



**ERROR ANALYSIS IN ENGLISH SIMPLE PAST TENSE AND
PAST PROGRESSIVE TENSE BY GRADUATE STUDENTS**

BY

MS. CHATRUETHAI NAMKAEW

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN**

ENGLISH FOR CAREERS

LANGUAGE INSTITUTE

THAMMASAT UNIVERSITY

ACADEMIC YEAR 2015

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ENTITLED

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TENSE BY GRADUATE STUDENTS

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the degree of Master of Arts in English for Careers
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ABSTRACT

This current study aims to investigate the types and causes of errors as well as to find out the frequency of error types in English simple past tense and past progressive tense by using error analysis.

The participants in the study were 25 graduate students studying in a government university. Most of them were from various faculties and their English proficiency test scores were below the university's minimum requirement. The instruments in this study were a questionnaire, writing tasks, a gap filling task, and an interview. The data were analyzed by applying surface structure taxonomy to classify the types of errors and interlingual and intralingual errors to describe the cause of errors. The frequency of error was illustrated in descriptive statistics.

The results from the writing tasks showed that six types of errors were found in past simple tense, while in past progressive tense, two types of errors were discovered. The results from the gap filling task showed that in past simple tense, three types of errors were revealed, while in past progressive tense, four types of errors were found. It was discovered that in both two tenses, misformation errors occurred the most frequently in students' narrative writing and

the gap filling task. Intralingual and interlingual errors were found as the causes of committing errors which could be observed from the writing tasks, gap filling tasks, and interviews. It is expected that this current study could provide a useful tool, guidance, and knowledge of English simple past tense and past progressive tense to teachers and self-learners.

Keywords: Error analysis, Surface structure taxonomy, Interlingual errors, Intralingual errors, Contrastive analysis, Past simple tense, Past progressive tense



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LIST OF ABBREVIATIONS

Symbols/Abbreviation	Terms
EA	Error analysis
EFL	English as a foreign language
L1	First language or native language
L2	Second language or target language



CHAPTER ONE

INTRODUCTION

1.1 Introduction

Education should be considered as having an important role that drives our future. The students, the youth, today are our future who can change and improve our community. Currently, people in our world are connected by innovative technology and language plays an essential role in communication. In terms of “lingua franca”, the common language used as a medium in communication among persons who have different mother tongue (Seidlhofer, 2005), English is applied to the term. English is set as a pivotal common language used among people who speak different native languages (Abdulla & Chaudhary, 2012). With regard to its terms and status, most universities in Asia employ the English language as a required subject including speaking, reading, listening and writing skills for students. According to Wongchaochan (2012), the English language is taught through all levels of education, kindergarten to university. “The study of the English language is increasingly considered necessary.” (Ponvarin, 2007, p.1).

Studying English grammar is significant, especially tense, as it is concerned with how to construct a sentence correctly and understandably. English tense and aspect is one major problem of Thai learners due to its various kinds of verb inflection, difficulty, and different structures. Saadkaew, Jungsatitkul, and Draper (2011) proposed that wrong usage in English tense is the biggest obstacle of Thai students learning a second language. Muftah and Galea (2012) stated that becoming proficient in English tense is ultimately difficult for second language students.

Most people are likely to think that making errors or mistakes is a failure and discouragement. Actually, making errors establishes a precious opportunity to get improvement and issues solutions because it demonstrates the problem of learners’ difficulty in learning a target language. “Sbagliando s’impara (We learn through our errors)” (Norrish, 1983, p.1). Ellis and Barkhuizen (2005) stated that “[Error analysis] (EA) consists of a set of procedures for identifying, describing and explaining learner errors” (p. 51-52). They also said that error analysis is considered to be a device for determining the preciseness. Thus, the study of errors, which is used to examine the language use in written and spoken language, is called error

analysis. Corder (1967, as cited in Ellis & Barkhuizen, 2005) proposed that learner errors provide three different important benefits;

1) Provide teachers a useful pedagogical tools as learner errors will indicate and display what learners know and not know.

2) Provide researchers tools by giving them the documentation of how learners learn a language.

3) Provide learners tools to reveal the rules of target language by performing as a useful guide.

This study aims at studying errors in English simple past tense and past progressive (continuous) tense in students' narrative writing by using error analysis.

1.2 Background of the study

Narrative writing is one kind of writing type written for telling a story or event in time ordering concerning people, things, and situations. It allows a writer to compose a personal story naturally under the given topic.

In the study of Manokaran, Ramalingam, and Adriana (2013), English tense was proposed to be the toughest part of the language for second language students to be experts in. Importantly, in English, tense is consequential because it creates verbs in time information (Herlinawati, 2011). In narrative writing, past tense is used for telling the story that already happened. "...a past tense is appropriate to narrate the events of the story" (Cummins, 1998, p. 113). Past tense consists of verb inflection or conjugation as well as regularity and irregularity of verb form; therefore, it is interesting and essential to investigate the errors and the causes of them that took place among the past tense structure in order to find the solutions to improve and develop the second language learners' proficiency to master the target language.

Controversially, the errors, showing up in second language students during the time of learning and improving, are affected by L1 (mother tongue) interference or the target language itself. Contrastive analysis is a theory that explains the language errors influenced by L1 or mother tongue interference, which is said to be predictable. Nevertheless, many researchers have found many unpredictable errors, which are unable to be explained by contrastive analysis. Because of this reason, error analysis has been widely studied (Heydari & Bagheri, 2012).

Studying error occurrences might help both learners and teachers improve and develop their language ability and pedagogical materials.

In terms of errors and mistakes, these two words are different in their meanings. Rustipa (2011) stated that a mistake refers to the wrong usage made by learners' clumsiness or failure of consciousness. It is not related to being a master or not a master in L2 and later they can correct it themselves, while an error refers to the wrong usage made by lacking adequate L2 knowledge of learners from which they cannot amend that wrong form themselves.

This current study aims at studying errors in simple past tense and past progressive tense presented in narrative paragraph writing from graduate students who enrolled in an English class at Thammasat University. All of them had an English proficiency test score below the university requirement. This English course has been offered to improve the students' English writing ability to meet the required English proficiency score. Studying errors in past simple tense and past progressive tense is useful because, first, all graduate students need past simple tense to use in writing their abstract. Second, these two tenses are likely to occur together. Moreover, the error analysis in past simple tense and past progressive tense has never been done with graduate students before. For these reasons, it is interesting to study the errors that happened with graduate students in this area in order to be a useful guide for teachers to improve the pedagogical materials and techniques. The errors were analyzed based on the procedure of error analysis and surface structure taxonomy was used to describe all errors that emerged.

1.3 Objectives of the study

The objectives of the study are as follows:

- I. To identify the type of errors in the use of simple past tense and past progressive tense.
- II. To examine the frequency of errors in the use of simple past tense and past progressive tense.
- III. To discover the causes of errors in the use of simple past tense and past progressive tense.

1.4 Research questions

- I. What are the types of errors in the use of simple past tense and past progressive tense in students' narrative writing?
- II. Which type of errors in the use of simple past tense and past progressive tense appears most frequently in students' narrative writing?
- III. What are the causes of errors in the use of simple past tense and past progressive tense in students' narrative writing?

1.5 Significance of the Study

This study aims to be a useful guide for teachers to improve their pedagogical materials and techniques in English simple past tense and past progressive tense. Additionally, the researcher aims to use this study to be a useful tool for self-learners who want to study and improve their English simple past tense and past progressive tense usage as the finding from the study shows the causes and the error types of English simple past tense and past progressive tense.

1.6 Scope of the Study

This study examined only the errors that occurred in English simple past tense and past progressive tense by using a narrative paragraph writing tasks, a gap filling task, an interview, and a demographic data questionnaire as the instruments of the study. The participants are limited to graduate students who took an English class in the academic year of 2014 at Thammasat University. Only verb past tense and past progressive tense as well as the construction were examined in this current study.

1.7 Definition of Terms

1.7.1 Contrastive analysis

Contrastive analysis is the study of difficulty between two or more different languages, one is the mother tongue and the other is the target language, by comparing if there is an interference of mother tongue in the target language when the second language students or learners produce it (Johansson, 2008).

1.7.2 Error analysis

Error analysis is a kind of linguistic analysis that mainly studies the error occurrences made by a student or learner (Khansir, 2012).

1.7.3 Interlingual errors

Interlingual errors (interlingual interference errors) are the errors resulting from the interference of the first language or mother tongue (Ellis & Barkhuizen, 2005).

1.7.4 Intralingual errors

Intralingual errors are the errors which occur regardless of the interference of the first language or mother tongue (Ellis & Barkhuizen, 2005). It is the errors that are derived from having inadequate experience or target language knowledge (Juntha, 2013; Kaweera, 2013; Srinual, 2013).

1.7.5 Mother tongue

Mother tongue is the first language of an individual learned at home (Bühman & Trudell, 2008). In this study, it refers to Thai.

1.7.6 Surface structure taxonomy

Dulay, Burt, and Krashen (1982, as cited in Ellis & Barkhuizen, 2005; Ahour & Mukundan, 2012) stated that surface structure taxonomy is defined as the taxonomy based on the progresses of surface structures altered by being subdivided into four types: omission, addition, misformation, and misordering.

I. Omission

Omission refers to when the mandatory items that must be presented are discarded (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012).

For example: My sister*(*is*) very pretty. (Correction: My sister is very happy).

This example shows the omission of auxiliary verb be “*is*” in an utterance.

II. Addition

Addition happens when an unneeded element is displayed in an ill-form utterance (Ellis & Barkhuizen, 2005). There are three subdivisions of addition as follows;

- Addition due to double marking--two or more elements are marked in an utterance when only one marker is needed (Kaeoluan, 2009).

For example: He didn't **came*. (Correction: He didn't *come*).

This example shows the past tense form that happens twice in an utterance.

- Addition due to regularization--a marker that is commonly added to a linguistic item is wrongly added to an item that does not require it (Kaeoluan, 2009).

For example: She **putted* the book on the chair.

(Correction: She *put* the book on the chair).

This example shows the regular past tense marker (-ed) that was used instead of the irregular "*put*".

- Addition due to simple addition--simple addition refers to the addition that is neither the double marking nor the regularization (Ellis & Barkhuizen, 2005).

For example: I want **married* a handsome man.

(Correction: I wanted to *marry* a handsome man).

This example shows the addition of past tense marker (-ed) that added in the item which causes the error in the utterance.

III. Misformation

Misformation is defined as the misuse of wrong forms of definite morphemes or structures (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012). There are three subdivisions of misformation as follows;

- Regularization--when a regular marker is applied in an irregular item (Kaeoluan, 2009).

For example: **runned*. (Correction: *ran*).

This example shows the regularization of placing past tense marker (-ed) in the irregular item which causes the wrong form.

- Archi-forms--using pattern for various patterns required (Kaeoluan, 2009).

