: [...] you can just <b>write</b> the same thing [...])</i>	2	Intralingual
2	Addition of 'ing' after 'to'	'-ing' was added to a verb that placed after 'to'	[...] you must start to <b>planning</b> [...] <i>(Correction: [...])</i>	10	Intralingual

			<i>you must start to <u>plan</u> [...]</i>		
3	Addition of 'ing' to a main verb	'-ing' was added to a main verb of the sentence.	If you <u>starting</u> understand it [...] <i>(Correction: If you <u>start</u> understand it [...])</i>	3	Intralingual
4	Addition of one extra verb	One additional verb is added in the sentence which resulted in having double verbs in a sentence.	[...] <u>try practice</u> talk to your friends [...] <i>(Correction: [...] <u>try practicing</u> talk to your friends [...])</i>	3	Interlingual
5	Addition of '-ed' to a verb that ends with -y	'-ed' was directly added to a verb that ends with -y.	I <u>studied</u> English for many years. <i>(Correction: I <u>studied</u> English for many years.)</i>	2	Intralingual
6	Addition of '-ed' to a verb that follows a modal verb	'-ed' was added to a verb that placed after a modal verb	I probably can't <u>improved</u> [...] <i>(Correction: I probably can't <u>improve</u> [...])</i>	1	Intralingual
7	Addition of redundant copular verb 'be'	A copular verb 'be' was unnecessarily added to a sentence.	[...] and it <u>is</u> help [...] <i>(Correction: [...] and it help [...])</i>	2	Intralingual
8	Addition of '-s' to a first person	'-s' was added to a verb that	I <u>thinks</u> [...] <i>(Correction: I <u>think</u></i>	1	Intralingual

	singular verb	followed a first person singular subject.	[...]		
Total				24	
Misformation	Verb Error	Error Descriptions	Examples	Number of Occurrences	Source of Error
1	Using an alternating form of word in a sentence	An alternating form of word from direct translation was used to express the idea in a sentence	It will help you <b>make</b> an idea [...] <i>(Correction: It will help you <b>come up with</b> an idea [...])</i>	4	Interlingual
2	Misformation of the subject-verb agreement	A verb did not agree with the subject of the sentence.	[...] make sure the grammar and the spelling <b>is</b> correct. <i>(Correction: [...] make sure the grammar and the spelling <b>are</b> correct.)</i>	1	Intralingual
3	Misformation of past participle	A past simple form of verb was written instead of past participle form in the sentence.	[...] what you have already <b>wrote</b> [...] <i>(Correction: [...] what you have already <b>written</b> [...])</i>	1	Intralingual
4	Misformation of the verb in the causative sentence.	A verb that followed a causative verb was in an incorrect form.	It also help you <b>to</b> <b>learn</b> [...] <i>(Correction: It also help you <b>learn</b> [...])</i>	2	Intralingual
5	Misformation of expletive construction	A verb 'have' was used instead of the expletive structure 'there +	[...] nothing <b>have</b> in my head. <i>(Correction: [...] <b>there is</b> nothing in</i>	1	Interlingual



		be'.	<i>my head.)</i>		
6	Misformation of verb form for present continuous	A present simple form was used in the present continuous form.	I am <u>study</u> at [...]. <i>(Correction: I <b>am studying</b> at [...])</i>	1	Intralingual
7	Misformation of verb form for present perfect	A past simple form was used in the present perfect form.	I <u>studied</u> English for many years. <i>(Correction: I <b>have studied</b> English for many years.)</i>	1	Interlingual
8	Misformation of verb form for present simple	A past simple form was used in the present simple form.	If there is any word that I don't know how to spell or <u>didn't know</u> the meaning [...] <i>(Correction: If there is any word that I don't know how to spell or <b>don't know</b> the meaning [...])</i>	1	Intralingual
9	Misformation of 'don't have to'	The use of 'don't have to' was directly translated from Thai language	If there is any word that I don't know how to spell or didn't know the meaning of it, I will just translate and memorising the word until I'm sure what it is and <u>haven't struggle</u> about it. <i>(Correction: If there is any word that I don't know how to spell or</i>	2	Interlingual

			didn't know the meaning of it, I will just translate and memorising the word until I'm sure what it is and / <b><i>don't have to struggle</i></b> about it.)		
10	Misformation of passive voice	A verb was written in active voice although the sentence expresses passive meaning	And it also have to <b><i>practice</i></b> everytime because people who good at writing [...] <i>(Correction: And it also have to <b>be practiced</b> everytime because people who good at writing [...])</i>	3	Interlingual
11	Misformation of infinitive form	A bare infinitive form was used instead of 'to' infinitive form	If you starting <b><i>understand</i></b> it [...] <i>(Correction: If you start <b>to understand</b> it [...])</i>	1	Interlingual
12	Misformation of phrasal verb	A wrong preposition is placed after a verb to form a phrasal verb	[...] and haven't <b><i>struggle about</i></b> it [...] <i>(Correction: [...] and haven't <b>struggle on</b> it [...])</i>	1	Interlingual
Total				19	
Misordering	Verb Error	Error Descriptions	Examples	Number of Occurrences	Source of Error
1	Indirect Question	The verb in the sentence was not converted to	[...] you would know exactly what tense <b><i>should you</i></b>	2	Intralingual

		indirect form.	<u>use.</u> (Correction: [...] you would know exactly what tense you should use.)		
Total				2	
<b>TOTAL</b>				<b>72</b>	

Note: [0] refers to the item that was omitted in the sentence.

[...] indicates an omission of a word or words from the whole utterances.





APPENDIX B

## Index of Coincidence (IOC)

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
1	Nam receive and [0] very happy with a gift [...]	No v.to be	1	1	1	3	1
2	[...] I [0] really excited to give her a gift.	No v.to be	1	1	1	3	1
3	It's cost a lot of money but for her birthday, I hope it [0] worth.	No v.to be	1	1	1	3	1
4	[...] she was so happy so I [0] happy too to see her happy.	No v.to be	1	1	1	3	1
5	I hope you [0] happy with it [...]	No v.to be	1	1	1	3	1
6	I hope she like and [0] excited with my gift [...]	No v.to be	1	1	1	3	1
7	She is chest that I can hug when I [0] tired [...]	No v.to be	1	1	1	3	1
8	I thought it [0] so cute but expensive.	No v.to be	1	1	1	3	1
9	And they [0] very proud that I didn't spend money to solve problem.	No v.to be	1	1	1	3	1
10	But all five best friends that [0] not really interested with my gifts.	No v.to be	1	1	1	3	1
11	I think my friend will like and [0] impressed with what I do by myself than to buy and give her [...]	No v.to be	1	1	1	3	1
12	He [0] kind and funny and he help me a lot [...]	No v.to be	1	1	1	3	1
13	he [0] so shocked [...]	No v.to be	1	1	1	3	1
14	I [0] very happy in this valentine's day.	No v.to be	1	1	1	3	1
15	[...] but i [0] afraid she won't like it.	No v.to be	1	1	1	3	1
16	he [0] not handsome	No v.to be	1	1	1	3	1
17	[...] he [0] sick and didn't come to school [...]	No v.to be	1	1	1	3	1
18	[...] dogs are animals that love their owners, [0] honest, intelligent, knowledgeable, cute.	No v.to be	1	1	1	3	1
19	he [0] very afraid of snakes	No v.to be	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
20	We [0] all happy for her.	No v.to be	1	1	1	3	1
21	Suddenly we met a friend whoes birthday break the secret so it [0] not a surprise at all.	No v.to be	1	1	1	3	1
22	After that he [0] happily and have good day.	No v.to be	1	1	1	3	1
23	he [0] very happy to get them.	No v.to be	1	1	1	3	1
24	he [0] very happy [...]	No v.to be	1	1	1	3	1
25	I thought that Nadia would [0] proud of me.	No v.to be	1	1	1	3	1
26	It [0] too expensive not enough budget.	No v.to be	1	1	1	3	1
27	The first step is go shopping for a chocolate.	Incorrect verb form	1	1	1	3	1
28	When I finished [0] the cake, I gave it to my friend.	Missing verb	1	1	1	3	1
29	He [0] always by my side.	Missing verb	1	1	1	3	1
30	[...] she say she love me [...]	Lack of s-v agreement	1	1	1	3	1
31	It was a white wallet but now its look more yellow-ish and was rip out a bit.	Lack of s-v agreement	1	1	1	3	1
32	He always go to the places where I wanted to go with me, [...]	Lack of s-v agreement	1	1	1	3	1
33	[...] he always make me and people around me laugh [...]	Lack of s-v agreement	1	1	1	3	1
34	[...] her very like anime characters that she like.	Lack of s-v agreement	0	1	1	2	0.7
35	[...] her very like anime characters that she like.	Lack of s-v agreement	1	1	1	3	1
36	She's love to read books in her Free time.	Lack of s-v agreement	1	1	1	3	1
37	It's cost a lot of money but for her birthday, I hope it worth.	Lack of s-v agreement	1	1	1	3	1
38	I cannot quite tell if she still feel the same way as I do.	Lack of s-v agreement	1	0	1	2	0.7
39	I hope she like and excited with my gift [...]	Lack of s-v agreement	1	1	1	3	1
40	I remembered that Tem love studying about astronomy.	Lack of s-v agreement	1	1	1	3	1
41	he invite me to his party at pool villa.	Lack of s-v agreement	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
42	[...] even in case she always <b>order</b> a rainbow cake.	Lack of s-v agreement	1	1	1	3	1
43	And I think my friend <b>like</b> chocolate.	Lack of s-v agreement	1	1	1	3	1
44	[...] he like supporter that always <b>support</b> me when I start to do something [...]	Lack of s-v agreement	1	1	1	3	1
45	But I don't know what he <b>want</b> .	Lack of s-v agreement	1	1	1	3	1
46	And thanks god he really <b>love</b> it so much.	Lack of s-v agreement	1	1	1	3	1
47	I think she <b>like</b> chocolate maybe or other decorations?	Lack of s-v agreement	1	1	1	3	1
48	I think if she gets a surprise gift from someone she <b>like</b> [...]	Lack of s-v agreement	1	1	1	3	1
49	[...] what he is interested in or what he <b>like</b> to do.	Lack of s-v agreement	1	1	1	3	1
50	She is a good friend Always <b>help</b> and give advice to me.	Lack of s-v agreement	1	1	1	3	1
51	She is a good friend Always help and <b>give</b> advice to me.	Lack of s-v agreement	1	1	1	3	1
52	He is clever and he always <b>help</b> me with my homework.	Lack of s-v agreement	1	1	1	3	1
53	I will buy the ball for him because Stamp is <b>like</b> to play football a lot.	Lack of s-v agreement	1	1	1	3	1
54	He kind and funny and he <b>help</b> me a lot [...]	Lack of s-v agreement	1	1	1	3	1
55	he <b>help</b> me with my homework and help teach about things that I don't understand.	Lack of s-v agreement	1	1	1	3	1
56	[...] character's wooden figure from the game he <b>play</b> [...]	Lack of s-v agreement	1	1	1	3	1
57	her every <b>like</b> to play basketball but her is rowing athelete.	Lack of s-v agreement	0	1	1	2	0.7
58	I want to ask the staff how much a basketball ball <b>cost</b> .	Lack of s-v agreement	1	1	1	3	1
59	He <b>love</b> all of his friend, [...]	Lack of s-v agreement	1	1	1	3	1
60	When I gave him the gift he <b>look</b> very happy [...]	Lack of s-v agreement	1	1	1	3	1
61	she is the best woman I think because she <b>help</b> me a lot [...]	Lack of s-v agreement	1	1	1	3	1
62	he <b>like</b> play football game	Lack of s-v agreement	1	1	1	3	1
63	he <b>play</b> footballs and don't have football shoes.	Lack of s-v agreement	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
64	He always <b>pay</b> attention [...]	Lack of s-v agreement	1	1	1	3	1
65	he <b>like</b> playing sports [...]	Lack of s-v agreement	1	1	1	3	1
66	he <b>like</b> to play game	Lack of s-v agreement	1	1	1	3	1
67	He always <b>help</b> me with various matters.	Lack of s-v agreement	1	1	1	3	1
68	It is a month that everyone <b>give</b> and receive gifts.	Lack of s-v agreement	1	1	1	3	1
69	It is a month that everyone give and <b>receive</b> gifts.	Lack of s-v agreement	1	1	1	3	1
70	She told me that she <b>like</b> it very much.	Lack of s-v agreement	1	1	1	3	1
71	Hope she <b>like</b> it.	Lack of s-v agreement	1	1	1	3	1
72	he always <b>make</b> a gift for everyone when their birthday arrived	Lack of s-v agreement	1	1	1	3	1
73	The reason I make a gift for him because he always <b>give</b> everything [...]	Lack of s-v agreement	1	1	1	3	1
74	In the end he <b>receive</b> my gift [...]	Lack of s-v agreement	1	1	1	3	1
75	I bought a big doll that Bam <b>like</b> .	Lack of s-v agreement	1	1	1	3	1
76	I think he <b>feel</b> very appreciate, [...]	Lack of s-v agreement	1	1	1	3	1
77	he <b>like</b> to eat a snack	Lack of s-v agreement	1	1	1	3	1
78	I heard that she <b>want</b> a care bear, sweet dream and bed time.	Lack of s-v agreement	1	1	1	3	1
79	And write down the songs that her <b>like</b> below, [...]	Lack of s-v agreement	1	1	1	3	1
80	I hope her <b>like</b> she it because I really work hard.	Lack of s-v agreement	1	1	1	3	1
81	her happily <b>play</b> the doll I gave her.	Lack of s-v agreement	1	1	1	3	1
82	[...] because Santy <b>love</b> a blueberry so much.	Lack of s-v agreement	1	1	1	3	1
83	[...] hope she <b>like</b> it.	Lack of s-v agreement	1	1	1	3	1
84	[...] because she <b>like</b> avatar so much.	Lack of s-v agreement	1	1	1	3	1
85	He say it <b>look</b> very and his cat like.	Lack of s-v agreement	1	1	1	3	1



Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
86	He say it look very and his cat like.	Lack of s-v agreement	1	1	1	3	1
87	It sleep in the home everyday.	Lack of s-v agreement	1	1	1	3	1
88	he always give me present, but I haven't given him anything yet.	Lack of s-v agreement	1	1	1	3	1
89	And Rin's shoes is so bad he always say [...]	Lack of s-v agreement	1	0	1	2	0.7
90	The rules is everyone draw a lottery for who to draw.	Lack of s-v agreement	1	1	1	3	1
91	[...] he like to play VDO dame [...]	Lack of s-v agreement	1	1	1	3	1
92	After that I think she like music box.	Lack of s-v agreement	1	1	1	3	1
93	I bought it because I want to do it by myself.	Misuse of verb tense	1	0	1	3	1
94	No matter how hard I try, I still can't make it.	Misuse of verb tense	0	0	0	0	0
95	Next we add a sprinkle of caviar on top [...]	Misuse of verb tense	0	0	0	0	0
96	[...] then we add sprinkles of small white chocolate bits [...]	Misuse of verb tense	0	0	0	0	0
97	Next we place a bunch of freshly cut strawberry to add a bit of flavor [...]	Misuse of verb tense	0	1	1	2	0.7
98	So I text Amy to ask her what to do.	Misuse of verb tense	1	1	1	3	1
99	When everything is ready I pack her a gift and give it to her.	Misuse of verb tense	1	1	1	3	1
100	So we need to chill our cake [...]	Misuse of verb tense	1	1	1	3	1
101	[...] she is going on a trip with her family so I need to make it quick [...]	Misuse of verb tense	1	1	1	3	1
102	I struggle a lot to make it [...]	Misuse of verb tense	1	1	1	3	1
103	I need to redo the entire thing again.	Misuse of verb tense	0	1	1	2	0.7
104	Nam receive and very happy with a gift [...]	Misuse of verb tense	1	1	1	3	1
105	In the morning, I hurry to the flower store and buy a big bouquet of pink tulips and pink roses.	Misuse of verb tense	1	1	1	3	1
106	We order steak and caesar salad.	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
107	[...] so I <b>want</b> to make a little gift for her.	Misuse of verb tense	1	-1	1	1	0.5
108	They said they just <b>want</b> to make me happy and I was very overwhelmed and have a little tear on my eyes.	Misuse of verb tense	1	1	1	3	1
109	I gave her the gift that I made for her and she <b>like</b> it	Misuse of verb tense	1	1	1	3	1
110	I made a bracelet with the letter J and <b>bake</b> a strawberry shortcake for her because it was her birthday.	Misuse of verb tense	1	1	1	3	1
111	A red car with a siren <b>appear</b> in front of our house so decided to run away.	Misuse of verb tense	1	1	1	3	1
112	I <b>miss</b> her so much.	Misuse of verb tense	0	1	1	2	0.7
113	[...] and then she <b>kiss</b> me [...]	Misuse of verb tense	1	1	1	3	1
114	I <b>open</b> the front door and realize it was Patrick.	Misuse of verb tense	1	1	1	3	1
115	John <b>cry</b> a lot, and say thank you for our 10 year's gift my friend.	Misuse of verb tense	1	1	1	3	1
116	she <b>like</b> it very much	Misuse of verb tense	1	1	1	3	1
117	First, I <b>try</b> to search a recipe to make a birthday cake.	Misuse of verb tense	1	1	1	3	1
118	I don't know anyone until he <b>ask</b> my name in class and I knew him first in class.	Misuse of verb tense	1	1	1	3	1
119	he was talking about thing that he <b>want</b> .	Misuse of verb tense	1	1	1	3	1
120	He <b>want</b> a blue hoodie.	Misuse of verb tense	1	1	1	3	1
121	I gift baby cat because he talked with me before, he <b>want</b> to have some pet in his house [...]	Misuse of verb tense	1	0	1	2	0.7
122	On February 14th I gave it to him. I <b>want</b> to surprise him but I don't know how.	Misuse of verb tense	1	-1	1	1	0.5
123	In the last summer, I and my sister <b>plan</b> to visit to my friend birthday pary [...]	Misuse of verb tense	1	1	1	3	1
124	In the vacattion, me and my girlfriend <b>start</b> planning about our trips.	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
125	First we <b>try</b> to go sea or Phuket but there is some problem because our flight got denied.	Misuse of verb tense	1	1	1	3	1
126	So we <b>need</b> to change the plan so I said how about "Doi Suthep"	Misuse of verb tense	1	1	1	3	1
127	she <b>agree</b> with that instantly [...]	Misuse of verb tense	1	1	1	3	1
128	so the we ride a car to Doi Suthep and <b>start</b> our trip	Misuse of verb tense	1	1	1	3	1
129	[...] we decided to make her a wonderful surprise as a gift for her birthday, but the toughest part is we <b>need</b> to pretend that we have no idea about her birthday.	Misuse of verb tense	1	1	1	3	1
130	one evening I <b>want</b> to buy a lot of snacks for a friend and gave them to them and surprised them with money.	Misuse of verb tense	1	1	1	3	1
131	The next day, get up early and <b>rush</b> our to buy silk to make cardigan hat.	Misuse of verb tense	1	1	1	3	1
132	At least we got it quickly 'patched' up in the end and he <b>like</b> it [...]	Misuse of verb tense	1	1	1	3	1
133	I put the gift on my desk and <b>wait</b> to bring it to her tomorrow.	Misuse of verb tense	1	1	1	3	1
134	I hope her like she it because I really <b>work</b> hard.	Misuse of verb tense	1	1	1	3	1
135	I bought them for her because she <b>liked</b> and love a cat very much [...]	Misuse of verb tense	-1	1	1	1	0.5
136	I bought them for her because she liked and <b>love</b> a cat very much [...]	Misuse of verb tense	1	1	1	3	1
137	He <b>look</b> into my eyes, and I witnessed a thousand yard stave.	Misuse of verb tense	1	1	1	3	1
138	He told me he always <b>want</b> the bicycle [...]	Misuse of verb tense	1	1	1	3	1
139	He looking gratified and <b>thank</b> me with a joy in his face.	Misuse of verb tense	1	1	1	3	1
140	I <b>need</b> to keep the cake In the refrigerator [...]	Misuse of verb tense	0	1	1	2	0.7
141	In the past, he always <b>like</b> to talk about video games.	Misuse of verb tense	1	1	1	3	1
142	We <b>try</b> to find the most popular bikinis online.	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
143	Next, we <b>select</b> the most popular ones.	Misuse of verb tense	1	1	1	3	1
144	On the eve of Christmas, my friends <b>create</b> a playful activity in the group [...]	Misuse of verb tense	1	1	1	3	1
145	2 years ago, I didn't have anyone who would like to talk to me, no one who <b>want</b> to be friend with me.	Misuse of verb tense	1	1	1	3	1
146	She took it and <b>open</b> it with joy.	Misuse of verb tense	1	1	1	3	1
147	I knew that, so I hurriedly took the gift to Ohm and [0] accepted my gift.	Missing subject	1	1	1	3	1
148	All gift have meaning but the gift would be important, it depends on who the giver is	Sentence fragments	1	1	1	3	1
149	Even though they already have a girlfriend or boyfriend.	Sentence fragments	1	1	1	3	1
150	I'm a little bit sad of course but I think I'll be better, <b>spend</b> my time with emily.	Sentence fragments	1	1	1	3	1
151	The valentine's come I give her present, a cake, a chocolate and a little bear doll she was so happy so I happy too to see her happy.	Sentence fragments	1	1	1	3	1
152	Until I got the taste of chocolate that my friend likes.	Sentence fragments	1	1	1	3	1
153	Like, if it's in a crowded place.	Sentence fragments	1	1	1	3	1
154	Because the dateof graduation was on her birthday on February 24th.	Sentence fragments	1	1	1	3	1
155	Now that she has been released from the hospital.	Sentence fragments	-1	1	1	1	0.5
156	On the occassion of Christmas.	Sentence fragments	1	1	1	3	1
157	Because her teeth like rabbits and rabbits like to eat carrots.	Sentence fragments	1	1	1	3	1
158	Whenever I need support or help.	Sentence fragments	1	1	1	3	1
159	Mental value made with heart and given with heart for dear friends.	Sentence fragments	1	1	1	3	1
160	On the occassion of her 16th birthday.	Sentence fragments	1	1	1	3	1
161	A red car with a siren appear in front of our house so [0]	Missing subject	-1	1	1	1	0.5