For example: **Them* going to town; I know them.

(Correction: *They* are going to town).

This example shows the use of *them* as an accusative pronoun instead of using “*They*” that is the nominative pronoun.

- Alternating forms--when two or more forms are used alternatively (Kaeoluan, 2009).

For example: **too much* pens. (Correction: *too many* pens).

This example shows the alternative use of *much* instead of *many* which causes an error.

IV. Misordering

Misordering is defined as a correct morpheme or a group of morphemes, which are placed in the wrong order (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012).

For example: I don't know who **is she*. (Correction: I don't know who *she is*)

This example shows that the non-auxiliary verb *be* “*is*” is placed in wrong order as this sentence is an embedded question not a simple question. The non-auxiliary verb “*is*” should be placed at the end of the sentence.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter considers the previous literature and relevant research studies. It consists of five sections that display a review of literature:

- 2.1 Error and Error Analysis
- 2.2 Tense, Time, and Aspect
- 2.3 Teaching English Tenses
- 2.4 Related Research Studies Overseas
- 2.5 Related Research Studies in Thailand

2.1 Error and Error analysis

2.1.1 Definition of error analysis

Error analysis is the study of error occurrences, which was first created by Stephen Pit Corder and his team. Ellis and Barkhuizen (2005) stated that “[Error analysis] (EA) consists of a set of procedures for identifying, describing and explaining learner errors.” (p. 51). They also said that error analysis persisted as a device to precisely measure the correctness. Thus, the study of errors in a written text or spoken language is called error analysis. The definition of error analysis (EA) has been provided by many researchers.

Juntha (2013) and Taher (2011) defined error analysis as a tool for pinpointing, grouping and defining the errors made by second language learners; moreover, it can uncover the problems of language use that learners have encountered.

Heydari and Bagheri (2012) defined error analysis as basic equipment in pedagogy used for correcting and advising the students on their errors.

Bootchuy (2008) saw error analysis as the study of error occurrences made by learners, which helps teachers discover the motive for errors whether or not they are related to the mother tongue interference or developmental factors.

According to the numerous definitions, error analysis is a useful tool used for discovering, explaining, and correcting the errors developmentally, which benefits both learners and teachers.

2.1.2 Errors and mistakes

It is important to know the distinction between errors and mistakes before analyzing the learner errors.

Lee (1990) divided errors into two concepts: firstly, errors in psycholinguistics and in native speakers' speech, and secondly, errors in English language teaching. In the first concept, psychologists and native speakers consider errors as mistakes or slips of the tongue caused by carelessness and later they can be corrected. Adversely in the second concept, errors in pedagogy are viewed differently from mistakes as errors are related to learners' knowledge.

“Whilst ‘error’ would be characterized by any deviation from the norm in the language system relating to the L2 learners’ competence, ‘mistakes’ are more closely connected in meaning to the NS [native speakers] term used in psycholinguistics to denote performance-related errors in spontaneous speech or writing...”

(Lee, 1990, p.56).

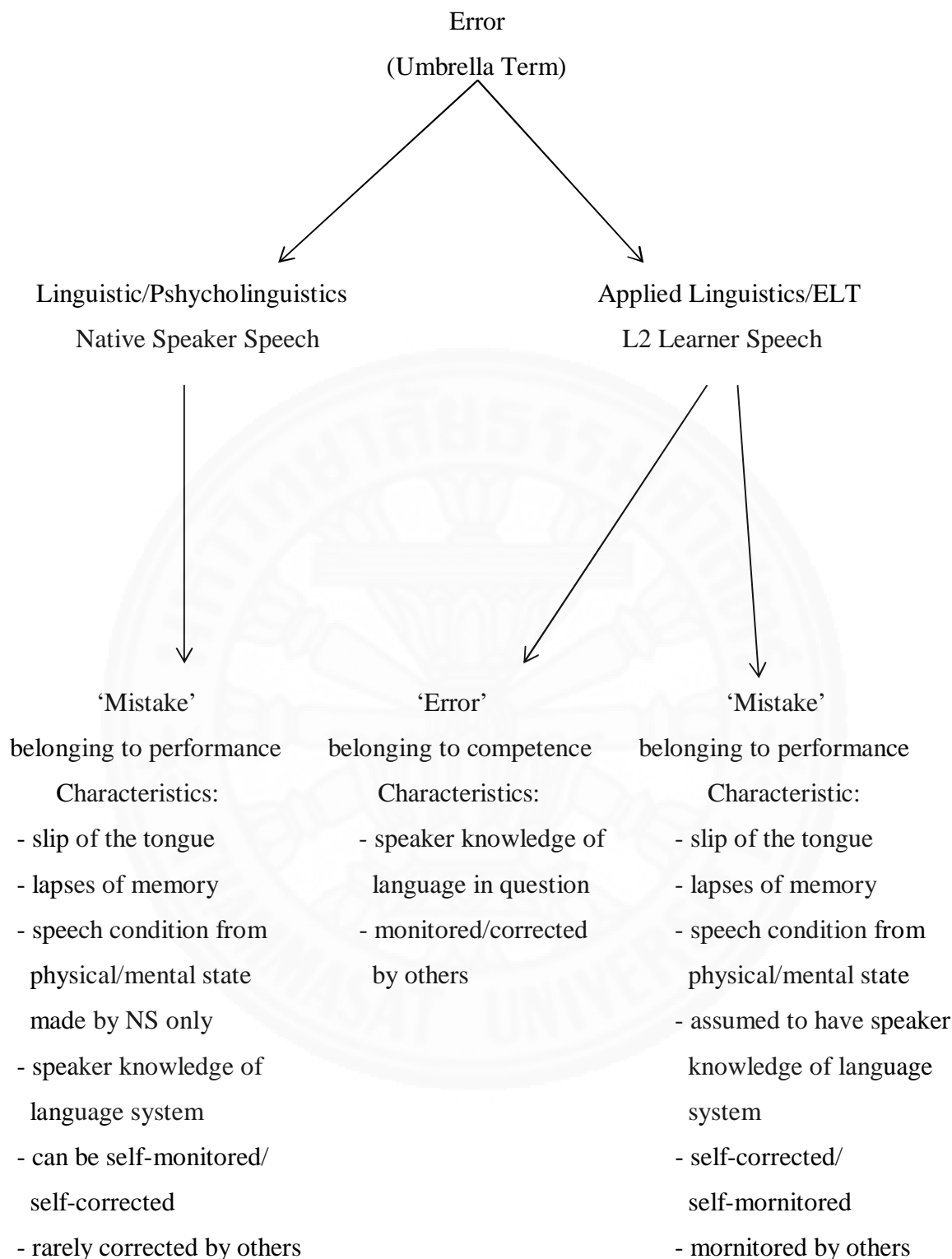


Figure 2. 1. Notions of error in linguistics/psycholinguistics and ELT. Adapted from *Notions of "error" and appropriate corrective treatment*, by N. Lee, 1990, p. 57.

Brown (2003, as cited in Pi, 2013) said that a mistake and an error are differentiated in the terms of self-correctness and competency. A mistake indicates an unconventional form in writing and speaking committed by a learner who has insufficient concentration or tiredness, but he or she can be self-corrected. An error, on the contrary, indicates a production made by a learner who has inadequate competency of knowledge and cannot correct his/her mistakes. "...error is unintentionally deviant and is not self-correctible while mistakes are either intentionally or unintentionally deviant or self-correctible" (Jame, 2001, cited in Pi, 2013, p. 12). Ellis (2008) stated that "[a]n error (in this technical sense) takes place when the deviation arises as a result of lack of knowledge (i.e. a lack of competence)" (Ellis, 2008, p.48). Corder (1967) informed that both second language learners and children who are acquiring their first language can make errors in the learning stage of their language development, which is similar to the statement of Pi (2013) that errors are important due to being an evidence of second language learners in the learning process.

2.1.3 Procedures of error analysis

There are five steps to operate the error analysis (Corder, 1974; Ellis & Barkhuizen, 2005; Ellis, 2008; Taher, 2011).

2.1.3.1 Collection of a sample of learner language

A result of error analysis involves the type of samples and the method of collecting the samples with regard to three factors: learner, language sample, and production (Ellis, 2008; Srinual, 2013).

Table 2. 1.

Factors to consider when collecting samples of learner language

Factors	Variables	Description
Learner	Proficiency level	Elementary, intermediate, or advanced
	Other languages	The learner's L1; other L2s
	Language learning experience	This may be classroom or naturalistic or a mixture of the two
Language sample	Medium	Learner production can be oral or written.
	Genre	Learner production may take the form of a conversation, a lecture, an essay, a letter, etc.
	Content	The topic the learner is communicating about.
Production	Unplanned	The discourse is produced spontaneously.
	Planned	The discourse is produced spontaneously or under conditions that allow for careful online planning.

Note. Adapted from “The Study of Second Language Acquisition,” by R. Ellis, 2008, p.47. Copyright 2008 by Oxford University Press.

To explain more about production, including unplanned and planned production, Piri, Barati and Ketabi (2012) stated that planning in production means allowing students or learners to plan their production as deeply and meaningfully as they can before the real production time. According to the definition of the planned language production given above, this current study used unplanned language production. The samples of this study were selected from the ones who

had the score on an English proficiency test below the university requirement. This shows that the students' English proficiency was lower than the standard for studying in graduate level.

2.1.3.2 Identification of errors

Initially, the definition of errors is needed before doing an analysis (Taher, 2011). After the data is collected, errors should be differentiated from mistakes (Pi, 2013). Ellis (2008) explained in his study about four considerations of being an error. Firstly, grammaticality and acceptability, regarding which one should be the priority. Secondly, detecting between error and mistake should be considered. Thirdly, overt and covert error should be examined. Finally, whether or not infelicitous language use by learners in the target language is an error if it is correct but not much used by native speakers. Srinual (2013) proposed the fundamental steps of this procedure:

- ✓ A correct form or reconstruction generated by native speakers should be arranged.
- ✓ It needs to accept that errors are accommodated in every sentence generated by the learners.
- ✓ Label which part of each sentence contradicts the target structure.

2.1.3.3 Description of errors

This procedure will be run after errors are identified. Pi (2013) said that comparison and classification are the two components in description of errors. Srinual (2013) proposed that classifying of errors and listing the repetitiveness of the errors in each type are the two processes of describing errors. Kaeoluan (2009) proposed that to classify errors is difficult as learning a language is related to a synergy of a learner's internal action and extrinsic environment. There is an effort to categorize the errors from their surface typical features and the comparison of language output which is called descriptive classification of errors. There are four taxonomies that are basically used for descriptive classification of errors: 1). Surface strategy taxonomy

2). Linguistic taxonomy 3). Comparative taxonomy and 4). Communicative effect. Each type will be explained in the next part.