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
	decided to run away.						
162	I'm so excited and very happy because [0] haven't seen her for a long time.	Missing subject	1	1	1	3	1
163	The next day, [0] get up early and rush out to buy silk to make cardigan hat.	Missing subject	1	1	1	3	1
164	I made this gift for a long time, [0] hope he likes it.	Missing subject	1	1	1	3	1
165	I did it to make my best friend happy birthday thank me and hug me.	Missing subject	1	1	1	3	1
166	that same evening [0] will celebrate Santy birthday	Missing subject	1	1	1	3	1
167	Next [0] write the message and folded into a star shape.	Missing subject	1	1	1	3	1
168	It too expensive [0] not enough budget.	Missing subject	1	1	1	3	1
169	We met when we [0] 12 years old.	Missing verb	1	1	1	3	1
170	My bestfriend name Emily.	Missing verb	0	1	1	2	0.7
171	[...] so we was really happy and [0] fun in the party.	Missing verb	-1	1	1	1	0.5
172	He [0] like the star that make my life shining.	Missing verb	1	1	1	3	1
173	[...] he [0] like supporter that always support me when I start to do something [...]	Missing verb	1	1	1	3	1
174	It [0] my best friend forever birthday party.	Missing verb	1	1	1	3	1
175	[...] therefore making the birthday party [0] quite a big event.	Missing verb	-1	1	1	1	0.5
176	December is a month that everyone [0] full of joy [...]	Missing verb	1	1	1	3	1
177	so today it [0] his birthday [...]	Missing verb	1	1	1	3	1
178	The reason I make a gift for him [0] because he always give everything [...]	Missing verb	1	1	1	3	1
179	Because her teeth [0] like rabbits and rabbits like to eat carrots.	Missing verb	1	1	1	3	1
180	For the reason that I decided to make a gift for Win [0]	Missing verb	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
	because it was his birthday.						
181	I decided to make gift for my friend because it [0] my friend's birthday [...]	Missing verb	1	1	1	3	1
182	Those eyes of her that filled with happiness after see what [0] inside the box.	Missing verb	1	1	1	3	1
183	It too expensive [0] not enough budget.	Missing verb	-1	1	1	1	0.5
184	I rushed to her house to give it to her [0] turns out that I completely forgot [...]	No subject	-1	1	1	1	0.5
185	Nam receive [0] and very happy with a gift [...]	No object	1	1	1	3	1
186	Then I decorated [0] and put it in a box that I wrote.	No object	1	1	1	3	1
187	I've known [0] since elementary school	No object	1	1	1	3	1
188	she very appreciated [0]	No object	1	1	1	3	1
189	I think she like ear rings if I give her.	Lack of s-v agreement	1	1	1	3	1
190	I hope he [0] gonna like my gift because I don't know what he likes and he doesn't like.	No v.to be	1	1	1	3	1
191	Everythings seems to [0] going well, [...]	No v.to be	1	1	1	3	1
192	I hope you [0] doing good with your journey.	No v.to be	1	1	1	3	1
193	[...] and how we [0] going to the gift shop to make the gift to my friend.	No v.to be	1	1	1	3	1
194	Suddenly she [0] approaching behind me [...]	No v.to be	1	1	1	3	1
195	we [0] looking at her [...]	No v.to be	1	1	1	3	1
196	Me and 2 other friends [0] planning a birthday surprise	No v.to be	1	1	1	3	1
197	she [0] playing a game so it doesn't care.	No v.to be	1	1	1	3	1
198	It was a white wallet but now its look more yellow-ish and was rip out a bit.	Incorrect verb form	1	1	1	3	1
199	I know that you have been travel to many places [...]	Incorrect verb form	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
200	I had never <b>talk</b> to him for about 14 years.	Incorrect verb form	1	1	1	3	1
201	I want my friend <b>remember</b> the good memories with me.	Incorrect verb form	1	1	1	3	1
202	To thank him for <b>be</b> my friend and let me copy his exam, [...]	Incorrect verb form	1	1	1	3	1
203	I thought of making a memory box and <b>buy</b> some cake for her.	Incorrect verb form	1	1	1	3	1
204	I will write a greeting card for my friend to be strong, rich, not [0] sick, not being sick as a friend for a long time and not leaving each other.	Incorrect verb form	0	1	1	2	0.7
205	Those eyes of her that filled with happiness after <b>see</b> what inside the box.	Incorrect verb form	1	1	1	3	1
206	every of My classmate were <b>bully to</b> me.	Incorrect verb form	1	1	1	3	1
207	Then, I <b>thought out</b> that it's to hard for me to do.	Incorrect verb form	1	1	1	3	1
208	I remembered that Tem love <b>studying about</b> astronomy.	Incorrect collocation	1	1	1	3	1
209	I will <b>made to</b> order music box [...]	Unnecessary verb	1	1	1	3	1
210	he help me with my homework and <b>help</b> teach about things that I don't understand.	Unnecessary item	1	1	1	3	1
211	Three days later, the lipstick I ordered <b>has arrived</b> [...]	Verb form	-1	1	1	1	0.5
212	Finally she <b>has</b> arrived, [...]	Verb tense	0	1	1	2	0.7
213	I went <b>looking</b> to see if there were any that were sold in pairs [...]	Unnecessary item	1	1	1	3	1
214	[...] we <b>can't not</b> wait for her reaction.	Verb form	1	1	1	3	1
215	nd she's going to study in America and I don't know when she will <b>return back</b> to Thailand.	Redundancy	1	1	1	3	1
216	<b>Is he will be ok</b> if I have a date with Emily instead?	Copular verb	0	1	1	2	0.7
217	I'm waited until Christmas and I brought her a present.	Copular verb	0	1	1	2	0.7
218	So I had to find a box that was found was very old.	More than one verb in a sentence	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
219	If you <b>reads</b> this please do not tell anyone.	Incorrect s-v agreement	1	1	1	3	1
220	I am very proud to complete this gift box and we <b>loves</b> it.	Incorrect s-v agreement	1	1	1	3	1
221	I am very happy to have a good friend <b>likes</b> him [...]	Incorrect verb form	1	1	1	3	1
222	<b>It's</b> was a great idea.	Unnecessary verb	1	1	1	3	1
223	She's love to read books in her Free time.	Unnecessary verb	1	1	1	3	1
224	It's cost a lot of money but for her birthday, I hope it worth.	Unnecessary verb	1	1	1	3	1
225	[...] my friend is go to the birthday same me [...]	Unnecessary verb	1	1	1	3	1
226	I will buy the ball for him because Stamp <b>is</b> like to play football a lot.	Unnecessary verb	1	1	1	3	1
227	[...] birthday is <b>have</b> funny very much.	Unnecessary verb	1	1	1	3	1
228	I hope she's will have a tears of joy [...]	Unnecessary verb	1	1	1	3	1
229	I gave him that day <b>was</b> the star jar is a paper folded into a star shape and filled with a jar.	Unnecessary verb	0	1	1	2	0.7
230	I gave him that day was the star jar <b>is</b> a paper folded into a star shape and filled with a jar.	Unnecessary verb	0	1	1	2	0.7
231	He said sorry to me that he didn't <b>answered</b> my calls [...]	Incorrect verb form	1	1	1	3	1
232	I go to shop and <b>buying</b> a lot of wood and some mechanism	Incorrect verb form	1	1	1	3	1
233	I will write a greeting card for my friend to be strong, rich, not sick, not <b>being</b> sick as a friend for a long time and not leaving each other.	Incorrect verb form	1	1	1	3	1
234	I will write a greeting card for my friend to be strong, rich, not sick, not <b>being</b> sick as a friend for a long time and not <b>leaving</b> each other.	Incorrect verb form	1	1	1	3	1
235	I gave him that day was the star jar <b>is</b> a paper folded into a star shape and <b>filled with</b> a jar.	Incorrect collocation	-1	1	1	1	0.5
236	Then we <b>reserved</b> cake at the face, [...]	Incorrect word choice	1	1	1	3	1
237	[...] my friend everyone will <b>make</b> a birthday party for Nam.	Incorrect word choice	1	1	1	3	1



Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
238	The staff said that this flight <b>was released</b> from 2 pm yesterday.	Incorrect word choice	1	1	1	3	1
239	[...] this event <b>has been happening</b> since October [...]	Incorrect word choice	0	0	0	0	0
240	she <b>thank you</b> me [...]	Incorrect word choice	1	1	1	3	1
241	we decided to <b>open</b> music and dance.	Incorrect word choice	1	1	1	3	1
242	I think I can paint case with my owns and <b>gift</b> to him.	Incorrect word choice	1	1	1	3	1
243	I <b>put</b> a gift to a friend.	Incorrect word choice	1	1	1	3	1
244	[...] therefore <b>making</b> the birthday party quite a big event.	Incorrect word choice	1	1	1	3	1
245	I <b>gift</b> baby cat because he talked with me before, he want to have some pet in his house [...]	Incorrect word choice	1	1	1	3	1
246	I gift baby cat because he <b>talked</b> with me before, he want to have some pet in his house [...]	Incorrect word choice	-1	1	1	1	0.5
247	Now that she <b>has been released</b> from the hospital.	Incorrect word choice	-1	1	1	1	0.5
248	[...] one day after she <b>is released</b> from the hospital	Incorrect word choice	-1	1	1	1	0.5
249	I will buy soccer shoes because old shoes <b>are broken</b>	Incorrect word choice	1	1	1	3	1
250	[...] so we <b>greeted</b> to order a cake.	Incorrect word choice	1	1	1	3	1
251	Suddenly we met a friend whoes birthday <b>break the secret</b> so it not a surprise at all.	Incorrect word choice	1	1	1	3	1
252	When I <b>gift</b> him the gift, [...]	Incorrect word choice	1	1	1	3	1
253	I <b>confess</b> that I forget Anna's birthday and I remembered the last day before it.	Incorrect word choice	1	1	1	3	1
254	I was waiting until the school song <b>rang</b> and Anna was not coming.	Incorrect word choice	1	1	1	3	1
255	I <b>use</b> a long time to think what I give to my friend	Incorrect word choice	1	1	1	3	1
256	I tell his Girlfriend to <b>make</b> a surprise	Incorrect word choice	-1	1	1	1	0.5
257	My friend <b>name</b> John [...]	Incorrect verb form	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
258	I decided to make a gift for my friend <b>name</b> Jenny.	Incorrect verb form	1	1	1	3	1
259	My bestfriend <b>name</b> Emily.	Incorrect verb form	1	1	1	3	1
260	I hurry <b>brought</b> a gift to my friend because the chocolate will melt.	Incorrect verb form	1	1	1	3	1
261	My friend <b>have</b> a birthday party tomorrow, [...]	Incorrect verb form	1	1	1	3	1
262	near my house <b>have</b> a shopping mall called sushibababa [...]	Incorrect expletive construction (There+be)	1	1	1	3	1
263	In the valley named "straw valley" <b>it has</b> a small town called stafew	Incorrect expletive construction (There+be)	1	1	1	3	1
264	In party <b>has</b> more people in they.	Incorrect expletive construction (There+be)	1	1	1	3	1
265	I think valentine gift <b>don't</b> need to be for crush only.	Incorrect s-v agreement	1	1	1	3	1
266	You <b>was</b> someone who very special for me	Incorrect s-v agreement	1	1	1	3	1
267	[...] so we <b>was</b> really happy and fun in the party.	Incorrect s-v agreement	1	1	1	3	1
268	when time <b>have</b> come [...]	Incorrect s-v agreement	1	1	1	3	1
269	[...] and my friend <b>are</b> very hyper person like a frog.	Incorrect s-v agreement	1	1	1	3	1
270	if the result <b>were</b> not as expected it will ruin his birthday [...]	Incorrect s-v agreement	1	1	1	3	1
271	But, the price of the shoes <b>are</b> so expensive.	Incorrect s-v agreement	1	1	1	3	1
272	[...] whenever he <b>have</b> time [...]	Incorrect s-v agreement	1	1	1	3	1
273	First we try to go sea or Phuket but there <b>is</b> some problem because our flight got denied.	Incorrect s-v agreement	1	1	1	3	1
274	he play footballs and <b>don't</b> have football shoes.	Incorrect s-v agreement	1	1	1	3	1
275	[...] but <b>there are</b> one of my friend [...]	Incorrect s-v agreement	1	1	1	3	1
276	He <b>have</b> a cat.	Incorrect s-v agreement	1	1	1	3	1
277	And Rin's shoes <b>is</b> so bad he always say [...]	Incorrect s-v agreement	1	0	1	2	0.7