(1). Surface strategy taxonomy

Surface strategy taxonomy, which includes omission, addition, misformations and misorderings (Ellis, 2008; Kafipour & Khojasteh, 2012), is one of the linguistics categories that is used widely in pedagogy because it is claimed that second language learners produce errors based on the surface structures more than their own singular structure (Ellis, 2008). Additionally, using this taxonomy to analyze the language produced by second language learners informs the researchers that there is a reason that learners produced the error in the way it appeared not because of their carelessness, clumsiness or unwillingness to write.

I. Omission

Omission refers to when the mandatory items that must be presented are discarded (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012).

For example: My sister*(*is*) very pretty. (Correction: My sister *is* very pretty).

This example shows the omission of auxiliary verb be (*is*) in an utterance.

II. Addition

Addition happens when an unneeded element is displayed in an ill-form utterance (Ellis & Barkhuizen, 2005). There are three subdivisions of addition as follows:

- Addition due to double marking--two or more elements are marked in an utterance when only one marker is needed (Kaeoluan, 2009).

For example: He didn't **came*. (Correction: He didn't *come*).

This example shows the past tense form that happens twice in an utterance.

- Addition due to regularization--a marker commonly added to a linguistic item is wrongly added to an item that does not require it (Kaeoluan, 2009).

For example: She **putted* the book on the chair.

(Correction: She *put* the book on the chair).

This example shows the regular past tense marker (-ed) that is used instead of the irregular "*put*".

- Addition due to simple addition--simple addition refers to the addition that is neither the double marking nor the regularization (Ellis & Barkhuizen, 2005).

For example: I want **married* a handsome man.

(Correction: I wanted to *marry* a handsome man).

This example shows the addition of past tense marker (-ed) that is added in the item which causes the error in the utterance.

III. Misformation

Misformation is defined as the misuse of wrong forms of definite morphemes or structures (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012). There are three subdivisions of misformation as follows;

- Regularization--when regular marker is applied in an irregular item (Kaeoluan, 2009).

For example: **runned*. (Correction: *ran*).

This example shows the regularization of placing past tense marker (-ed) in the irregular item which causes the wrong form.

- Archi-forms--using one pattern for the various patterns required (Kaeoluan, 2009).

For example: **Them* going to town; I know them.

(Correction: *They* are going to town).

This example shows the use of “*Them*” as an accusative pronoun instead of using “*They*” which is the nominative pronoun.

- Alternating forms--when two or more forms are used alternatively (Kaeoluan, 2009).

For example: **too much* pens. (Correction: *too many* pens).

This example shows the alternative use of “*much*” instead of “*many*” which causes an error.

IV. Misordering

Misordering is defined as a correct morpheme or a group of morphemes, which are placed in the wrong order (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012).

For example: I don't know who **is she*. (Correction: I don't know who *she is*)

This example shows that the non-auxiliary verb be “*is*” is placed in the wrong order as this sentence is an embedded question not a simple question. The non-auxiliary verb be “*is*” should be placed at the end of the sentence.

V. Spelling Errors

Apart from the four types of errors that were explained previously, spelling errors were expected to be another type that might occur in this study.

Protopapas, Fakou, Drakopoulou, Skaloumbakas, and Mouzaki (2012) proposed that the easiest way to appraise spelling is to perceive whether or not words have been written accurately. According to these scholars, there are two categories for the first step of classifying spelling errors, which are orthographic and phonological errors. Orthographic errors retain the word's accurate pronunciation but the written representation is altered by supplanting a letter of an alphabet for the same phonemes. Phonological errors refer to changing the word's phonological structure; hence the pronunciation is unlike the one proposed. This current study replicated the notion of Al-Jarf (2010) about classifying spelling errors into three categories as follows:

- Whole word errors

Whole word errors are defined as (in dictation) when students do not fill any word in the gap or when the target words are changed by irrelevant words, or by partly or fully fictitious words.

For example: 'Whole' instead of 'Hall'

'up' instead of 'down'

- Faulty graphemes or grapheme clusters

Faulty graphemes or grapheme clusters are defined as when the grapheme is deleted, added, substituted by another or reversed with another and make the words misspelled. "A faulty grapheme can be a deleted, added, reversed or substituted written vowel, consonant, vowel or consonant digraph, phonogram, morpheme, suffix or prefix." (Al-Jarf, 2010, pp. 9-10)

For example: 'Specialy' instead of 'Specially'

- Faulty phonemes

Faulty phonemes are defined as when the sound of misspelled words are unlike the target words due to deleting, adding or reversing with other consonants, a vowel, a syllable, a prefix, a suffix, a grapheme or a grapheme cluster.

For example: 'rember' or 'member' instead of 'remember'

(2). Linguistic taxonomy

Linguistic taxonomy is defined as the taxonomy that is based on a descriptive grammar, the grammar that explains the real usage of what native speakers say (Huddleston, 1984), of the target language (Ellis & Barkhuizen, 2005; Ahour & Mukundan, 2012). Ellis and Barkhuizen (2005) also proposed that descriptive grammar contains common categories belonging to basic sentence structure such as the verb phrase errors that can be subdivided into the dissimilar verb

tenses, aspect, the subjunctive, auxiliary verbs and non-finite verbs. This current study applied the surface strategy taxonomy and linguistic taxonomy to describe the errors made by graduate students.

Kaeoluan (2009) explained this taxonomy as the classification of errors based on both the language components and the constituents.

- Language components comprise phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).
- Constituents comprise the items that consist of each language element. For instance, within a sentence, the error might emerge in the main or subordinate clause, and within the clause, a constituent such as the verb phrase or the auxiliary might be the error.

The linguistic category taxonomy is used as an informing tool to arrange the errors that are collected (Kaeoluan, 2009). For example:

- The error in morphology that happens as an incorrect simple past tense such as regularization by adding the past tense marker (-ed) (he *cutted* the paper).
- The error in syntax that happens in verb phrase as a disagreement of subject and verb person (you *be* there).
- The error in syntax that happens in verb-and-verb construction such as the omission of “to” (I go **(to)* play).

(3). Comparative taxonomy

Kaeoluan (2009) stated that comparative taxonomy is established to classify errors by comparing two different language structures. For example, the errors made by Korean students learning the English language as a second language were categorized by using comparative taxonomy to compare the structures between their first language and their target language, Korean and English.

(4). Communicative effect

Communicative effect is defined as errors that cause misunderstanding to the audience (Kaeoluan, 2009). It can be categorized into two categories.

- Global errors--errors that create an incomprehensible meaning to a reader or listener.
- Local errors--errors that do not impede communication of a sentence’s meaning.

This current study applied surface strategy taxonomy to arrange and describe errors that were collected.

2.1.3.4 Explanation of errors

This step is asserted to be the most important to error analysis since it discovers the reason why errors are generated (Ellis, 2008; Pi, 2013). Jame (2001, cited in Pi, 2013) proposed that interlingual factors, intralingual factors, communicative strategy-based factors, and induced factors are four notable causes of errors.

1). Interlingual errors refer to errors that demonstrate the effect of first language structure disregarding the internal processes or external conditions that produce them (Dulay et al., 1982, as cited in Pi, 2013). These errors are reflected from the mother tongue interference that customarily arises at the starting point of learning a second language.

2). Intralingual errors are concerned with inadequate second language knowledge of learners and they attempt to use second language rules by constructing hypotheses with minimal experience and linguistic knowledge which results in the wrong usage of the second language.

3). Communicative strategy-based errors are divided into two subdivisions (Heydari & Bagheri, 2012).

- Approximation (holistic strategies) refers to a learner's embracing that if one can say X in a second language, then he or she can say Y, such as using one word as a synonym to another, e.g. **credibility* for the **truth* (Yang, 2010).

- Circumlocution (analytic strategies) refers to not using the correct target language to describe or exemplify actions or peculiarity of learners (Yang, 2010; David, 2011; Hua et. al, 2012).

4). Induced errors pertain to mistakes in the teaching or learning process, such as materials-induced errors, teacher-talk induced errors, exercise-based induced errors, errors induced by pedagogical priorities, and look-up errors (Heydari & Bagheri, 2012), which result in the errors in using the target language.

2.1.3.5 Evaluation of errors

This step is used for measuring the various kinds of errors for the sake of determining which one should be used in pedagogy (Taher, 2011). Pi (2013) said about evaluation of errors that it grants teachers and researchers more excellent illustration of what approaches are applied

and how a language is acquired by learners. Srinual (2013) stated that evaluation of errors is done to discover which ones have high exigency and that teachers should re-teach the students.

2.1.4 Contrastive analysis and language transfer

Contrastive analysis is defined as comparing differences and non-differences between two or more languages in order to facilitate the pedagogical materials and techniques (Johansson, 2008). In other words, contrastive analysis is comparing and identifying the areas of difficulty between the two or more different languages; one is the learners' first language and the other is the learners' target language (Lennon, 2008). Islam (2004) proposed that when elements of two languages such as the sound system, writing system, vocabulary system, grammatical structure, and all cultural features, are compared to find the differences and similarities, it is called contrastive analysis. Initially, research on this notion was conducted by Robert Lado who aimed to study the difficulty of languages and culture between two different languages in order to learn the problems that are discovered. Seah quoted from Lado (1957, p.2)

“...that individuals tend to transfer the forms and meanings, and the distribution of forms and meaning of their native language and culture to the foreign language and culture--- both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by the natives”

(Seah, 1980, p.22).

Second language learners are likely to transfer their native language form to the new one during their developmental process, similar to the study of Gass (1979) that “...attempting to communicate in a second language, second language learners often “transfer” elements of their native language (NL) onto the speech patterns of the target language (TL)” p.327. Isurin (2005) proposed that in psychological terms, when acquiring the new language knowledge, the first language knowledge will be both a supporter (positive transfer) and barrier (negative transfer) to second language learners during their development. The similarities of elements between two languages will produce the positive transfer, while the differences will oppositely construct the negative transfer (Odlin, 1989; Islam, 2004; Isurin, 2005).

2.1.5 Avoidance

Ellis (1994, as cited in Phoocharoensil & Simargool, 2010) stated that when a linguistic structure is contemplated to be difficult because of its difference from their first language structure, students would avoid constructing that linguistic structure. Schachter (1974, as cited in Mizuno, 1988), proposed that studying errors by using only error analysis without contrastive analysis cannot elucidate the avoidance phenomenon as when avoidance happens there will no place for error analysis to study.

“While first language transfer causes them to produce errors in L2, avoidance behavior leads them to an omission of the L2 construction the use of which they are not completely certain about.”

(Phoocharoensil & Simargool, 2010, p. 113)

Schachter (1974, as cited in Mizuno, 1988) also gave the conclusion that avoidance is related to the differences of L1 and L2 of learners as when the learners' L1 is remarkably distinctive from L2, the L2 structures will be avoided because of their difficulty.

2.1.6 Causes of Errors

In this study interlingual errors and intralingual errors might be the possible causes of committing errors and this part will explain that in greater detail.

(1). Interlingual Errors

Interlingual errors appertain to errors derived from the mother tongue's interference or negative transfer (Srinual, 2013). They are reflected from the phonological, morphological, grammatical, lexical-semantic, and stylistic elements of the first language or mother tongue interference (Ellis & Barkhuizen, 2005; Shekhzadeh & Gheichi, 2011; Juntha, 2013), particularly, the negative transfer of the first language (Heydari & Bagheri, 2012; Kaweera, 2013). Hashim (1999, as cited in Bennui, 2008), provided the description of first language interference as involving the terms 'cross-linguistic and language transfer' which appertain to when native language structures have an effect on the performance and development of students in their target language. Bennui (2008) stated that thinking in English when writing in English is helpful because it will make students produce a piece of work through the correction of English

language as it is said that students will comprehend any sentence in their native language better than English language by translating their first language directly into English language. Nevertheless, it is not easy for Thai students to think in English when composing.

Based on the study of Kaweera (2013) and Bennui (2008), interlingual errors can be divided into three subdivisions when comparing English and Thai context; L1 lexical interference, syntactic interference, and L1 discourse interference.

- L1 lexical interference

This is defined as the use of L1 lexical in the target language. The example below shows the direct translation of Thai into English.

For example: *I turned off* the radio - I **closed* the radio (Thep-Ackrapong, 2005, cited in Bennui, 2008).

- Syntactic interference

This kind of interference refers to when the second language learners make the target language sentence by translating their first language directly into the target one which causes grammatical errors particularly “...subject-verb agreement, verb-tense, passive voice, relative clause, expletive structure (*there is/are*) and word order.” (Bennui, 2008, p. 79)

For example: ‘We ate chicken fried.’ Instead of ‘We ate fried chicken’.

‘I made the English homework’ (Bennui, 2008, p. 79) instead of ‘I did English homework.’

Thep-Ackrapong (2005, as cited in Bennui, 2008), stated that Thai sentence structures are found to be influence committing grammar errors in writing in English language. Subject-verb agreement and passive voice are often mentioned since a subject in Thai language can be omitted from the sentence if the encoder and decoder know it.

For example: Pahurad was crowded and ^ bad temperature and it smelled bad. (Subject is omitted)

- L1 Discourse interference

This interference is defined as incoherent or non-connection of notions, or idea arrangement within paragraphs reflected by the first language. Mc Daniel (1994, as cited in Bennui, 2008) proposed that in Thai essays, L1 discourse interference is found in two levels: sentence and paragraph. In sentence level, Thai students will write with Thai-style structures. In essays, which contain many sentences, sometimes it is not easy to identify where one sentence

starts and ends as there will be no punctuation marks and sometimes the subject of the sentence will be omitted because this can be done Thai. In paragraph level, it is found that Thai students will compose without making a paragraph, which causes the readers, especially those who are not Thai native speakers, to not understand as there is no pause.

It can be assumed that the differences in forms between the first language and the second language cause learners to encounter the difficulties during the process of acquiring the second language and that is the cause of making errors.

(2). Intralingual Errors

Intralingual errors pertain to errors derived from having inadequate experience of the target language knowledge regardless of the interference of the mother tongue or their first language (Juntha, 2013; Kaweera, 2013; Srinual, 2013). “Intralingual errors reflect the operation of learning strategies that are universal [that is] evident in all learners irrespective of their L1.” (Ellis & Barkhuizen, 2005, p.65). Kulsirisawad (2014) proposed that intralingual errors occur when the learners apply the wrong function of the target language rules such as overgeneralization or ignorance of rule restrictions.

Kaweera (2013) gave a description of overgeneralization as the kind of errors that come from the learner’s belief that there is no limit to use of the language rules, so they overuse and underuse some rules of the target language. For example, using the past tense rule for regular verbs with irregular verbs such as teach-*teached, spend-*spended (Kulsirisawad, 2014). Ignorance of rule restriction means implementing the rules to the context where they are not appropriate to place them there (Heydari & Bagheri, 2012). For example, using the pattern “he made me to go to rest” instead of “he asked/wanted me to go” (Heydari & Bagheri, 2012, p. 1584)

Based on the study of Kaweera (2013), intralingual errors include seven kinds.

- False analogy

False analogy refers to the errors which are made by incomplete comprehension of the target language rules by second language learners. For example, adding ‘-s’ in the word ‘childs’ to make it plural.

- Misanalysis

Misanalysis refers to the errors which are produced by the use of incorrect notions of the target language rules. For example, pluralizing ‘it’ by adding ‘s’ instead of using ‘they’ when referring to two things.

- Incomplete rule application

Incomplete rule application is defined as the abnormality in the target language structure produced by second language learners. It shows the stage of learners’ development which needs the correct rules to produce the satisfactory forms (Richard, 1971). For example, when the learners do not reverse the subject and verb in a declarative statement.

- Exploiting redundancy

Exploiting redundancy refers to when the second language learners add some unnecessary words or phrases in the sentence which have no additional meaning. Exploiting redundancy includes three causes; 1). Word 2). Qualifier 3). Synonyms

- Overlook co-occurrence restrictions

Overlook co-occurrence restrictions is defined as when the second language learners neglect the limitation or exemption of the target language (Heydari & Bagheri, 2012). For example, ‘enjoy’ is followed by gerund not verb infinitive.

- Hyper-correction (monitor overuse)

Hyper-correction or monitor overuse is defined as being too careful on the result of the target language when the learners try to produce it logically, yet it results in the wrong form of the rule (Yang, 2010; Heydari & Bagheri, 2012). For example, ‘third years’, the monitor overuse of learners is adding -s after ‘year’ which is incorrect.

- Overgeneralization or system-simplification

Overgeneralization or system-simplification is counted as a stage of language development when children who are acquiring the language infer that there is no restriction in grammar and there is no permission for some forms of language to be constructed (Onnis, Roberts, & Chater, 2002). Heydari and Bagheri (2012) proposed that wrong use of words and grammatical rules is the source of these errors. In the study of Kaweera (2013), these kinds of errors are caused by the second language learners’ belief that there is no limit to use of the language rules, so they overuse and underuse some rules of the target language.

Richard (1974, as cited in Fadzilyna, 2013) proposed that intralingual errors are caused by some of the following features:

- Ignorance of rule restriction

Ignorance of rule restriction is defined as when the rules are not employed suitably due to the failure of acknowledging the constraint of existing structures (Fadzilyna, 2013). Tawilapakul (2003) said that this cause of making errors happens when students employ the unsuitable rules to contexts, which causes a wrong tense in a wrong context.

For example: The volcanic eruption in Central Africa **is destroying* many areas of the Congolese City. (instead of '*destroyed*')

- Incomplete application of rule

Incomplete application of rule is defined as when the learners commit errors due to their imprecise understanding in the target language (Fadzilyna, 2013). Tawilapakul (2003) stated that missing verb inflections in one of many errors refers to the incomplete application of rules.

For example: The town was **destroy*. (instead of '*destroyed*')

- False concept hypothesized

False concept hypothesized is defined as when the rules of acceptable forms are unsuccessfully developed (Fadzilyna, 2013).

For example: I **acceptance* in MTs

The word '*acceptance*' is ungrammatical and unacceptable as it functions as a noun. In this sentence '*acceptance*' should be altered into a verb in past form, which is '*accepted*'.

- Overgeneralization

Overgeneralization is defined as when an irregular form is created based on the fundamental knowledge of other forms in the target language (Fadzilyna, 2013). Tawilapakul (2003) proposed that overgeneralization happens when the accepted uses of grammatical forms are not produced, as the target language rules are changed by Thai students.

For example: They **are expected* that...(instead of '*They expected* that...')

I **sleped* at the car. (instead of '*I slept* at the car')

However, it is not an easy job to identify the causes of errors. Ellis and Barkhuizen (2005) proposed that it is not always understandable which scheme is answerable for the specific error.

2.2 Tense, Time, and Aspect

2.2.1 Tense and time

This part explains the differences between time, tense, and aspect. Initially, it is significant to understand the meaning of these two words, time and tense. Learners are likely to think that time and tense are identical because words such as past, present and future are associated. Actually, this is a wrong assumption. Time and tense are not associated with each other and they are not identical. Tense is comprised of adding and non-adding morpheme into a verb, called verb inflection (Çakır, 2011).

Hornby (1975) stated that time is subdivided into three parts: present, past, and future (Abdullah, 2013), which do not engage with the language. Tense is characterized as verb forms or a set of verb patterns which have various appearances used to specify a time affiliation i.e. present, past, future or to indicate time movement. “Tense may also indicate whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time” (Hornby, 1975, p.78). However, there are only two tenses in English verbs, present tense and past tense.

Harper and Charniak (1986) proposed that tense is used to pinpoint the time of event occurrences during the readers’ utterance. The temporal adverbs or the adverbs of time, which can connect the further related events; for instance, tomorrow or now, can be added to the sentence dependently. Maclin (2001) said that tense is used as linguistics terms to demonstrate the connection of time, situation, and the verb forms. Additionally, English learners should acknowledge the temporal adverbs and the temporal connective. The temporal adverbs are defined as additional words used to provide further information to the event that happened relatively with time. The temporal connectives are defined as words used to describe two clauses, main clause and subordinate clause.

Lewis (1986) stated that time and tense are distinguished completely although varied verb patterns are used to indicate the time. Time is concerned with humans’ reality, while tense is concerned with a linguistics area. The meaning of time refers to all activities that humans do in reality measured in temporal units such as year, month, and day (Dürich, 2005).

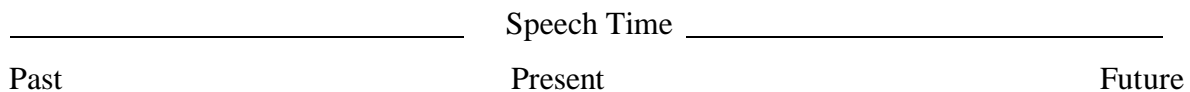


Figure 2. 2. Time-line. Reprinted from *Lexical aspect and lexical saliency in acquisition of past tense-aspect morphology among Ibibio ESL learners*, by W. Willie, 2011, p.43.

Past, present, and future are three sections of time. In Willie’s study, “speech time” was used to discriminate the differences of these three sections.

- 1). If the situation happened before the speech time, it means the situation happened in the past.
- 2). If the situation is happening in the speech time, it means that situation happens in the present.
- 3). If the situation happens after the speech time, it means the situation will happen in the future.

Hornby (1975) concluded briefly about the concept of time that “ [a] discussion of this notion [notion of time] would involve such an idea as how we express the difference between completeness and incompleteness, point and period, simultaneous and successive events, the similarities and differences between Then (past) and Then (future).” (Hornby, 1975, p.49).