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
278	Three days later, the lipstick I <b>ordered</b> has arrived [...]	Incorrect verb form	0	0	0	0	0
279	Next day, I <b>going</b> a birthday party at my friend home.	Incorrect verb form	1	1	1	3	1
280	tomorrow <b>will be</b> my best friend's birthday	Incorrect verb form	-1	1	1	1	0.5
281	No matter how hard I try, I still <b>can't</b> make it.	Incorrect verb tense	-1	1	1	1	0.5
282	I gave her a gift in the classroom at lunch break, and <b>turns</b> out she has a gift for me too.	Incorrect verb tense	1	1	1	3	1
283	I gave her a gift in the classroom at lunch break, and turns out she <b>has</b> a gift for me too.	Incorrect verb tense	1	1	1	3	1
284	Lastly we <b>will serve</b> a nice hot glass of chocolate milk [...]	Incorrect verb tense	1	1	1	3	1
285	After that he told me that he <b>feel</b> thankful for giving the gift [...]	Incorrect verb tense	1	1	1	3	1
286	First of all, I <b>have</b> no idea what to make because she only likes to wear brandname stuff.	Incorrect verb tense	1	1	1	3	1
287	When everything is ready I pack her a gift and give it to her.	Incorrect verb tense	1	1	1	3	1
288	When everything is ready I pack her a gift and <b>give</b> it to her.	Incorrect verb tense	1	1	1	3	1
289	Finally, she <b>loves</b> it very much and says thank you to me.	Incorrect verb tense	1	1	1	3	1
290	Finally, she loves it very much and <b>says</b> thank you to me.	Incorrect verb tense	1	1	1	3	1
291	[...] she is going on a trip with her family so I need to make it quick [...]	Incorrect verb tense	-1	1	1	1	0.5
292	[...] but I <b>think</b> it was too boring [...]	Incorrect verb tense	-1	1	1	1	0.5
293	after I realized that I <b>hide</b> the present in a nearby bush and buy some snacks for her instead	Incorrect verb tense	1	1	1	3	1
294	after I realized that I hide the present in a nearby bush and <b>buy</b> some snacks for her instead	Incorrect verb tense	1	1	1	3	1
295	[...] she <b>say</b> she love me [...]	Incorrect verb tense	1	1	1	3	1
296	[...] she has been my friend since I'm in grade 7.	Incorrect verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
297	We <b>were</b> like best-friend [...]	Incorrect verb tense	1	1	1	3	1
298	We <b>know</b> each other since we were young [...]	Incorrect verb tense	1	0	1	2	0.7
299	Now, I'm hopping on my car and after a few minutes of driving [...]	Incorrect verb tense	1	1	1	3	1
300	I'm trying, but it doesn't work.	Incorrect verb tense	1	1	1	3	1
301	I'm trying, but it <b>doesn't</b> work.	Incorrect verb tense	0	0	0	0	0
302	The rain was pouring heavily that day but if I <b>don't</b> go, it will be to late for Valentine's Day.	Incorrect verb tense	1	1	1	3	1
303	The rain was pouring heavily that day but if I don't go, it will be to late for Valentine's Day.	Incorrect verb tense	1	-1	1	1	0.5
304	Finally, I <b>can</b> buy her a lego flower and make some surprise [...]	Incorrect verb tense	1	-1	1	1	0.5
305	I <b>wake</b> up at 2.00 am to sent her to airport.	Incorrect verb tense	1	1	1	3	1
306	[...] but first I <b>have to</b> go to the store for buy a paper and a glue.	Incorrect verb tense	1	0	1	2	0.7
307	Then I <b>go</b> back home and make a bouquet of pink roses, [...]	Incorrect verb tense	1	1	1	3	1
308	Then I go back home and <b>make</b> a bouquet of pink roses, [...]	Incorrect verb tense	1	-1	1	1	0.5
309	And I tried and tried again, the result <b>is</b> the same, [...]	Incorrect verb tense	1	1	1	3	1
310	In the morning, I hurry to the flower store and <b>buy</b> a big bouquet of pink tulips and pink roses.	Incorrect verb tense	1	1	1	3	1
311	And I <b>go</b> to the jewelry store to buy a bracelet.	Incorrect verb tense	1	1	1	3	1
312	I <b>feel</b> relax when I buy everything complete.	Incorrect verb tense	1	1	1	3	1
313	Then at night, we <b>are</b> in the restaurant.	Incorrect verb tense	1	1	1	3	1
314	Then I <b>give</b> him a gift, [...]	Incorrect verb tense	1	1	1	3	1
315	And I <b>tell</b> him about the first idea of gift that's not complete.	Incorrect verb tense	1	1	1	3	1
316	I <b>feel</b> really happy and he give me a hug and a gift.	Incorrect verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
317	I feel really happy and he <b>give</b> me a hug and a gift.	Incorrect verb tense	1	1	1	3	1
318	In the end, we <b>have</b> dinner at the restaurant with the beautiful buildings and the nice classic music.	Incorrect verb tense	1	1	1	3	1
319	We <b>don't know</b> what present we should give her.	Incorrect verb tense	1	0	1	2	0.7
320	She's single for 2 years [...]	Incorrect verb tense	1	1	1	3	1
321	Last year, I just <b>have</b> a heart broken from my ex's.	Incorrect verb tense	1	1	1	3	1
322	when I came home my parent bought me a chocolate and a rose even though they <b>don't know</b> about this.	Incorrect verb tense	1	1	1	3	1
323	They said they just want to make me happy and I was very overwhelmed and <b>have</b> a little tear on my eyes.	Incorrect verb tense	1	1	1	3	1
324	[...] but I <b>don't have</b> enough money to buy it.	Incorrect verb tense	-1	1	1	1	0.5
325	Flora <b>was</b> my best friends for 8 years [...]	Incorrect verb tense	1	0	1	2	0.7
326	I open the front door and <b>realize</b> it was Patrick.	Incorrect verb tense	1	1	1	3	1
327	[...] and quickly went upstairs to my room and <b>get</b> a small gift for him.	Incorrect verb tense	1	1	1	3	1
328	The reason I <b>choose</b> to thread some beads [...]	Incorrect verb tense	1	1	1	3	1
329	On that day I gave all my friends, the gift that I've <b>been working</b> on for several months	Incorrect verb tense	1	-1	1	1	0.5
330	John cry a lot, and <b>say</b> thank you for our 10 year's gift my friend.	Incorrect verb tense	1	1	1	3	1
331	I <b>hurry</b> brought a gift to my friend because the chocolate will melt.	Incorrect verb tense	1	1	1	3	1
332	I hurry brought a gift to my friend because the chocolate <b>will</b> melt.	Incorrect verb tense	1	1	1	3	1
333	I dropped my friends off at the airport and <b>say</b> goodbye [...]	Incorrect verb tense	1	1	1	3	1
334	I think V <b>want</b> to change the case phone for long time.	Incorrect verb tense	1	1	1	3	1
335	I walked around shopping mall but I <b>don't</b> see anything that	Incorrect verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
	would be a gift.						
336	[...] one of my best friend that I <b>stayed</b> with her since in Primary 6	Incorrect verb tense	-1	1	1	1	0.5
337	[...] my friend is <b>go</b> to the birthday same me [...]	Incorrect verb tense	1	1	1	3	1
338	[...] birthday <b>is</b> have funny very much.	Incorrect verb tense	1	1	1	3	1
339	I <b>don't</b> know anyone until he ask my name in class and I knew him first in class.	Incorrect verb tense	1	1	1	3	1
340	First, they <b>are</b> very happy and a friend from another school he was a very happy with my gift very much so I'm happy for my friend's too.	Incorrect verb tense	1	1	1	3	1
341	First, they are very happy and a friend from another school he was a very happy with my gift very much so I'm happy for my friend's too.	Incorrect verb tense	1	1	1	3	1
342	I <b>feel</b> a little hurt, but it's okay because I'm happy to give them a present.	Incorrect verb tense	1	1	1	3	1
343	It was the item that we <b>wore</b> the most.	Incorrect verb tense	-1	-1	-1	-3	0
344	[...] he also <b>make</b> a thank you card for me too.	Incorrect verb tense	1	1	1	3	1
345	Even though we <b>had</b> been friends for years	Incorrect verb tense	0	1	1	2	0.7
346	On February 14th I gave it to him. I want to surprise him but I <b>don't know</b> how.	Incorrect verb tense	1	-1	1	1	0.5
347	So I <b>go</b> to the basketball court and give it to him.	Incorrect verb tense	1	1	1	3	1
348	So I go to the basketball court and <b>give</b> it to him.	Incorrect verb tense	1	1	1	3	1
349	the next morning, I <b>give</b> the gift to him [...]	Incorrect verb tense	1	1	1	3	1
350	we <b>go</b> to the gift shop to make gift to my friend	Incorrect verb tense	1	1	1	3	1
351	I <b>choose</b> the doll as a gift for a friend [...]	Incorrect verb tense	1	1	1	3	1
352	my sister <b>choose</b> pencil to my friend [...]	Incorrect verb tense	1	1	1	3	1
353	Next, I <b>go</b> to market to buy food for my friends [...]	Incorrect verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
354	I <b>choose</b> tom yam kung and pad thai and my sister choose sushi.	Incorrect verb tense	1	1	1	3	1
355	I <b>choose</b> tom yam kung and pad thai and my sister choose sushi.	Incorrect verb tense	1	1	1	3	1
356	Suddenly, I <b>see</b> my friend in front of ice cream shop so my sister and I walked over to wish him a happy birthday.	Incorrect verb tense	1	1	1	3	1
357	[...] I forgot to place the shake on her hair but he still <b>appreciate</b> it [...]	Incorrect verb tense	1	1	1	3	1
358	so the we <b>ride</b> a car to Doi Suthep and start our trip	Incorrect verb tense	1	1	1	3	1
359	[...] we decided to make her a wonderful surprise as a gift for her birthday, but the toughest part is we need to pretend that we have no idea about her birthday.	Incorrect verb tense	1	1	1	3	1
360	[...] we decided to make her a wonderful surprise as a gift for her birthday, but the toughest part is we need to pretend that we <b>have</b> no idea about her birthday.	Incorrect verb tense	1	1	1	3	1
361	[...] but luckily we <b>aren't</b> losing our minds yet so we answered [...]	Incorrect verb tense	1	1	1	3	1
362	we laughed out so loud and <b>tell</b> her [...]	Incorrect verb tense	1	1	1	3	1
363	her eyes <b>are</b> up with tears she blows the candles & she told us	Incorrect verb tense	1	1	1	3	1
364	her eyes are up with tears she <b>blows</b> the candles & she told us	Incorrect verb tense	1	1	1	3	1
365	So we <b>have</b> to wait for the rain to stop which is very long.	Incorrect verb tense	1	1	1	3	1
366	So we have to wait for the rain to stop which <b>is</b> very long.	Incorrect verb tense	1	1	1	3	1
367	The next day, <b>get</b> up early and rush our to buy silk to make cardigan hat.	Incorrect verb tense	1	1	1	3	1
368	And when i <b>give</b> her my gift, she expresses her joy.	Incorrect verb tense	1	1	1	3	1
369	And when i give her my gift, she <b>expresses</b> her joy.	Incorrect verb tense	1	1	1	3	1
370	Two weeks later the scarf <b>is</b> done and I am very proud of	Incorrect verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
	myself.						
371	Two weeks later the scarf is done and I <b>am</b> very proud of myself.	Incorrect verb tense	1	1	1	3	1
372	the gift that he <b>give</b> was very expensive	Incorrect verb tense	1	1	1	3	1
373	At his party I <b>give</b> him the gift and sent a kiss and he sent back.	Incorrect verb tense	1	1	1	3	1
374	The reason I <b>make</b> a gift for him because he always give everything [...]	Incorrect verb tense	1	1	1	3	1
375	But he said that he <b>is</b> a bit disappointed because he wants a jersey [...]	Incorrect verb tense	1	1	1	3	1
376	But he said that he is a bit disappointed because he <b>wants</b> a jersey [...]	Incorrect verb tense	1	1	1	3	1
377	I made it compromise and <b>take</b> it to a friend.	Incorrect verb tense	1	1	1	3	1
378	[...] so i <b>give</b> present him at home.	Incorrect verb tense	1	1	1	3	1
379	I'll <b>pretend</b> I didn't go to his birthday and didn't talk to him on his birthday.	Incorrect verb tense	1	0	1	2	0.7
380	I <b>made</b> this gift for a long time, hope he likes it.	Incorrect verb tense	0	0	0	0	0
381	The situation started when a messages <b>is</b> sent to me by him, [...]	Incorrect verb tense	1	1	1	3	1
382	I <b>don't</b> have much time so I hurriedly cleaned everything up then gave the gift.	Incorrect verb tense	1	1	1	3	1
383	[...] we were both very happy and we <b>would</b> always be good friends.	Incorrect verb tense	-1	1	1	1	0.5
384	This gift, I <b>do</b> with my heart.	Incorrect verb tense	1	1	1	3	1
385	And tomorrow is her birthday so I <b>will decided</b> to make a gift for her.	Incorrect verb tense	1	1	1	3	1
386	After that he happily and <b>have</b> good day.	Incorrect verb tense	1	1	1	3	1
387	He <b>looking</b> gratified and thank me with a joy in his face.	Incorrect verb tense	1	1	1	3	1



Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
388	We're <b>going</b> to central. We walked around central Until we found the care bear doll [...]	Incorrect verb tense	1	1	1	3	1
389	I confess that I <b>forget</b> Anna's birthday and I remembered the last day before it.	Incorrect verb tense	1	1	1	3	1
390	I was waiting until the school song rang and Anna <b>was not coming</b> .	Incorrect verb tense	-1	1	1	1	0.5
391	[...] <b>give</b> it to her tomorrow.	Incorrect verb tense	-1	1	1	1	0.5
392	In which I <b>choose</b> the pendant myself, [...]	Incorrect verb tense	1	1	1	3	1
393	I hope Fruity likes what I <b>give</b> to her.	Incorrect verb tense	1	1	1	3	1
394	I use a long time to think what I <b>give</b> to my friend	Incorrect verb tense	1	1	1	3	1
395	He <b>say</b> it look very and his cat like.	Incorrect verb tense	1	1	1	3	1
396	Me and my friend <b>go</b> to the beach together	Incorrect verb tense	1	1	1	3	1
397	We <b>are</b> very happy	Incorrect verb tense	-1	-1	-1	-3	0
398	Because in my birthday he always gives me a gift and he never <b>forgot</b> my birthday.	Incorrect verb tense	1	1	1	3	1
399	I <b>make</b> the gift for Poom on his birthday	Incorrect verb tense	1	1	1	3	1
400	I <b>give</b> him a gift and he opened it	Incorrect verb tense	-1	1	1	1	0.5
401	I waited for Ohm for 3 days until Ohm <b>come</b> back.	Incorrect verb tense	1	1	1	3	1
402	Next <b>write</b> the message and folded into a star shape.	Incorrect verb tense	1	1	1	3	1
403	I <b>give</b> him a cake and He was so happy.	Incorrect verb tense	1	1	1	3	1
404	I started to buy snacks, bought a gift box, <b>writing</b> a birthday card, [...]	Incorrect verb form	1	1	1	3	1
405	I asked him <b>did you like it</b> .	Incorrect embedded question	1	1	1	3	1
406	[...] and asked I <b>why do you give it to me</b>	Incorrect embedded question	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
407	[...] we <b>lighted</b> a candle and walked into her house.	Incorrect verb form	1	1	1	3	1
408	I am so happy for my missions is <b>suceesed</b>	Incorrect verb form	1	1	1	3	1
409	So I <b>searching</b> for a good gift for my friend	Incorrect verb form	1	1	1	3	1
410	I realize that note always <b>playing</b> a certain sci-fi game [...]	Incorrect verb form	1	1	1	3	1
411	he always <b>being</b> good for me [...]	Incorrect verb form	1	1	1	3	1
412	if our class doesn't have this boy, the class <b>would</b> be very quiet	Incorrect if-clause	1	1	1	3	1
413	If you ask me what would I give, I <b>would</b> give him some of snacks	Incorrect if-clause	1	1	1	3	1
414	I don't know if he <b>will like</b> it or not.	Incorrect if-clause	0	0	0		0
415	If bought as a birthday gift my friend's mother <b>didn't complain</b> .	Incorrect if-clause	1	1	1	3	1
416	Next, we continued to make jam to decorate the cake while the cake batter <b>was baking</b> .	Incorrect passive voice	1	1	1	3	1
417	When Winny's birthday came, we <b>were surprised</b> with a song we made for her.	Incorrect passive voice	-1	1	1	1	0.5
418	the secret is close to <b>reveal</b> [...]	Incorrect passive voice	1	1	1	3	1
419	he always <b>loved</b> by friend.	Incorrect passive voice	1	1	1	3	1
420	when I <b>was surprised</b> , my friend cried [...]	Incorrect passive voice	1	1	1	3	1
421	I will make a bouquet of paper roses for Charm because she like roses and Charm <b>can be kept</b> as a memory [...]	Incorrect passive voice	1	1	1	3	1
422	First, Himeko suggested to <b>buy</b> her an Earphone [...]	Incorrect verb form	-1	1	1	1	0.5
423	Bronya suggested to <b>buy</b> her a PS5.	Incorrect verb form	-1	1	1	1	0.5
424	And Kiana said she will make a cake as a apology of <b>broke</b> Maria Earphones.	Incorrect verb form	1	1	1	3	1
425	I hope you <b>found</b> the point of your life [...]	Incorrect verb form	-1	1	1	1	0.5

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
426	To thank him for be my friend and <b>let</b> me copy his exam, [...]	Incorrect verb form	1	1	1	3	1
427	he was very nice <b>helped</b> me with my homework	Incorrect verb form	1	1	1	3	1
428	I think my friend will like and impressed with what I do by myself than to <b>buy</b> and give her [...]	Incorrect verb form	-1	1	1	1	0.5
429	I think my friend will like and impressed with what I do by myself than to buy and <b>give</b> her [...]	Incorrect verb form	-1	1	1	1	0.5
430	We have <b>know</b> each other for almost five years.	Incorrect verb form	1	1	1	3	1
431	I get the idea of <b>make</b> a modern figure of his most use character.	Incorrect verb form	1	1	1	3	1
432	he like <b>play</b> football game	Incorrect verb form	1	1	1	3	1
433	My friend said that she believed he had <b>showing</b> his affection for me.	Incorrect verb form	1	1	1	3	1
434	[...] so I wanted to surprise her by buying her a maine coon cat and <b>hide</b> a cat before her birthday party.	Incorrect verb form	1	1	1	3	1
435	So I want to make emily happy the way I <b>do</b> .	Incorrect word choice	1	1	1	3	1
436	I <b>rather to buy</b> a black screen t-shirt because my friend likes black very much.	Incorrect word form	1	1	1	3	1
437	[...] <b>her</b> very like anime characters that she like.	Incorrect subject	1	1	1	3	1
438	<b>It's just paper flowers, and that is</b> for her [...]	Incorrect s-v agreement	1	1	1	3	1
439	It's just paper flowers, and <b>that is</b> for her [...]	Incorrect s-v agreement	1	1	1	3	1
440	I decided to make a gift for my friend because last month my best friend <b>must</b> go to study abroad at USA.	Incorrect verb form	1	1	1	3	1
441	We didn't <b>met</b> eachother for a while now [...]	Incorrect verb form	1	1	1	3	1
442	I didn't <b>told</b> him to wait for me at the front door [...]	Incorrect verb form	1	1	1	3	1
443	[...] so I didn't <b>gave</b> the gift [...]	Incorrect verb form	1	1	1	3	1
444	we didn't <b>met</b> each other [...]	Incorrect verb form	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	ΣR	IOC
445	I am so happy for my missions <b>is</b> succeeded	Incorrect verb form	-1	1	1	1	0.5
446	We had chit-chatting before <b>gone</b> home.	Incorrect verb form	1	1	1	3	1
447	At the party, we <b>were enjoy</b> together [...]	Incorrect verb form	1	1	1	3	1
448	I rather <b>to buy</b> a black screen t-shirt because my friend likes black very much.	Incorrect verb form	1	1	1	3	1
449	I wake up at 2.00 am <b>to sent</b> her to airport.	Incorrect verb form	1	1	1	3	1
450	I decided <b>to gave</b> her snacks as well, [...]	Incorrect verb form	1	1	1	3	1
451	[...] because he just wanted to <b>surprised</b> me.	Incorrect verb form	1	1	1	3	1
452	there is Christmas and New Year will <b>coming</b> soon.	Incorrect verb form	1	1	1	3	1
453	I don't want to buy a random gift or <b>baking</b> [...]	Incorrect verb form	1	1	1	3	1
454	I decided to <b>bought</b> a lipstick and eye shadow for her.	Incorrect verb form	1	1	1	3	1
455	[...] causing the whole story <b>be revealed</b> before Charm's birthday.	Incorrect verb form	1	1	1	3	1
456	I thought for a long time what I should <b>to do</b> for her.	Incorrect verb form	1	1	1	3	1
457	I liked my friends in the room alone in case of going to prepare the cake with other friend and <b>brought</b> it to a surprise.	Incorrect verb form	1	1	1	3	1
458	During the day before giving a gift, we must <b>kept</b> secret [...]	Incorrect verb form	1	1	1	3	1
459	I want <b>to made</b> something special for my dear friend [...]	Incorrect verb form	1	1	1	3	1
460	I will <b>made</b> a gift for you since we don't know when we can met again.	Incorrect verb form	1	1	1	3	1
461	I will made a gift for you since we don't know when we can met again.	Incorrect verb form	1	1	1	3	1
462	<b>I made a gift box that I bought lost</b>	Incorrect word order	0	1	1	3	1
463	If you ask me what <b>would I give</b> , I would give him some of snacks	Incorrect indirect question	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	ΣR	IOC
464	But first I need to ask her <b>what does she want</b> [...]	Incorrect indirect question	1	1	1	3	1
465	Is <b>he will be</b> ok if I have a date with Emily instead?	Incorrect question form	1	1	1	3	1
466	I can't really predict what <b>would he be</b> now	Incorrect indirect question	1	1	1	3	1
467	They <b>[0]</b> so happy to stay together and live together.	No v.to be	1	1	1	3	1
468	Because it <b>[0]</b> so hot.	No v.to be	1	1	1	3	1
469	it <b>[0]</b> so fun.	No v.to be	1	1	1	3	1
470	it <b>[0]</b> good	No v.to be	1	1	1	3	1
471	I want to go to the beach because it <b>[0]</b> so hot	No v.to be	1	1	1	3	1
472	I heard that it <b>[0]</b> delicious.	No v.to be	1	1	1	3	1
473	I <b>[0]</b> so happy [...]	No v.to be	1	1	1	3	1
474	Xuan <b>[0]</b> Engaged.	No v.to be	1	1	1	3	1
475	Xuan <b>[0]</b> very happy.	No v.to be	1	1	1	3	1
476	Shan <b>[0]</b> very sad in hell.	No v.to be	1	1	1	3	1
477	he <b>[0]</b> very mad	No v.to be	1	1	1	3	1
478	she <b>[0]</b> so beautiful	No v.to be	1	1	1	3	1
479	he <b>[0]</b> scared of darkness	No v.to be	1	1	1	3	1
480	[...] it <b>[0]</b> far from Bangkok	No v.to be	1	1	1	3	1
481	it <b>[0]</b> very yummy	No v.to be	1	1	1	3	1
482	We go to see aquarium that <b>[0]</b> near the pattaya [...]	No v.to be	1	1	1	3	1
483	It <b>[0]</b> so funny.and the food there is delicious .	No v.to be	1	1	1	3	1
484	I <b>[0]</b> scary because I scary to die in sea [...]	No v.to be	1	1	1	3	1
485	I scary because I <b>[0]</b> scary to die in sea [...]	No v.to be	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
486	but I [0] funny with my family [...]	No v.to be	1	1	1	3	1
487	he went back to take revenge [0] merpeople [...]	No preposition	1	1	1	3	1
488	I'm very tired and [...] very fun too.	No verb	0	1	1	2	0.7
489	merpeople escape Xuan but have merpeople one group want to [0] revenge Xuan	No verb	1	1	1	3	1
490	merpeople [0] revenge for Xuan and [...]	No verb	1	1	1	3	1
491	and [0] no merpeople anymore.	No expletive construction (there + be)	1	1	1	3	1
492	my mother like to go to temple very much.	Lack of s-v agreement	1	1	1	3	1
493	[...] but I don't like it when the sand come into my shoes.	Lack of s-v agreement	1	1	1	3	1
494	He is really bad and want to revenge [...]	Lack of s-v agreement	1	1	1	3	1
495	And everyone live happily.	Lack of s-v agreement	1	1	1	3	1
496	[...] when pirate ever rule the world [...]	Lack of s-v agreement	1	1	1	3	1
497	it live underwater.	Lack of s-v agreement	1	1	1	3	1
498	She meet a man at the sea.	Lack of s-v agreement	1	1	1	3	1
499	Mermaid go play on rock he see a girl.	Lack of s-v agreement	1	1	1	3	1
500	Mermaid go play on rock he see a girl.	Lack of s-v agreement	1	1	1	3	1
501	she tell mermaid she will give legs to mermaid	Lack of s-v agreement	1	1	1	3	1
502	Xuan family like Shan	Lack of s-v agreement	1	1	1	3	1
503	Xuan tell about paning of octopus [...]	Lack of s-v agreement	1	1	1	3	1
504	Xuan tell everybody to come here tomorrow.	Lack of s-v agreement	1	1	1	3	1
505	Xuan want fin of Shan because fin of mermaid is very expensive.	Lack of s-v agreement	1	1	1	3	1
506	Xuan so use spear to kill Shan and Shan die.	Lack of s-v agreement	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
507	this <b>make</b> Xuan rich.	Lack of s-v agreement	1	1	1	3	1
508	Xuan <b>use</b> money to buy a car.	Lack of s-v agreement	1	1	1	3	1
509	Xuan <b>buy</b> a boat.	Lack of s-v agreement	1	1	1	3	1
510	the mermaid is <b>live</b> in under water	Lack of s-v agreement	-1	1	1	1	0.7
511	she <b>eat</b> a seaweed	Lack of s-v agreement	1	1	1	3	1
512	mermaid <b>live</b> in atlantis	Lack of s-v agreement	1	1	1	3	1
513	she <b>live</b> in the water	Lack of s-v agreement	1	1	1	3	1
514	she only <b>live</b> underwater	Lack of s-v agreement	1	1	1	3	1
515	she <b>look</b> like so very nice.	Lack of s-v agreement	1	1	1	3	1
516	A merman <b>look</b> like a human on top half.	Lack of s-v agreement	1	1	1	3	1
517	The merman <b>live</b> in underwater city name atlantis.	Lack of s-v agreement	1	1	1	3	1
518	She <b>live</b> in Atlantic Ocean.	Lack of s-v agreement	1	1	1	3	1
519	She <b>like</b> fish, shell and Jelly fish.	Lack of s-v agreement	1	1	1	3	1
520	She <b>like</b> to sing too.	Lack of s-v agreement	1	1	1	3	1
521	I eat only chicken than we <b>walk</b> to go back to the bus and go home.	Misuse of verb tense	1	1	1	3	1
522	When we wake up me and my brother <b>play</b> in the pool and we go to the home.	Misuse of verb tense	1	1	1	3	1
523	I can't forgot when he <b>climb</b> up his clothes smell very very bad.	Misuse of verb tense	1	1	1	3	1
524	[...] we come to school and <b>wait</b> for the bus and students	Misuse of verb tense	1	-1	1	1	0.5
525	when we <b>finish</b> the exercise we are come back to school.	Misuse of verb tense	1	1	1	3	1
526	after dinner we <b>watch</b> movie [...]	Misuse of verb tense	1	1	1	3	1
527	2 years later Xuan know that who <b>kill</b> Shan	Misuse of verb tense	1	1	1	3	1
528	[...] then he <b>kill</b> all the mermaid that made Shan died.	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
529	After Xuan <b>finish</b> to revenge for Shan that died.	Misuse of verb tense	1	1	1	3	1
530	He is back to home and <b>ask</b> himself "Why did i need to do this?"	Misuse of verb tense	1	1	1	3	1
531	So the company <b>help</b> with the merpeople to kill Xuan.	Misuse of verb tense	1	1	1	3	1
532	[...] after workers are very mad they <b>kill</b> the girl [...]	Misuse of verb tense	1	1	1	3	1
533	merpeople escape Xuan but have merpeople one group <b>want</b> to revenge Xuan	Misuse of verb tense	1	1	1	3	1
534	merpeople can <b>kill</b> Xuan die [...]	Misuse of verb tense	-1	1	1	1	0.5
535	but Xuan <b>bomb</b> mountain [...]	Misuse of verb tense	1	1	1	3	1
536	Octopus <b>kill</b> Shan.	Misuse of verb tense	1	1	1	3	1
537	Shan and Xuan is gonna die because the Octopus <b>kill</b> them.	Misuse of verb tense	1	1	1	3	1
538	Octopuss <b>want</b> to kill mermaid and mermaid is die	Misuse of verb tense	1	1	1	3	1
539	after mermaid is die Xuan <b>want</b> to kill octopus.	Misuse of verb tense	1	1	1	3	1
540	2 sniper <b>kill</b> Xuan and Shan	Misuse of verb tense	1	1	1	3	1
541	I can't forgot when he climb up his clothes <b>smell</b> very very bad.	Misuse of verb tense	1	1	1	3	1
542	Mountain with my family and watch a sunrise	Sentence fragments	1	1	1	3	1
543	Because I have a lot things can do and finish it.	Sentence fragments	1	1	1	3	1
544	When Xuan see Shan died in front of him.	Sentence fragments	1	1	1	3	1
545	After Xuan finish to revenge for Shan that died.	Sentence fragments	1	1	1	3	1
546	After Shan die.	Sentence fragments	1	1	1	3	1
547	Having a child together	Sentence fragments	1	1	1	3	1
548	[...] Buy food outside to eat	Sentence fragments	1	1	1	3	1
549	[...] [0] eat seafood and take a walk at street food in night.	No subject	1	1	1	3	1
550	[...] and [0] have fun.	No subject	0	1	1	3	0.7



Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
551	[0] Went to eat Japanese food, went to beautiful places, went to Universal, went to play in amusement parks, got to ride the high-speed train	No subject	1	1	1	3	1
552	Went to eat Japanese food, [0] went to beautiful places, went to Universal, went to play in amusement parks, got to ride the high-speed train	No subject	1	1	1	3	1
553	Went to eat Japanese food, went to beautiful places, went to Universal, [0] went to play in amusement parks, got to ride the high-speed train	No subject	1	1	1	3	1
554	Went to eat Japanese food, went to beautiful places, went to Universal, went to play in amusement parks, [0] got to ride the high-speed train	No subject	1	1	1	3	1
555	My holiday is with my family. [0] eat together Do various activities, watch movies, play games, cook, go shopping, play in the water, play with toys.	No subject	1	1	1	3	1
556	My favourite vacation is the beach it at Pattaya and [0] very far from bangkok.	No subject	-1	1	1	1	0.5
557	I go beach at myanmar [0] so beautiful	Sentence fragments	1	1	1	3	1
558	it [0] 9am all of student and teacher go on the bus.	Sentence fragments	0	1	1	2	0.7
559	Finally they are chance [0] home and they don't wanted come to over ocean.	Sentence fragments	0	1	1	2	0.7
560	She can't go to the land because will she [0] outside the water.	Sentence fragments	1	1	1	3	1
561	Xuan tell [0] about paning of octopus [...]	No object (transitive verb)	1	1	1	3	1
562	She wanted to kill Xuan after all the things he done.	Missing auxiliary verb	1	1	1	3	1
563	I [0] going to buy a lot of anime book, eat sushi and seafood, [...]	Missing auxiliary verb	1	1	1	3	1
564	when Shan [0] recovering from injury.	Missing auxiliary verb	1	1	1	3	1
565	but suddenly a pirate boat stolen the resources of the ocean.	Missing auxiliary verb	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
566	He [0] born in the deep cave in the deep ocean	Missing auxiliary verb	1	1	1	3	1
567	on day2 we go walk in forest.	Verb form	1	1	1	3	1
568	the people said she is so beautiful and [0] so long hair	Missing verb	1	1	1	3	1
569	I did many things such as playing in the sea,eat some food and go to The PHI PHI Islands.	Verb form	1	1	1	3	1
570	I did many things such as playing in the sea,eat some food and go to The PHI PHI Islands.	Verb form	1	1	1	3	1
571	[...] and the sun setting it's very beautiful	Unnecessary item	1	1	1	3	1
572	after playing water we are go for eat lunch	Unnecessary item	1	1	1	3	1
573	merpeople can kill Xuan die [...]	Unnecessary item	1	1	1	3	1
574	she look like so very nice.	Unnecessary item	1	1	1	3	1
575	In my opinion, mermaids are pretty and lives a happy life.	Lack of s-v agreement	1	1	1	3	1
576	The bus will start at 9.00 am.	Verb tense	-1	1	1	1	0.5
577	I eat only chicken than we walk to go back to the bus and go home.	Unnecessary item	1	1	1	3	1
578	The bus is arrive at the school at 22.00 pm.	Unnecessary item	1	1	1	3	1
579	I'm feel very happy	Unnecessary item	1	1	1	3	1
580	I'm feel very good and very happy when I'm go there.	Unnecessary item	1	1	1	3	1
581	I'm feel very good and very happy when I'm go there.	Unnecessary item	1	1	1	3	1
582	I'm feel very happy [...]	Unnecessary item	1	1	1	3	1
583	i has packing a lot of clothes and something that im realy need it.	Unnecessary item	1	1	1	3	1
584	im didn't do anything	Unnecessary item	1	1	1	3	1
585	im just sleep and played game.	Unnecessary item	1	1	1	3	1
586	after that i do swimming then i went to my room to get a bath.	Unnecessary item	-1	1	1	1	0.5

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
587	when we finish the exercise we <b>are</b> come back to school.	Unnecessary item	1	1	1	3	1
588	after playing water we <b>are</b> go for eat lunch	Unnecessary item	1	1	1	3	1
589	we <b>are</b> wake up to eat dinner at hotel	Unnecessary item	1	1	1	3	1
590	we <b>are</b> sleep to wake up next morning [...]	Unnecessary item	1	1	1	3	1
591	we <b>are</b> live at myanmar around ten day [...]	Unnecessary item	1	1	1	3	1
592	[...] we <b>are</b> go back to Thailand	Unnecessary item	1	1	1	3	1
593	Xuan is kill himself at the same place that Shan died	Unnecessary item	1	1	1	3	1
594	[...] because he <b>is</b> don't have anything left.	Unnecessary item	1	1	1	3	1
595	They <b>are</b> think how to defend sona.	Unnecessary item	1	1	1	3	1
596	Shan and Xuan <b>are</b> all lived happily!	Unnecessary item	1	1	1	3	1
597	the mermaid <b>is</b> live in under water	Unnecessary item	1	1	1	3	1
598	Because she <b>is</b> scare the people.	Unnecessary item	0	1	1	2	0.7
599	But Octopus don't <b>wanted</b> to kill people [...]	Incorrect verb form	1	1	1	3	1
600	Finally they are chance home and they don't <b>wanted</b> come to over ocean.	Incorrect verb form	1	1	1	3	1
601	Xuan is very mad and hire 30 mens aimed with weapons to <b>killed</b> all merpeople in this area.	Incorrect verb form	1	1	1	3	1
602	there were people <b>setting up</b> fireworks and firecrackers.	Incorrect collocation	-1	0	0	-1	0
603	Xuan's company also wanted to kill Xuan after he <b>close</b> the song.	Incorrect word choice	1	1	1	3	1
604	we like to eat some ice cream to <b>make</b> our body temperature down	Incorrect word choice	-1	1	1	1	0.5
605	The bus will <b>start</b> at 9.00 am.	Incorrect word choice	1	1	1	3	1
606	it 9am all of student and teacher <b>go</b> on the bus.	Incorrect word choice	-1	1	1	1	0.5
607	[...] then we wake up at 7am.then we go to <b>take</b> a breakfast	Incorrect word choice	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
608	I went to eat seafood and take pictures by stand on a rock and <b>post</b> for photos amount 100 pictures	Incorrect word choice	1	1	1	3	1
609	My favorite vacation is the beach day in Pattaya because Pattaya is beautiful beach	Incorrect word choice	-1	1	1	1	0.5
610	we are <b>live</b> at myanmar around ten day [...]	Incorrect word choice	0	1	1	0	0.7
611	I feel happy and <b>have</b> a interested.	Incorrect word choice	0	1	1	0	0.7
612	I want to swimming and <b>play</b> speed boat	Incorrect word choice	-1	1	1	1	0.5
613	[...] but I don't like it when the sand <b>come</b> into my shoes.	Incorrect word choice	1	1	1	3	1
614	My family and I went to the temple to make merit and it <b>was</b> a good feeling.	Incorrect word choice	-1	-1	-1	-3	0
615	Xuan's company also wanted to kill Xuan after he <b>close</b> the song.	Incorrect word choice	1	1	1	3	1
616	[...] the company deecided to <b>open</b> the song again [...]	Incorrect word choice	1	1	1	3	1
617	Shan and Xuan <b>are</b> happy ending in the Shan house.	Incorrect word choice	1	1	1	3	1
618	Shan is <b>died</b> .	Incorrect word choice	1	1	1	3	1
619	merpeople some are <b>died</b> .	Incorrect word choice	1	1	1	3	1
620	Finally they <b>are</b> chance home and they don't wanted come to over ocean.	Incorrect word choice	0	1	1	2	0.7
621	The mermaids were allowed to see the outer world only when each of them <b>completed</b> 15 years of age.	Incorrect word choice	1	1	1	3	1
622	they <b>married</b>	Incorrect word choice	-1	1	1	1	1
623	Octopuss want to kill mermaid and mermaid is <b>die</b>	Incorrect word choice	1	1	1	3	1
624	after mermaid is <b>die</b> Xuan want to kill octopus.	Incorrect word choice	1	1	1	3	1
625	She <b>has</b> 2 meters.	Incorrect word choice	1	1	1	3	1
626	Once upon a time there was a merman <b>name</b> George.	Incorrect verb form	1	1	1	3	1
627	They <b>have</b> many activity [...]	Incorrect form of expletive construction	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
		(there + be)					
628	On lunchtime, It <b>have</b> chicken papaya salad and watermelon.	Incorrect form of expletive construction  (there + be)	1	1	1	3	1
629	I like because <b>there have</b> a food and drink.	Incorrect form of expletive construction  (there + be)	1	1	1	3	1
630	They <b>have</b> many activity such as banana boat windsurfing [...]	Incorrect form of expletive construction  (there + be)	1	1	1	3	1
631	[...] <b>they have</b> street food too.	Incorrect form of expletive construction  (there + be)	1	0	1	2	0.7
632	They <b>have</b> cover dance.	Incorrect form of expletive construction  (there + be)	1	0	1	2	0.7
633	My family <b>have</b> father mother brother and pet	Incorrect form of expletive construction  (there + be)	-1	1	1	1	0.5
634	merpeople escape Xuan but <b>have</b> merpeople one group want to revenge Xuan	Incorrect form of expletive construction  (there + be)	1	1	1	3	1
635	after fight everybody die <b>have</b> only octopus and xuan and fighting	Incorrect form of expletive construction  (there + be)	0	1	1	2	0.7
636	The bottom half of a merman <b>have</b> a tail like fish tail.	Incorrect form of expletive construction  (there + be)	-1	1	1	1	0.5
637	Pattaya <b>have</b> a lot of places that I want to go.	Incorrect form of s-v agreement	1	1	1	3	1
638	pattaya <b>have</b> a delicious seafood	Incorrect form of s-v agreement	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
639	Then we went to a aquarium that <b>have</b> a wonderful killer whale.	Incorrect form of s-v agreement	1	1	1	3	1
640	And the mall or buildings there when it's night <b>is</b> so nice!	Incorrect form of s-v agreement	1	1	1	3	1
641	We bought local things and food, which <b>was</b> very delicious [...]	Incorrect form of s-v agreement	1	1	1	3	1
642	[...] because he <b>is don't have</b> anything left.	Incorrect form of s-v agreement	1	1	1	3	1
643	[...] but sometime she <b>go</b> to Xuan's house too.	Incorrect form of s-v agreement	1	1	1	3	1
644	But Octopus <b>don't</b> wanted to kill people [...]	Incorrect form of s-v agreement	1	1	1	3	1
645	Their sound <b>are</b> very loud [...]	Incorrect form of s-v agreement	1	1	1	3	1
646	he <b>do</b> everything [...]	Incorrect form of s-v agreement	1	1	1	3	1
647	Shan family <b>don't like</b> Xuan because Xuan is human.	Incorrect form of s-v agreement	1	1	1	3	1
648	there <b>are</b> new couple!	Incorrect form of s-v agreement	1	1	1	3	1
649	Shan and Xuan <b>is</b> gonna die because the Octopus kill them.	Incorrect form of s-v agreement	1	1	1	3	1
650	she <b>don't</b> have leg for walk and run	Incorrect form of s-v agreement	1	1	1	3	1
651	she <b>don't</b> have leg for walk and run	Incorrect form of s-v agreement	1	1	1	3	1
652	She <b>have</b> a good voice.	Incorrect form of s-v agreement	1	1	1	3	1
653	I <b>never go</b> to korat and that is my first time that I go.	Misuse of verb tense	-1	1	1	1	0.5