Tense in English is a technical term and grammaticalized tense is produced based on the verb patterns themselves. By way of explanation, if a verb needs a helping verb or auxiliary verb to form a sentence, it is not called tense. There are only two verb tenses in English (Andersson, 2008), present simple tense, possibly claimed to future time because there is no verb that shows the form of future, and past simple tense (Lewis, 1986; Dürich, 2005). “The fact that tenses are a grammaticalized category requiring morphological marking implies that time references which are not morphologically marked cannot be called tenses” (Dürich, 2005, p. 6).

According to the studies, it can be stated that tense and time are separated in terms of reality and linguistics. Tense is compared to a bone of language (Çakır, 2011). Noticeably, there are three sections in time: past, present, and future, while there are only two verb tenses in the English language: present simple tense and past simple tense. For the future tense, it is claimed that “[it] is included in the present [tense]” (Çakır, 2011, p. 124).

2.2.1.1 Compound tenses

“Tenses are simply combinations.” (Yamput, 2011, p. 7) With regard to the two tenses of English language, present and past, and two aspects of English language, the perfect and progressive aspect, there are compound tenses used to indicate the situation related to the period of time, simple; progressive; perfect; and perfect progressive. (Hornby, 1975). Compound tenses use *be* and *have*, which are called helping verbs or auxiliary verbs, to indicate the situation that is involved with time.

2.2.2 Aspect

“The grammatical expressions of time are tense and aspect” (Dürich, 2005, p. 6). Even though tense and aspect are involved with time, they are different. Aspect refers to the linguistic division perceived by the encoder about the internal time of situation unlike tense that is related to the universe time or external time presented on the time line. (Comrie, 1976; Kibort, 2008; Lamana, 2008). “The term ‘aspect’ refers to a grammatical category that reflects the way in which the verb actions are regarded or experienced with respect to the time.” (Quirk et al., 1985, p. 188).

There are two aspects in English, the perfect and progressive aspect. They use auxiliary verb *be* and *have* to make a combination. (Lewis, 1986; Kuhn & Portner, 2002; Arakkitsakul, 2008; Yamput, 2011). English aspect consists of perfective against imperfective and progressive against non-progressive (Pauer, 2002; Lamanna, 2008).

(1). Perfective and Imperfective

Realizing the distinction of these constructions or *aspectual pairs* (Schmiedtová, 2003, p. 177), perfective aspect refers to the finished event which contains a finished verb, while imperfective refers to the unfinished event or progressive which differently contains the activity verbs (Yap et al., 2009). “The categories Perf and Imperf are based on a specific meaning such as “degree of completion”, which characterizes each category in a unique way” (Schmiedtová, 2003, p. 178). According to the study of Schmiedtová (2003), there are two technical terms which second language learners should be interested in, *Simplex verbs* and *Verbal prefixes*.

Simplex verbs are base form of verb which are mostly used in imperfective aspect such as “to eat”. Verbal prefixes are the set of *prefixes* used to form the perfective aspect (Schmiedtová, 2003).

In the study of Pauer (2002), he referred to the investigation of Comrie (1976) that perfective and imperfective aspects are dissimilar. Perfective specifies the overall sentence of event, whilst imperfective specifies the inherent form of the event. Additionally, perfective and imperfective also are different in the view of time duration. Perfective views a situation in shorter time than imperfective; for example, *he resigned for thirty years*. This is a completed sentence referring to the meaning of thirty years overall. (Pauer, 2002)

(2). Progressive and Non-progressive

Continuous aspect or duration aspect are other equivalent words used to call progressive aspect as this aspect points out the occurrence of the event at the moment of utterance (Pauer, 2002). “[Progressive aspect] is conceived of having a more or less dynamic character, as opposed to being wholly static” (Huddleston, 1984, p. 153). Differently, the non-progressive aspect views the situation as more static or motionless.

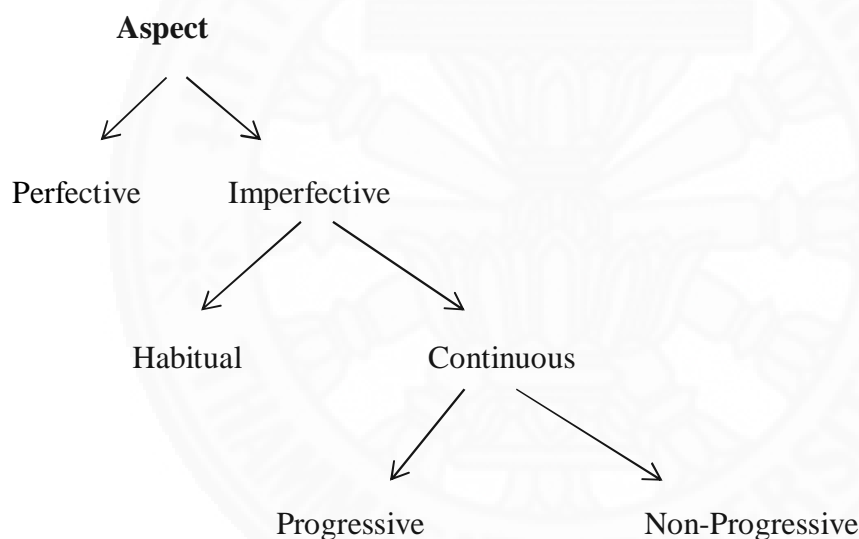


Figure 2. 3. English aspect. Reprinted from *The acquisition of the English tenses and aspect aystem by German adult learners*, by K. Dürich, 2005, p. 26.

The figure explains Comrie’s assertion that the imperfective aspect is subdivided into two elements: habitual and continuous.

Regarding the concept of tense and time provided above, all tenses and compound tenses should mention how and when to use them. With regard to the scope of this study, the study examined only the past simple tense and past progressive (continuous) tense.

2.2.3. Past tense

Past tense can be subdivided into four categories:

- 1). Past simple tense
- 2). Past progressive tense
- 3). Past perfect tense
- 4). Past perfect progressive tense.

However, following the scope of the study, this part will explain only the past simple tense and past progressive tense.

(1). Past simple tense

Yamput (2011) proposed that past simple tense specifies the finished activity in the past. Celce-Murcia and Larsen-Freeman (1999) explained the meaning of past simple tense that it refers to an activity that is over which is the feeling of “remoteness”. “The event can be remote in time” (Celce-Murcia & Larsen-Freeman, 1999, p.113).

For example: The Toronto Blue Jays won the World Series in 1992. (Celce-Murcia & Larsen-Freeman, 1999). Table 2. 2 explains the notions of past simple tense.

Table 2. 2. Past simple tense notions

Notions	Example
1).Past simple tense will be applied to describe the single finished situation or activity in the past. (Hornby, 1975; Celce-Murcia & Larsen-Freeman, 1999; Yamput, 2011)	- I attended a meeting of that committee last night.
2).Past simple tense will be employed to describe the action or situation that happened routinely in the past. (Celce-Murcia & Larsen-Freeman, 1999; Yamput, 2011) Additionally, Sinclair (1990) proposed that ‘would’ and ‘used to’ can be used to describe a situation which occurred repeatedly in the past but no longer does so.	- It snowed almost every weekend last winter. - A man with a list would come round and say you could go off duty. - I’m not quite as mad as I used to be. - Actresses used to be very reluctant to wear tight corsets.
3).Past simple tense will be used to talk about the finished situation with duration of time in the past. (Celce-Murcia & Larsen-Freeman, 1999; Yamput, 2011)	- Professor Nelson taught at Yale for 30 years.
4). Past simple tense will be used with states in the past. (Celce-Murcia & Larsen-Freeman, 1999; Andersson, 2008)	- He appeared to be a creative genius (Andersson, 2008). - He owed me a lot of money (Andersson, 2008).
5). Past simple tense will be used to describe the imaginative condition in the subordinate clause. (Celce-Murcia & Larsen-Freeman, 1999)	- If he took better care of himself, he wouldn’t be absent so often.
6). Past simple tense will be used for social distancing. Merriam Webster dictionary online provided the definition of social distancing as “the degree of acceptance or rejection of social intercourse between individuals belonging to diverse racial, ethnic, or class groups” (Celce-Murcia & Larsen-Freeman, 1999)	- Did you want to sit down and stay a while?

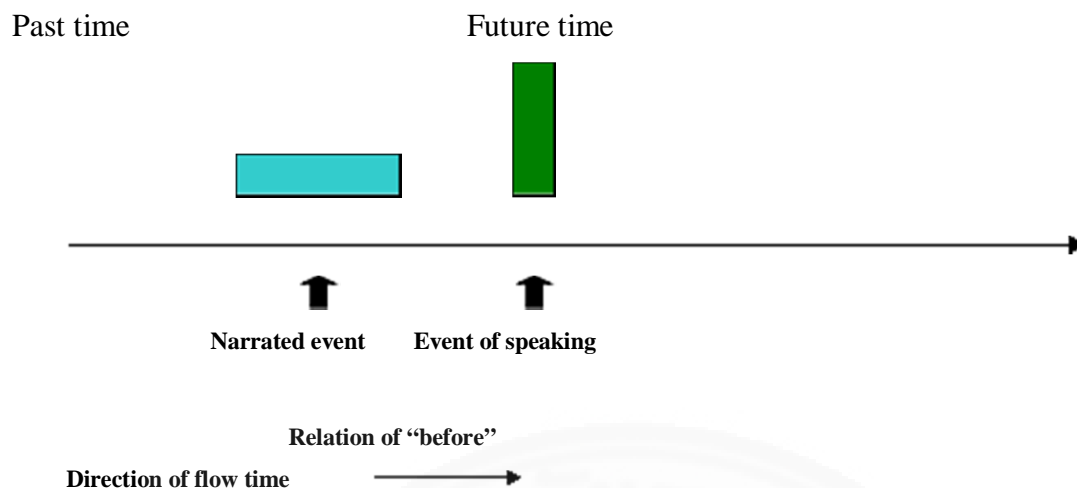


Figure 2. 4. The concept of past tense (narrated event). Reprinted from *English grammar*, by J. Kaplan, 1995, p.188.

The figure demonstrates the concept of past tense that the past tense *-ed* (Narrated event) is before the time of speaking (Event of speaking). Kaplan (1995) exemplified this figure by situating the event of speaking; when someone says *Bobby defeated Boris*, the narrated event is Bobby's defeating Boris, and the event of speaking is the time of saying "Bobby defeated Boris" which happened after the defeating of Bobby.

The simple past tense (repeated events)

Regularly every summer, Tom fell in love.