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
654	I never go to korat and that <b>is</b> my first time that I go.	Misuse of verb tense	-1	1	1	1	0.5
655	I never go to korat and that is my first time that I <b>go</b> .	Misuse of verb tense	-1	1	1	1	0.5
656	On day1 I <b>swim</b> with my friends.	Misuse of verb tense	1	1	1	3	1
657	My favourite vacation <b>is</b> the beach it at Pattaya and very far from bangkok.	Misuse of verb tense	0	0	1	1	0.3
658	I <b>go</b> with my father and my mother.	Misuse of verb tense	1	1	1	3	1
659	when I <b>go</b> to the beach I like to swim with my father and eat seafood.	Misuse of verb tense	0	0	1	1	0.3
660	when I go to the beach I <b>like</b> to swim with my father and eat seafood.	Misuse of verb tense	0	0	1	1	0.3
661	I'm very tired and very fun too.	Misuse of verb tense	-1	1	1	1	0.5
662	I <b>never go</b> to korat and that is my first time that I go.	Misuse of verb tense	-1	1	1	1	0.5
663	I never go to korat and that <b>is</b> my first time that I go.	Misuse of verb tense	0	0	1	1	0.3
664	I never go to korat and that is my first time that I <b>go</b> .	Misuse of verb tense	0	0	1	1	0.3
665	I <b>like</b> the food in the resort.I swim with my friends.	Misuse of verb tense	1	1	1	3	1
666	I like the food in the resort.I <b>swim</b> with my friends.	Misuse of verb tense	1	1	1	3	1
667	on day2 we <b>go</b> walk in forest.	Misuse of verb tense	1	1	1	3	1
668	I <b>don't</b> like it so much because I don't want to walk and it's so hot.	Misuse of verb tense	0	0	1	1	0.3
669	I don't like it so much because I <b>don't</b> want to walk and it's so hot.	Misuse of verb tense	0	0	1	1	0.3
670	I <b>eat</b> only chicken than we walk to go back to the bus and go home.	Misuse of verb tense	1	1	1	3	1
671	I eat only chicken than we walk to go back to the bus and <b>go</b> home.	Misuse of verb tense	1	1	1	3	1
672	The bus is <b>arrive</b> at the school at 22.00 pm.	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
673	I <b>can</b> remember that time I was very sleep	Misuse of verb tense	1	1	1	3	1
674	I <b>go</b> to Phuket with my dad,my mom and my brother.	Misuse of verb tense	1	1	1	3	1
675	We <b>eat</b> some food in PHI PHI Islands,Then we go to Khai Maew Island.	Misuse of verb tense	1	1	1	3	1
676	We eat some food in PHI PHI Islands,Then we <b>go</b> to Khai Maew Island.	Misuse of verb tense	1	1	1	3	1
677	After long trip we <b>go</b> to hotel,take a bath and sleep.	Misuse of verb tense	1	1	1	3	1
678	After long trip we go to hotel, <b>take</b> a bath and sleep.	Misuse of verb tense	1	1	1	3	1
679	After long trip we go to hotel,take a bath and <b>sleep</b> .	Misuse of verb tense	1	1	1	3	1
680	When we <b>wake</b> up me and my brother play in the pool and we go to the home.	Misuse of verb tense	1	1	1	3	1
681	When we wake up me and my brother play in the pool and we <b>go</b> to the home.	Misuse of verb tense	1	1	1	3	1
682	I <b>go</b> to the cafe with my family	Misuse of verb tense	1	1	1	3	1
683	I'm <b>feel</b> very good and very happy when I'm go there.	Misuse of verb tense	1	1	1	3	1
684	I'm feel very good and very happy when I'm <b>go</b> there.	Misuse of verb tense	1	1	1	3	1
685	I <b>go</b> to the beach by my car about one or two hours.	Misuse of verb tense	1	1	1	3	1
686	I <b>go</b> with my father and my mother.	Misuse of verb tense	1	1	1	3	1
687	[...] <b>eat</b> seafood and take a walk at street food in night.	Misuse of verb tense	1	0	1	2	0.7
688	[...] eat seafood and <b>take</b> a walk at street food in night.	Misuse of verb tense	1	0	1	2	0.7
689	[...] we <b>come</b> to school and wait for the bus and students	Misuse of verb tense	1	0	1	2	0.7
690	My bus number is 2 [...]	Misuse of verb tense	-1	-1	-1	-3	0
691	im just <b>sleep</b> and played game.	Misuse of verb tense	1	1	1	3	1
692	we <b>go</b> to Korat's khao Yai.	Misuse of verb tense	1	0	1	2	0.7
693	The bus <b>stop</b> on Fountain tree resort on 11am.	Misuse of verb tense	1	1	1	3	1



Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
694	all of student <b>go</b> to the meeting room then teacher are going to explain what will you do on ecology camp.	Misuse of verb tense	1	1	1	3	1
695	all of student go to the meeting room then teacher are going to explain what <b>will</b> you do on ecology camp.	Misuse of verb tense	1	1	1	3	1
696	Then we <b>go</b> to do some activities.	Misuse of verb tense	1	1	1	3	1
697	I <b>do</b> alot of exercise	Misuse of verb tense	-1	-1	-1	-3	0
698	After that me and my friend <b>get</b> sleep.	Misuse of verb tense	1	1	1	3	1
699	[...] then we <b>wake</b> up at 7am.then we go to take a breakfast	Misuse of verb tense	1	1	1	3	1
700	[...] then we wake up at 7am.then we <b>go</b> to take a breakfast	Misuse of verb tense	1	1	1	3	1
701	when we finish the exercise we are <b>come</b> back to school.	Misuse of verb tense	1	0	1	2	0.7
702	I went to eat seafood and <b>take</b> pictures by stand on a rock and post for photos amount 100 pictures [...]	Misuse of verb tense	1	1	1	3	1
703	I <b>feel</b> relax and i feel very happy	Misuse of verb tense	1	1	1	3	1
704	I feel relax and i <b>feel</b> very happy	Misuse of verb tense	1	1	1	3	1
705	[...] and <b>have</b> fun.	Misuse of verb tense	1	0	1	2	0.5
706	My favorite vacation is the beach day in Pattaya because Pattaya is beautiful beach	Misuse of verb tense	0	-1	1	0	0.3
707	I <b>go</b> with my family	Misuse of verb tense	1	1	1	3	1
708	I <b>go</b> myanmar with my mom and dad [...]	Misuse of verb tense	1	1	1	3	1
709	[...] and I <b>see</b> many things at myanmar [...]	Misuse of verb tense	1	1	1	3	1
710	[...] and I <b>go</b> temple [...]	Misuse of verb tense	1	1	1	3	1
711	I <b>go</b> beach at myanmar so beautiful	Misuse of verb tense	1	1	1	3	1
712	after playing water we are <b>go</b> for eat lunch	Misuse of verb tense	1	1	1	3	1
713	we <b>go</b> back the hotel [...]	Misuse of verb tense	1	1	1	3	1
714	we are <b>wake</b> up to eat dinner at hotel	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
715	[...] we are <b>go</b> back to Thailand	Misuse of verb tense	1	1	1	3	1
716	I <b>go</b> to the Hua Hin safari	Misuse of verb tense	1	1	1	3	1
717	I <b>go</b> with family	Misuse of verb tense	1	1	1	3	1
718	I <b>go</b> to zoo	Misuse of verb tense	1	1	1	3	1
719	I <b>go</b> to hotel to rest	Misuse of verb tense	1	1	1	3	1
720	I <b>go</b> to another region	Misuse of verb tense	1	1	1	3	1
721	I think it <b>was</b> fun because we will eat dinner together.	Misuse of verb tense	-1	-1	-1	-3	0
722	On holiday with family and friends of parents <b>Going</b> to make merit [...]	Misuse of verb tense	1	1	1	3	1
723	There <b>is</b> good food [...]	Misuse of verb tense	0	1	1	2	0.7
724	The children of my parents' friends <b>give</b> me a headache sometimes, [...]	Misuse of verb tense	1	-1	1	1	0.5
725	but the one that <b>gives</b> me the most headache is probably the food we eat without looking at the price [...]	Misuse of verb tense	1	-1	1	1	0.5
726	but the one that gives me the most headache <b>is</b> probably the food we eat without looking at the price [...]	Misuse of verb tense	1	-1	1	1	0.5
727	but the one that gives me the most headache is probably the food we <b>eat</b> without looking at the price [...]	Misuse of verb tense	1	1	1	3	0
728	[...] the face of the parents who <b>have</b> to pay, which is very funny.	Misuse of verb tense	1	0	1	2	0.7
729	[...] the face of the parents who have to pay, which <b>is</b> very funny.	Misuse of verb tense	1	1	1	3	1
730	I <b>go</b> to siam with my sister and my sister friend .	Misuse of verb tense	1	1	1	3	1
731	and <b>eat</b> seafood with my family and sleep at my home in upcountry.	Misuse of verb tense	1	1	1	3	1
732	and eat seafood with my family and <b>sleep</b> at my home in upcountry.	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
733	Then we <b>go</b> to play game it was very fun.	Misuse of verb tense	1	1	1	3	1
734	After that day we <b>go</b> back to the airport and fly back home [...]	Misuse of verb tense	1	1	1	3	1
735	After that day we go back to the airport and <b>fly</b> back home [...]	Misuse of verb tense	1	1	1	3	1
736	[...] we all <b>come</b> to my house and had other parties.	Misuse of verb tense	-1	1	1	1	0.5
737	My favourite vacation is when I <b>go</b> travel with my family at Chiang Mai and Pattaya.	Misuse of verb tense	-1	1	1	1	0.5
738	New year becaus It's a day when I stay at home with my eyes and everyone in the house <b>has done</b> many activities together.	Misuse of verb tense	1	1	1	3	1
739	That person <b>is</b> kind.	Misuse of verb tense	-1	-1	-1	-3	0
740	The fruit there <b>is</b> delicious but most are expensive.	Misuse of verb tense	-1	1	1	1	0.5
741	The fruit there is delicious but most <b>are</b> expensive.	Misuse of verb tense	-1	-1	-1	-3	0
742	[...] and then went to bed because on the second day we <b>were going</b> to snorkel.	Misuse of verb tense	1	1	1	3	1
743	They'll use human clothes that are thrown in the sea too.	Misuse of verb tense	-1	1	1	1	0.5
744	He <b>thinks</b> many ways to enter the island but no matter what he couldn't.	Misuse of verb tense	1	1	1	3	1
745	He <b>is</b> back to home and ask himself "Why did i need to do this?"	Misuse of verb tense	1	1	1	3	1
746	then he <b>know</b> that he didn't have anything left.	Misuse of verb tense	1	1	1	3	1
747	Xuan is <b>kill</b> himself at the same place that Shan died	Misuse of verb tense	1	1	1	3	1
748	Xuan is kill himself at the same place that Shan <b>died</b>	Misuse of verb tense	1	1	1	3	1
749	[...] after workers <b>are</b> very mad they kill the girl [...]	Misuse of verb tense	1	1	1	3	1
750	Shan and Xuan got married and <b>live</b> together.	Misuse of verb tense	1	1	1	3	1
751	merpeople <b>escape</b> Xuan but have merpeople one group want to revenge Xuan	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
752	Xuan merpeople <b>come</b> black mountain and build new home.	Misuse of verb tense	1	1	1	3	1
753	Xuan merpeople come black mountain and <b>build</b> new home.	Misuse of verb tense	1	1	1	3	1
754	Xuan's died because he <b>drink</b> a lot of alcohol.	Misuse of verb tense	1	1	1	3	1
755	[...] she <b>wished</b> that she would live in a palace with the prince.	Misuse of verb tense	-1	1	1	1	0.5
756	Both <b>were</b> happy.	Misuse of verb tense	-1	1	1	1	0.5
757	When both of them finished killing the octopus Xuan carried Shan to the lake, after which he <b>proposed</b> to Shan.	Misuse of verb tense	-1	1	1	1	0.5
758	The octopus <b>tell</b> shan to kill businessman but businessman fall in love with a mermaid.	Misuse of verb tense	1	1	1	3	1
759	The octopus tell shan to kill businessman but businessman <b>fall</b> in love with a mermaid.	Misuse of verb tense	1	1	1	3	1
760	after fight everybody <b>die</b> have only octopus and xuan and fighting	Misuse of verb tense	1	1	1	3	1
761	Xuan so use spear to kill Shan and Shan <b>die</b> .	Misuse of verb tense	1	1	1	3	1
762	After Shan <b>got</b> attacked by the mermaids Shan get heavy pain	Misuse of verb tense	-1	-1	-1	-3	0
763	After Shan got attacked by the mermaids Shan <b>get</b> heavy pain	Misuse of verb tense	1	1	1	3	1
764	Xuan <b>try</b> to help her at all cost but he couldn't make it.	Misuse of verb tense	1	1	1	3	1
765	Shan <b>have died</b> .	Misuse of verb tense	1	0	1	2	0.7
766	Xuan is very mad and hire 30 mens aimed with weapons to killed all merpeople in this area.	Misuse of verb tense	1	1	1	3	1
767	Xuan is very mad and <b>hire</b> 30 mens aimed with weapons to killed all merpeople in this area.	Misuse of verb tense	1	1	1	3	1
768	He <b>make</b> a very beautiful statue of Shan in front of his house.	Misuse of verb tense	1	1	1	3	1
769	octopus <b>know</b> later that Shan and Xuan die,	Misuse of verb tense	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
770	octopus know later that Shan and Xuan <b>die</b> ,	Misuse of verb tense	1	1	1	3	1
771	he <b>go</b> to kill sniper but he <b>die</b>	Misuse of verb tense	1	1	1	3	1
772	he <b>go</b> to kill sniper but he <b>die</b>	Misuse of verb tense	1	1	1	3	1
773	Because she is <b>scare</b> the people.	Misuse of verb tense	1	1	1	3	1
774	so he <b>going to live</b> in the coral reef near the shipwreck.	Misuse of verb tense	1	0	1	2	0.7
775	all of student go to the meeting room then teacher <b>are going</b> to explain what will you do on ecology camp.	Incorrect form of s-v agreement	1	1	1	3	1
776	This island had many cats and they're very cute but my brother got <b>bited</b> by a cat	Incorrect verb form	1	1	1	3	1
777	If it was a little cold in the morning, I <b>hung</b> out with my parents and my sister.	Incorrect if-clause	1	1	1	3	1
778	if anyone has a problem, <b>help</b> each other.	Incorrect if-clause	0	0	0	0	0
779	And Xuan also hired a worker to go underwater and build a house for Shan if she <b>wants</b> to visit there.	Incorrect if-clause	1	1	1	3	1
780	if you reach hau hin the first I <b>play</b> pool and sea	Incorrect if-clause	1	1	1	3	1
781	I often go there when the school is <b>closing</b> .	Incorrect passive voice	1	1	1	3	1
782	Octopus and other merpeople <b>are wanted</b> to kill all people.	Incorrect passive voice	1	1	1	3	1
783	i <b>has packing</b> a lot of clothes and something that im really need it.	Incorrect verb form	1	1	1	3	1
784	I really like <b>went</b> to the sea [...]	Incorrect verb form	1	1	1	3	1
785	I want to <b>swimming</b> and play speed boat	Incorrect verb form	1	1	1	3	1
786	After Xuan finish to <b>revenge</b> for Shan that died.	Incorrect verb form	1	1	1	3	1
787	There are stories about mermaids <b>spread</b> all over the world	Incorrect verb form	1	1	1	3	1
788	They are <b>know</b> in cartoon.	Incorrect verb form	1	1	1	3	1
789	<b>me</b> and my family went to Japan	Incorrect subject	1	1	1	3	1