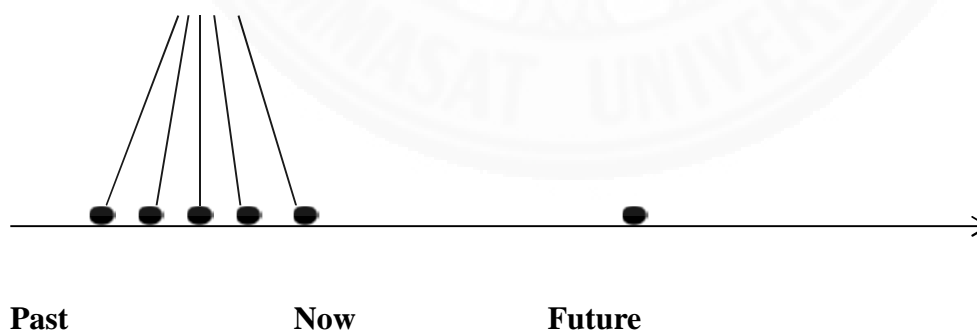
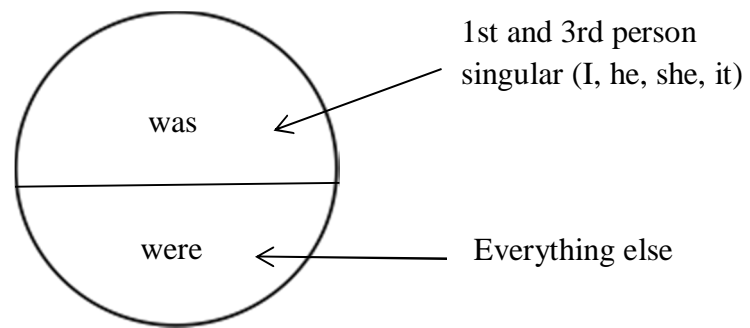


Figure 2. 5. The concept of past tense (repeated event). Reprinted from *The use of English tenses by Thai university students*, by U. Tawilapakul, 2003, p.47.

2). Past progressive tense

Progressive is also called continuous (Hornby, 1975). Schmiedtová (2003) said that past progressive tense or, what he called in his study, 'past continuous tense-sequence of events' demonstrates the activity generated before the past time and had its extension to some point of the past time. Past progressive tense is also used as an interfered situation of the past simple tense or what he called in his study, 'interrupted past continuous'. Additionally in his study, past progressive is said to be used to mention the situation that was occurring at every point of time within the time duration (e.g. all day, the whole lesson, every moment of the journey) (Schmiedtová, 2003, p. 31).

Celce-Murcia and Larsen-Freeman (1999) proposed that the structure of past progressive is *be* (past tense) + base form of verb + present participle (*-ing*). The verb *be* + the present participle (*-ing*) displays the ongoing activity. It shows the unfinished activity. 'Be' is operated as an auxiliary verb which consists of three independent present tense forms (is, am, are) and two dissimilar past tense forms (was, were). This study will mention the past tense forms based on the scope of the study.



Past tense

Figure 2.6. The distinction of the verb 'Be' in past tense form. Reprinted from *The grammar book: An ESL/EFL teacher's course*, by M. Celce-Murcia and D. Larsen-Freeman, 1999, p. 54.

Example: *I was walking home.*

He was walking home.

She was walking home.

It was walking home.

They were walking home.

Table 2. 3. Past progressive tense notions

Notions	Example
1).past progressive tense is used for demonstrating an activity which was continuing at a definite time in the past. (Sinclair, 1990; Nandy, 1993; Kaplan, 1995; Yamput, 2011).	-He was catching fish when it began to rain. -Noi was washing her car yesterday
2).Past progressive tense refers to the repetition of a process or utterance. (Sinclair, 1990; Kaplan, 1995).	-Coach Monska was always yelling at Hook Jackson.
3).Past progressive refers to arranged or planned future events. It is also called “futate”. It is noted that the progressive (be...-ing) futurate can happen with the past tense (Kaplan, 1995).	-I was leaving tomorrow, but my plans changed.
4).When two situations happened in the past, past progressive tense and past simple tense will be used together. The first situation (the situation that happened before) will be described by past progressive tense, and the second situation (the situation that happened after) will be described by past simple tense (Sinclair, 1990).	-I was waiting angrily on Monday morning when I saw Mrs. Miller.
5).Past progressive tense will be used to point out the ongoing situation which happened during another situation (Yamput, 2011).	-I dropped my watch while I was winding it.
6).Past progressive tense will be used to state the two or more situations that were happening continuously simultaneously (Yamput, 2011).	-Sit was cutting grass and Dej was painting the roof.

The past progressive

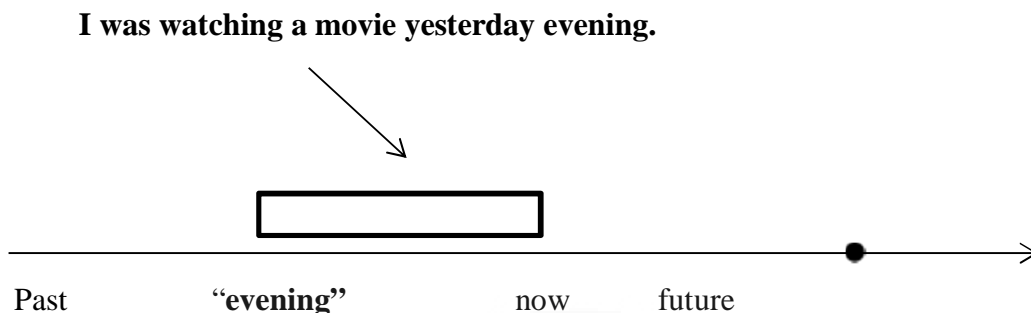


Figure 2. 7. The concept of past progressive tense. Reprinted from *The use of English tenses by Thai university students*, by U. Tawilapakul, 2003, p.48.

The figure displays the concept of past progressive tense that it is used to describe an action that was occurring at a particular time in the past.

2a). How to make the present participle

According to Oxford Dictionaries website, there are 8 ways to add *-ing* to the infinitive (based form of verb) to make a present participle.

1. For verbs ending with a silent “e”, this final “e” must be dropped before adding “-ing”, such as smile - smiling.
2. For verbs ending in -ee, -ye, and oe, “-ing” can be added without dropping the final “e” such as free - freeing.
3. For verbs ending with a vowel plus -l, the “l” must be doubled before adding “-ing”, such as travel - travelling (This is for British English).
4. For verbs ending with a single vowel plus a consonant, and the stress is at the end of the word, the final consonant has to be doubled before adding “-ing”, such as refer - referring.
5. If verbs end with a single vowel plus a consonant, but the stress is not at the end of the word, then the “-ing” can be added without doubling the final consonant, such as visit - visiting.
6. For the one syllable verb that ends with a single vowel plus a consonant, the final consonant needs to be doubled before adding “-ing”, such as stop - stopping.
7. For verbs ending with two vowels plus a consonant, the “-ing” can be added without doubling the final consonant such as pour - pouring.
8. If verbs end in -c, a -k needs to be added before adding “-ing” such as traffic - trafficking.

2.2.4 Regular and irregular verbs

Marshall and Van der Lely (2012) stated that in the English past tense, two groups of verb, regulars and irregulars, have been mainly studied. It is interesting to study which verbs are regular and which verbs are not. They proposed that being regular is related to the morphological rule which is different from being irregular as it is the individual form fetched from the lexicon or the word stock.

Below is the example of regular and irregular verbs retrieved from [www.teachlearningenglish11.Wordpress.com](http://www.teachlearningenglish11.wordpress.com) by Giselle Garcia.

Table 2. 4.

Examples of regular and irregular verbs

No.	Regular Verbs			Irregular Verbs		
	Present	Past	Past participle	Present	Past	Past participle
1	Advise	Advised	Advised	Bite	Bit	Bitten
2	Add	Added	Added	Choose	Chose	Chosen
3	Analyze	Analyzed	Analyzed	Eat	Ate	Eaten
4	Ask	Asked	Asked	Fall	Fell	Fallen
5	Avoid	Avoided	Avoided	Awake	Awoke	Awoken
6	Attend	Attended	Attended	Arise	Arose	Arisen
7	Admire	Admired	Admired	Blow	Blew	Blown
8	Allow	Allowed	Allowed	Break	Broke	Broken
9	Alert	Alerted	Alerted	Draw	Drew	Drawn
10	Afford	Afforded	Afforded	Drive	Drove	Driven

Note. Adapted from “List of Regular and Irregular verbs,” by Giselle Garcia, retrieved from <http://teachlearningenglish11.wordpress.com/2014/02/26/list-of-regular-and-irregular-verbs-by-giselle-garcia/>

Barea (2012) gave the definition of morpheme that “[It] [is] the smallest grammatically meaningful unit in a language” (p.8). Wicentowski (2002) proposed that words are built from the consolidation of morphemes: free morphemes and bound morphemes. There are subdivisions of bound morphemes: derivational morphemes and inflectional morphemes (Disbrow-Chen, 2004).

In this study, the inflectional morphemes will be mentioned. Barea (2012) said that when adding the inflectional morpheme to any word, it will alter the function to point out the plural, singular, and tense case. As cited in Disbrow-Chen (2004), “[Inflectional morpheme] adds some element of meaning required by the grammar and changes the form of a word without changing its basic part of speech” (Celce-Mercia & Larsen-Freeman, 1999, p.52). To conclude, verbs that are used for stating past simple tense and past progressive tense, which are the main areas of this research, are added by inflectional morphemes.

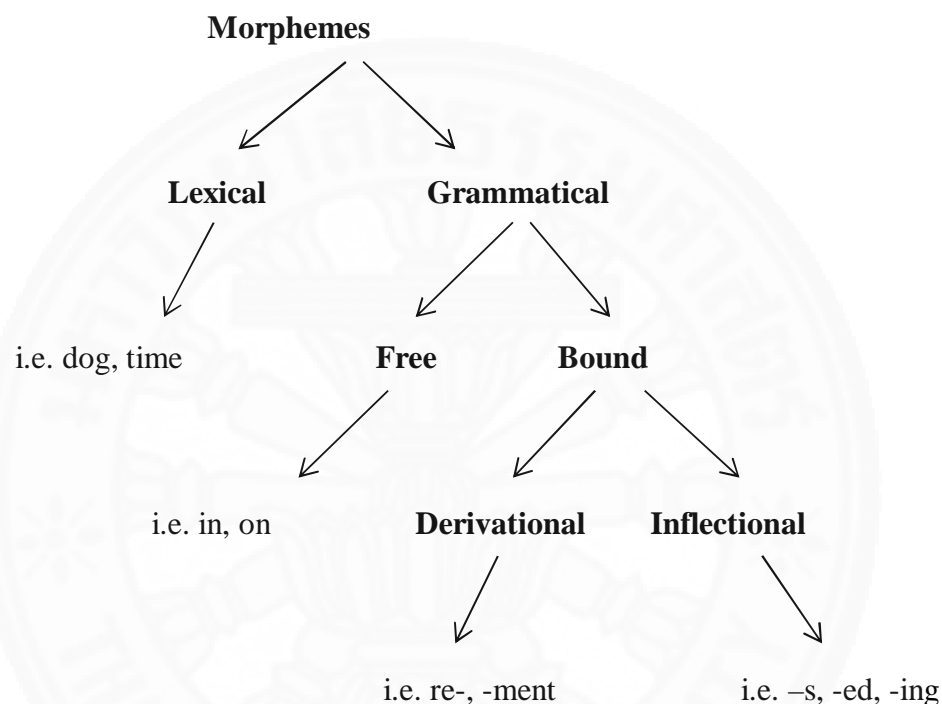


Figure 2. 8. The type of morphemes. Reprinted from *Morpheme acquisition in relation to task variation: A case study of a beginning-level ESL learner*, by R.L. Disbrow-Chen, 2004, p.3.

I. The spelling of regular verb inflections

With regard to the scope of the study, this section describes only the spelling of regular verb inflection in past form. Quirk, Greenbaum, Leech, and Svartvik (1985) provided some examples of spelling the regular verb inflections.

- General spelling rules
For example: look – looked (p.100)
- Doubling of consonant before *-ed*
For example: beg – begged (p.100)

- Deletion of and addition of *-e*
For example: bake – baked (p.102)
- Treatment of *-y*, e.g. *-y* changes to *-i* before adding *-ed*.
For example: try – tried (p.103)

II. Nine classes of irregular verbs

Rybee and Slobin (1982, as cited in Rumelhart & McClelland, 1985) informed that irregular verbs have been subdivided into nine classes (pp. 26-27);

- Verbs that do not change at all to form the past tense such as *cut*.
- Verbs that change a final /d/ to /t/ to form the past tense such as *build/built*.
- Verbs that undergo an internal vowel change and also add a final /t/ or /d/ such as *tell/told*.
- Verbs that undergo an internal vowel change, delete a final consonant, and add a final /t/ or /d/ such as *catch/caught*.
- Verbs that undergo an internal vowel change whose stems end in a dental such as *bite/bit*.
- Verbs that undergo a vowel change of /i/ to /a/, such as *sing/sang*.
- Verbs that undergo an internal vowel change of /i/ or /a/ to /ʌ/ such as *sting/stung*.
- All other verbs that undergo an internal vowel change such as *break/broke*.
- All verbs that undergo a vowel change and that end in a diphthongal sequence, such as *blow/blew*.

2.3 Teaching English tenses

English language plays a major role nowadays in communities as it is set as a language used among people who speak different native languages. English is necessary to be taught to people who speak different native languages. Singaraja and Singaraja (2012) proposed in their study that teachers should teach grammar to their students because it is essential. In general, inductive and deductive are two approaches to teaching English grammar. These two approaches contain different main points: inductive approach focuses on teaching by comprehension while deductive approach requires teaching students to memorize the rules of English tenses. They also stated in the study that inductive approach is more suitable for adult learners. Erlan (2003, as cited in Wang, 2012) said about inductive and deductive approaches that in the deductive approach, teachers will explain the rules of grammar to students before letting students use them

or do exercises, while in the inductive approach, teachers will provide the example and exercise to students and let them extract the rules themselves, then teachers will describe the rule after the students see the rule of grammar from the examples or exercises. “[Deductive approach] moves from general rule instruction to specific instances of language use [while] the inductive method moves from specific instances of language use to general rule explanation” (Wang, 2012, p.20).

2.3.1. Teaching English tense in Thailand

English language in Thailand is taught as English as a Second Language (ESL) and English as a Foreign Language (EFL). Thep-Ackrapong (2005) stated that Thai and English are different in many aspects such as pronunciation, grammar, word and text, as well as thoughts and culture. It is proposed that English grammar and tense is the hardest part to learn for Thai students (Tawilapakul, 2003). Nguyen (2005) found that rote learning, learning by repeating or memorizing the input data so that later learners can bring it to use without understanding it (Li, 2004), is a remarkable learning style of Thai students. Consequently, reading and writing competency are found as the outstanding skills that Thai students can produce more than others, such as listening and speaking. This shows that learning by memorizing does not help student to apply the rules. Bastedo (2010) said that learning English tense by trying to memorize the rules is not enough to help learners use the tenses in a real activity. When Bastedo worked as a teacher in Thailand, he provided the meaning of each tense besides the rules, as he said that miscommunication or misunderstanding can take place when the tenses are misused.

2.4 Previous related studies overseas

Wee, Sim, and Jusoff (2010) conducted a study to identify and describe the written verb-form errors discovered in the EAP writing of 39 second year learners attempting to obtain a three-year diploma programme degree from a public university in Malaysia. The data were collected from a composed 350-word discursive essay which aimed to reveal the types and the frequency of verb form errors under the four categories: omission, addition, misformation, and ordering. The findings illustrated that the omission of verb-forms in the field of the third person singular verb (-s/-es/-ies) was found the most, followed by the errors of addition and misformation which were found equally, and the verb-form errors of ordering was found the least. They also further explained that over-generalizing and omitting the copula “be” verb was a major puzzling area.

Herlinawati (2011) studied errors in past simple tense of narrative paragraph writing committed by the third grade students. The study aimed to discover the common type of errors in past simple tense that occurred repeatedly and which can be separated into two main parts: regular verbs and irregular verbs. Additionally, for the data analysis, the researcher analyzed the data on regular and irregular verbs by using surface structure taxonomy. The participants of the study were 28 third grade students of MTsN Pajajarun Pamulang. They were asked to write a story in narration under the given topic. The researcher chose one class from twelve classes to be his participants. The finding of the study demonstrated that irregular form of verb was found as the most repeated. Moreover, the researcher also discovered that the participants committed the errors in misformation, addition, omission and misordering, respectively.

Ahour and Mukandan (2012) investigated the various kinds of errors and variations that happened in the writings of ESL students. The twelve TESL undergraduate students from the Faculty of Educational Studies at University Putra Malaysia were the participants of the study. The instrument of the study was the students' written descriptions which was described by the two taxonomies, linguistic taxonomy and surface strategy taxonomy, and analyzed qualitatively. The finding demonstrated that interlanguage and the choice of word are the variable of learners and misformation including its subdivisions; regularization and alternative forms, are found as problematic in surface structure. This emerged in students' writings and was related to the grammatical errors in verb phrase and noun phrase as found in both simple sentences and compound/complex sentences. The researchers recommended that a larger sample size and more writing stimuli in this area are required for the next study. Additionally, the effect of ethnicity on the lexical variations in the writings of ESL students is required to be investigated.

Cho and Yoo (2012) conducted the study to examine the types and frequency of verb errors in Korean college students' essays in order to discover what aspects of English verb use Korean learners found the most difficult. The data were collected from 399 students' essays gathered from a learner corpus. The errors found in the essays were categorized based on the four types of errors, omission, addition, misformation, and misordering. These four types were subdivided into specific subcategories. Omission was subdivided into the omission of an auxiliary verb, a main verb, and a preposition. Addition was subdivided into the addition of an auxiliary verb, a main verb, and a preposition. Misformation was subdivided into the misuse of aspect, disagreement with grammatical person and number, the use of inappropriate items in a

verb phrase, and inflection error. Misordering was subdivided into misordering in declarative sentence and misordering in questions. The finding revealed that from 686 verb errors misformation in agreement errors were found the most followed by omission, addition, and misordering respectively. The negative influence from the students' L1 was assumed to be the cause of committing errors since there is no verb conjugation in Korean verbs with regard to grammatical person.

Garrido and Rosado Romero (2012) studied the errors in tense and aspect: simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect and simple future, by aiming to, firstly, discover what was the common errors that were produced the most frequently. Secondly, to find the dissimilar groups of errors that took place in the written discourse and, lastly, put the error occurrences in rank. The participants of the study were 48 first-year students who spoke Spanish as their first language. Most of them were studying and becoming ELF teachers. All participants had studied the English tense and aspect for a year already. The data were gathered by asking the participants to translate the text from Spanish into English in written form with the correct tense and aspect based on the lessons they had learnt for a year. The errors produced in sentences were later analyzed by two teachers who also taught those students. The errors were subdivided into two classes: overt and covert errors. Then the overt errors were analyzed based on surface structure taxonomy: omission, addition, misformation and misordering, in order to count the frequency of occurrences. The causes of errors were explained by the theory of interlingual and intralingual errors. The finding showed that, in written translation, the error types that students made the most were covert errors found in the wrong choice of aspect in present perfect progressive and present progressive. While in speech, students still produced the covert errors the most with the wrong choice of tenses in past perfect and simple future. As a secondary of frequent error occurrences, overt errors were found less significant with the omission of the -s for the third person singular being the most repeated error occurrences. The researchers proposed that the pedagogical materials should be improved in response to the error occurrences, using contrastive analysis between English and Spanish and exercises so that the students can comprehend the English tense and aspect and its construction.

Muftah and Rafic-Galea (2012) investigated the errors in using present simple tense which focused on the third person singular in present tense agreement morpheme “-s”. The

results of this research aimed to serve three objectives. Firstly, to discover the type of errors shown in present simple tense agreement morpheme “-s”, secondly, to provide comprehension about the use of English present simple tense and agreement morpheme to students and, lastly, to be a guide for classroom teaching. The participants of the study were 240 adult Arabic speakers who were learning English as a foreign language at Yemeni University. The participants were separated into three classes: advanced, upper-intermediate and lower-intermediate, based on their language capability. The data were gathered via two instruments, a grammatical judgment task and an elicited written production task. In the grammatical judgment task, the participants were asked to mark the sentence that is correct in three sections of the test, grammatically/ correctly inflected items, omission items and ungrammatically /wrongly inflected items, within half an hour. In the elicited written production task, the researchers provided two passages including the agreement morpheme “-s” test for 40 items. The participants had to read and make a decision on selecting the only correct one to fill in the empty space. This part took half an hour to finish. It was discovered that omission, phonological similarity, incorrect suffixation and substitution, were the most repeated error occurrences in the study. In conclusion, the researchers proposed that native language interference was the barrier for the participants to learn English language. Additionally, less practice of using present simple tense probably was the cause of error occurrences. The researchers suggested that the next study should investigate in the same topic as it can give the benefits for other learners to learn and comprehend the English tenses.

Abdullah (2013) studied the errors in present simple tense and past simple tense of the students in college who were studying Teaching of English as a Second Language (TESL) for a diploma course. There were three aims of the study. Firstly, the researcher aimed to identify the errors that were shown in the use of simple present tense and past simple tense, secondly, to find the cause of making errors and the last, to find the error resolutions. The material of the study was 53 student essays. The data was collected and analyzed by using the error analysis procedure and the surface structure taxonomy. The finding showed that the errors that students made were related to grammatical items. Based on the surface structure taxonomy, misformation were found the greatest frequency in making errors which presented more in the use of present simple tense (96%) than the use of past simple tense (81%). Lacking of knowledge and competence in English grammar, the effect of the native language, loan words and not being surrounded by an English language environment were said to be the causes of difficulty in accomplishing the present

simple tense and past simple tense usage. For the solutions, the study suggested that exercises and practices should be provided to students and also the pedagogical techniques should be provided to teachers.