Item	Data	Error	1st	2nd	3rd	$\Sigma R$	IOC
790	And <b>me</b> and everyone went to a place where we could see the stars [...]	Incorrect subject	1	1	1	3	1
791	When we wake up <b>me</b> and my brother play in the pool and we go to the home.	Incorrect subject	1	1	1	3	1
792	After that <b>me</b> and my friend get sleep.	Incorrect subject	1	1	1	3	1
793	My sister and <b>me</b> want to see snow on the Mount Fuji	Incorrect subject	1	1	1	3	1
794	after that i do <b>swimming</b> then i went to my room to get a bath.	Incorrect verb form	-1	1	1	1	0.5
795	Ava and win <b>having</b> children.	Incorrect verb form	1	1	1	3	1
796	I can't <b>forgot</b> when he climb up his clothes smell very very bad.	Incorrect verb form	1	1	1	3	1
797	a family was eating and <b>talked</b> to each other [...]	Incorrect verb form	1	1	1	3	1
798	so he used he power to <b>swept</b> over the pirate boat antil the boat capsized	Incorrect verb form	1	1	1	3	1
799	all of student go to the meeting room then teacher are going to explain <b>what will you do</b> on ecology camp.	Incorrect word order	1	1	1	3	1
800	after <b>eat lunch finished</b> [...]	Incorrect word order	1	1	1	3	1
801	She can't go to the land because <b>will she</b> outside the water.	Incorrect word order	1	1	1	3	1





APPENDIX C



## Interview Transcription (1)

**Interviewer:** Researcher (R)

**Interviewee:** Generation Z's Teacher (ZT)

**R:** Thank you for your time. I would like to ask several questions regarding your English classroom and the writing classes. So, first of all, how many hours per week are the students exposed to English in the classroom?

**AT:** It is a 50-minute lesson for every class.

**R:** How often do the students speak English in the classroom?

**AT:** English is rarely used in the classroom since most of the students are Thai. They will use English when they are assigned to do some speaking activities during the lessons, but in general, they use Thai.

**R:** What kind of teaching methodology do you use?

**AT:** We normally follow the contents in the student's book as the school has selected the materials for us based on the indicators.

**R:** Do you use Thai as a medium of instruction? If so, how many %?

**AT:** It depends on the situations. English is normally used to give instruction of the assignments but since there are mixed levels of English learners in each class, Thai is still used to ensure learners' comprehension.

**R:** When do you use Thai and when do you use English in the classroom?

**AT:** As I mentioned earlier, Thai is used to make sure that everyone is on the same page. Also, Thai is used to explain several structures, such as the conditional

sentences or verb tenses, as they were too complex for them to understand. Apart from explaining the structures, some examples were translated and explained in Thai to ensure that they clearly understood.

R: What's the difference between the English levels of students in a classroom?

AT: It is usually mixed. If there is a group of students with high English proficiency, there will be another group of learners who have lower English proficiency.

R: What's the difficulties of teaching younger students? How are they different from older ones?

AT: Most of them think that it is unnecessary to learn all the complex concepts of the language. They prefer something practical such as the language or vocabulary they can actually use to communicate in daily life.

R: Do you expect them to perform well in the national exam? If so, what are some expectations you have for them?

AT: Of course. Grading is the most important thing in the school and we expect them to perform well in every subject.

R: Do you incorporate any kind of technology while teaching? If so, what kind of technology do you incorporate?

AT: Yes. Since the school provides a smartboard in each class, the teachers are encouraged to use the technology as much as possible such as Kahoot, Quizziz, or PowerPoint to conduct lessons.

R: Do you give them autonomy while learning?

AT: We give learners the autonomy when they have to complete the assigned task after they have learned the contents of the lessons.

R: Now, let's talk about the writing classes. How often do you ask the students to write?

AT: We ask them to write at least one piece of writing in each term during the fundamental English lesson.

R: Do students incorporate technology while writing? If so, how?

AT: iPads are sometimes being used when they are asked to write an email. But apart from that, they are normally asked to write on their notebooks or a piece of paper.

R: What is the most challenging thing about teaching writing/grammar in English?

AT: The most challenging thing is when we have to explain the complex grammatical structures, such as the third and mixed type of conditional sentences. I have to explain it in Thai and also give an example that is related to their life.

R: What kind of problems do you find when you teach writing to students? What is the most common problem?

AT: They always make the same mistakes such as verb tenses and subject-verb agreement. Even though these concepts have been covered for a long time, they still use them incorrectly.

R: How about the most difficult problem?

AT: To make sure that everyone understands the concepts and they can apply them correctly when they write.

R: Do you think teaching writing is important compared to other skills? Why?

AT: Yes, but grammar is more important. I think that if we know grammar, we can start writing longer and longer sentences. I have many students who know

nothing about grammar or vocabulary which results in not writing about the given topic, or worst case, writing nothing on the assignment.

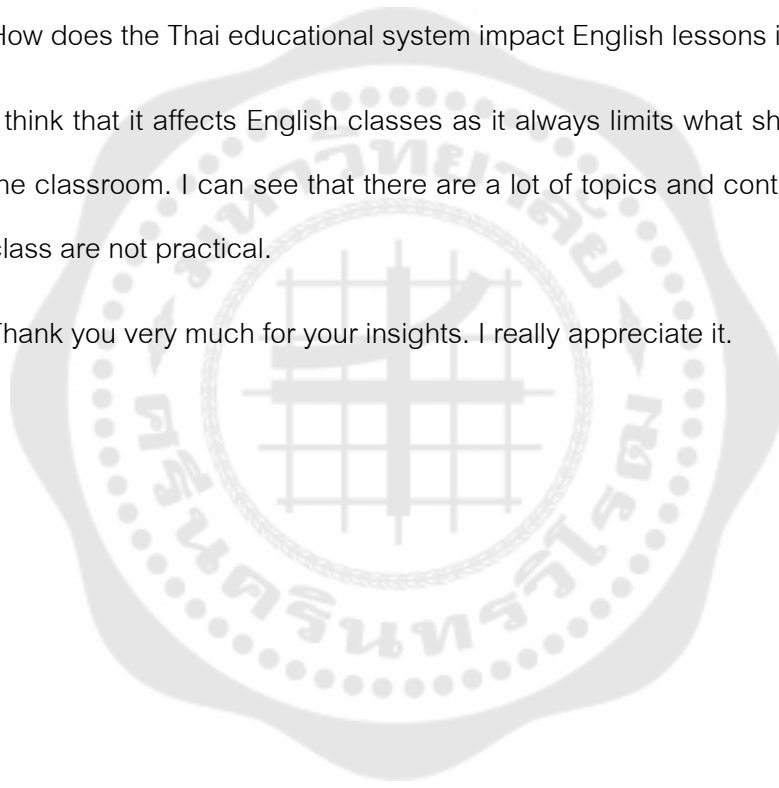
R: Do you think that the students consider writing skill the most important? Why?

AT: Not at all. Many students do not find studying grammar or writing important because they cannot be applied to their real life. They think that English used for communication is more important.

R: How does the Thai educational system impact English lessons in the classroom

AT: I think that it affects English classes as it always limits what should be taught in the classroom. I can see that there are a lot of topics and contents taught in the class are not practical.

R: Thank you very much for your insights. I really appreciate it.



## Interview Transcription (2)

**Interviewer:** Researcher (R)

**Interviewee:** Generation Alpha's Teacher (AT)

**R:** Thank you for your time. I would like to ask several questions regarding your English classroom and the writing classes. So, first of all, how many hours per week are the students exposed to English in the classroom?

**AT:** 90 percent been taught in English Program, and 50 minutes per week in Normal Program.

**R:** How often do the students speak English in the classroom?

**AT:** The English language is being used and spoken all the time with foreign teachers, sometimes with Thai teachers in English lessons.

**R:** What kind of teaching methodology do you use?

**AT:** We mostly teach English in ESL learners with Game-based learning, Collaborative Learning and Role plays in Listening and Speaking. Project-based learning and question-based learning are sometimes integrated in Read and Write subjects.

**R:** Do you use Thai as a medium of instruction? If so, how many %?

**AT:** It depends on the situations, but we all know and try to promote English speaking environments to the students.

**R:** When do you use Thai and when do you use English in the classroom?

AT: Thai teachers speak Thai whenever they have a problem with the language barrier and the score is very important for the students.

R: What's the difference between the English levels of students in a classroom?

AT: The compared levels are much higher proficiency in English Program students who have been taught to study in English while normal program classes are limited to meet foreign teachers.

R: What's the difficulties of teaching younger students? How are they different from older ones?

AT: The younger learners are more likely to be able to learn from their classroom environment while the older ones are more willing to take the lessons themselves.

R: Do you expect them to perform well in the national exam? If so, what are some expectations you have for them?

AT: Yes, the students are convinced to pass the test and meet above average standards levels. However, the school does not require the students to pass the tests unless they want to know their level of performance.

R: Do you incorporate any kind of technology while teaching? If so, what kind of technology do you incorporate?

AT: Google Classroom, Kahoot, Canva, Quizzes, Wordwall, YouTube, Padlet which are promoting the idea of Technology-based learning and Active learning classroom.

R: Do you give them autonomy while learning?

AT: Yes, older students will be assigned to complete the work themselves, it's effective in most of the students. Younger learners are assigned to complete the assignments if they are not too complicated.

R: Now, let's talk about the writing classes. How often do you ask the students to write?

AT: Once a week at least in Read and Write subjects and one time/topics in Grammar lesson, which is usually completed by the end of the month.

R: Do students incorporate technology while writing? If so, how?

AT: Definitely yes, our school has been promoting to use technology instead of paper-based methods which is more effective and less harmful to the environment. Most programs are designed to present and write a project such as Canva, Padlet and PowerPoint.

R: What is the most challenging thing about teaching writing/grammar in English?

AT: Class size is the major factor to the success of teaching writing. Teachers are often spending more time on teaching and checking the students' writing. Normal program size is the most difficult to teach writing while it is more effective in English Program class size which is only less than 30 students.

R: What kind of problems do you find when you teach writing to students? What is the most common problem?

AT: The basic problem is the lack of understanding of grammar and spelling.

R: How about the most difficult problem?

AT: The purpose of writing is to help the reader understand what they want and why they write.

R: Do you think teaching writing is important compared to other skills? Why?

AT: Writing is one of the important skills and it will be helpful to speak correctly and effectively.

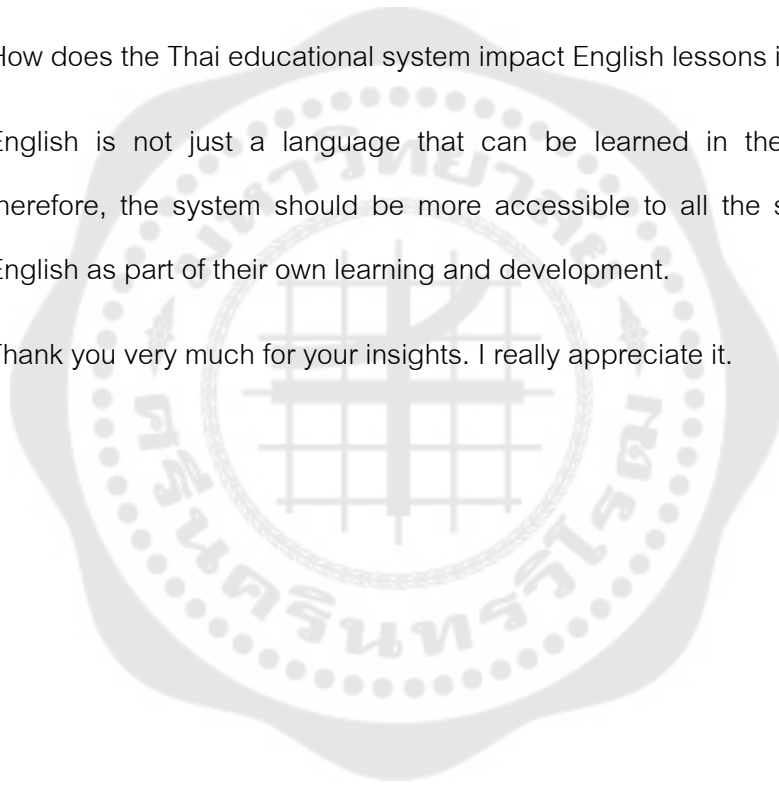
R: Do you think that the students consider writing skill the most important? Why?

AT: The students probably think that writing is the most difficult part in learning English because they have no idea how to write it or what to say about.

R: How does the Thai educational system impact English lessons in the classroom

AT: English is not just a language that can be learned in the classroom only therefore, the system should be more accessible to all the students in using English as part of their own learning and development.

R: Thank you very much for your insights. I really appreciate it.







VITA