Hendriwanto and Sugeng (2013) studied the grammatical errors in narrative writing committed by the first grade students of SMA 6 Yogyakarta. The objectives of this study wanted to discover the types and the causes of making grammatical errors. The participants of the study were 30 first grade students of Senior High School Six Yogyakarta in the academic year of 2011/2012. The researchers conducted the study using the error analysis procedure. Narrative writing assignments and a format of error identification were used as the instruments. The finding showed that verb tenses, finite verbs, non-finite verbs, pronouns, prepositions, spelling, agreement of singular and plural, punctuation, context of usage, contexts of meaning, redundancy, word choices, word orders and unintelligibility were found as the types of grammatical errors in which the verb tenses were found the most (24.47%). Interference, ignorance of rule restrictions, incomplete application of rules, false concept hypothesis and overgeneralization were found as the causes of making errors. The recommendation of the study recommended that other studies should be conducted by other taxonomies; developmental taxonomy, surface strategy taxonomy and communicative effect taxonomy.

Limenga and Kuntjara (2013) investigated the types of errors made by the students in a Written 4 class based on five classifications which were addition, omission, misformation, misordering, and blends. The finding revealed that only two types of errors, misformation and omission, were found in students with A scores. The students with B scores did not commit the errors in blends. The rest of the students committed each type of error at least once. The researchers proposed that applying Indonesian language speaking style and having inadequate knowledge on word families, word formation, and tenses were the causes of making errors. In conclusion, misformation was the error that was found the most frequently, particularly the misformation of verbs and nouns. It is suggested that students should improve their English grammar. Additionally, a syntax class should be provided to students in an early semester in order to help students construct the sentences correctly. For the further study, the error analysis should be conducted with various variables as there were many factors that the researchers did not consider in the students' essays such as punctuation, cohesion, and coherence.

Manokaran, Ramalingam, and Adriana (2013) aimed to identify and group the types of errors in the past tense auxiliary “be” based on corpus-study by examining the past tense auxiliary “be”, the error types of past tense auxiliary “be”, and the frequency of error occurrences in past tense auxiliary “be”. The participants of the study were the secondary student written work of Form 4, Form 5 and from college student written work from Selengur, Melaka and Negari Sembilan using the Malaysian Corpus of Students Argumentative Writing (MCSAW) which contains 406,500 running words. This study used Wordsmith Tools and error analysis approach as the instruments. The finding showed that there were seven types of errors found in the study: tense shift, agreement, missing auxiliary “be”, wrong verb form, addition, misformation, and misordering, respectively. For the recommendations of the study, the researcher suggested that teachers and learners should learn from these errors. Students should be interested in studying the feedback and teacher should care for teaching grammatical correction.

2.5 Previous related studies in Thailand

Tawilapakul (2003) investigated the impact of the use of time markers in Thai, if they affect the use of English tense by Thai university students, the causes of errors, and the factor of personal variation in English proficiency. The participants of the study were 75 first-year students studying in the Southeast Asian Studies program which were subdivided into 3 classes. All of them were studying EL 172 at the Language Institute of Thammasat University. A translation test was an instrument of the study in which students were asked to translate 8 sentences from Thai to English, 4 with time markers and 4 without time markers. The finding showed that using time markers in Thai provided a negative transfer to the use of English tense by Thai students. The causes of errors discovered in this study were transfer, overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized. Moreover, it was found that English proficiency affected the use of English tense by students. Those who had the highest English proficiency got the highest score in the translation test. This study recommended for the future researchers that other grammatical parts of English such as articles and discourse markers should be investigated. The learning process of students should be studied in the next research in order to get better comprehension of students’ mistakes and their learning strategies. Apart from English proficiency, other personal variations should be focused on such as gender, age, and major fields of study. Lastly, it was suggested that future research with the same topic should be conducted in order to confirm the result.

Arakkitsakul (2008) conducted the study on an error analysis of present perfect tense, a case study of freshman students at North Bangkok College. The study aimed at examining the knowledge of present perfect tense and revealing the source of committing errors in the tense. The study focused on studying adverbs of time in present perfect tense, regular and irregular verbs, subject and verb agreement, present perfect tense and past simple tense differentiating, and present perfect tense in translation and communication. The participants of the study were 60 first-year students at North Bangkok College in the academic year 2008 in three main areas: political science, information technology, and business English. The instruments of the study were multiple choice test, cloze test, error identification test, translation test, and interview. The finding showed that participants correctly used the adverb of time in present perfect tense at 64 % (moderate level), and used regular and irregular verbs at 61% (moderate level). The participants could use subject and verb agreement in present perfect tense at 67%, and they could differentiate the dissimilarity of present perfect tense and past simple tense at 53.5%. Additionally, the capability of using present perfect tense in communication using a translation task was at 38% and in speaking was only 23%. The study summarized that the participants' first language was problematic for committing errors. The source of error was said to come from EFL teaching and studying characteristics that lacked practice. For the recommendation for further studies, it suggested that firstly, English speaking in this tense and areas of this study should be more researched. Secondly, other levels of education such as primary and secondary schools should be investigated and extended to a workplace. Thirdly, more research should be conducted on the problem of learning adverbs of time in present perfect tense and differentiating the irregular verb forms of past participle and the past simple tense and present perfect tense. The comprehension of learning present perfect tense and the traditional teaching style of this tense should be made in order to improve the pedagogical method.

Kaeoluan (2009) conducted a study to re-examine error roles in English teaching and how to deal with errors effectively. Research and studies demonstrated that errors provide information about how languages are acquired and signify the nature of the process in learning a language. This study displayed the advantages of studying errors to teachers as errors provide information that can be brought to improve pedagogical materials and techniques.

Yamput (2011) analyzed the grammatical error occurrences in the use of past tense and past continuous tense. The researcher intended to discover the errors that were produced the most

frequently as well as the cause of producing errors. The participants of the study were 60 first year students who were both in major and non-major English courses at Silapakorn University. The participants in this study took an English Fundamental subject which included the past simple tense and past continuous tense. The instruments of the study consisted of 50 items in three main areas:

1. The sentence completion test adapted from Marjorie Fuchs and Margaret Bonner's Grammar Express (2001)
2. Conversation test
3. Cloze passage test

This study analyzed the data by using SPSS program to show the frequency of errors. Based on four types of grammatical errors; tense, omission, addition, and misformation, the finding showed that errors in tense were found the most frequently in both groups. More errors in past continuous tense were found than those in past simple tense. The causes of errors were the interference errors, performance errors and teaching techniques. The researcher suggested that for further studies, more participants should be included and the other areas of error should be examined. Moreover, a pretest and posttest should be used for investigating the background knowledge of students and the a composition test and interview test should be employed in order to make the result more valid.

Vimuktananda (2012) aimed to discover the most common errors in English language produced by THAI Airways International pilots through the analysis of voyage reports. The instruments of the study were 11 voyage reports, the reporting of any occurrences, which took place during the flight operations. The finding showed that errors in tense and agreement were found the most followed by spelling and the use of technical jargon, respectively. The study used percentage to analyze the data. For the further recommendation, the researcher suggested that the next studies should use discourse analysis in order to find out the hidden errors as well as study the L1 interference.

Pi (2013) conducted the study to investigate the error in present perfect tense among Chinese students. The participants of the study were 80 Chinese students at Grade 12 from Wugang No.2 Middle School. They were then subdivided into two groups by using the score of their graduate examination. The instruments of the study were a grammar test and a translation task. This study aimed to investigate the characteristics of present perfect error distribution, the

influence of lexical aspect and different functions on the acquisition of present perfect for Chinese high school students, and whether English proficiency level affects the acquisition of present perfect. The finding showed that English proficiency level had an effect on the acquisition of present perfect tense, and the finding found more tense choice errors than tense form errors. Additionally, the lexical aspect had an effect on the acquisition of present perfect tense. The recommendations for further study were that, firstly, the number of participants of the study should be larger or the corpus should be applied for a more general picture of errors in present perfect tense for Chinese EFL learners. Secondly, the next study should focus more on the interaction between the error types and the lexical aspect. Thirdly, other format of testing should be used for collecting the data in the next study such as true or false judgment tasks, essay-writing tasks, etc. Fourthly, an interview should be used in the next study in order to understand what strategies the learners use. Lastly, the oral utterances of learner errors in present perfect should be studied in the next study.

According to the various related studies above, this current study applied the recommendation of Tawilapakul (2003) for investigating more variations that might affect the use of English tenses. Hendriwanto and Sugeng's (2013) recommendation for applying the surface strategy taxonomy will be used since many studies have also been conducted by using this taxonomy to describe the errors according to the error analysis procedure. This study also applied and adapted the method of error description from Cho & Yoo's (2012) study. Moreover, due to the recommendation of Yamput (2011) that a composition test, and an interview should be employed in order to make the result more valid, this current study applied those tests in order to fill those gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology of the current research, which aims to serve the three objectives of the study:

I. To identify the types of errors in the use of simple past tense and past progressive tense.

II. To examine the frequency of errors in the use of simple past tense and past progressive tense.

III. To discover the causes of errors in the use of simple past tense and past progressive tense.

This chapter is divided into five main parts:

3.1 Research Participants

3.2 Research Instruments

3.3 Procedure

3.4 Data Analysis

3.5 Limitation of the Study.

3.1 Research participants

The participants of the study were chosen by convenience sampling due to their easy accessibility and availability at a certain time. They were twenty-five graduate students studying in an English writing course at Thammasat University. The majority of them were majoring in science. Most of them had the TU-GET, an English proficiency test score, below the requirement of 550. The English course was established to improve the students' English writing ability to meet the required score on TU-GET. The data were collected three times from the participants.

3.2 Research instruments

The research instruments of the study were narrative paragraph writing tasks, a gap filling task, a demographic data questionnaire and an interview. The narrative paragraph writing tasks and the gap filling task were chosen to explore the types, causes, and frequency of errors. In addition, an interview and demographic data questionnaire were chosen to elicit and discover other factors that led students to commit errors. The results from the instruments were validated

by a native English speaker and a language expert who was teaching English to undergraduate and graduate students.

3.2.1 Narrative Paragraph Writing Tasks

Narrative paragraph writing tasks with different topics were given three times. Each time, the participants were asked to compose at least 150 -word paragraphs within 30 minutes using English past simple tense and past progressive tense. During the last period of collecting data, the questionnaires, adapted from the questionnaire of Srinual (2013), were provided together with the narrative writing tasks. For the questionnaire, the participants were asked to complete the information related to their background information, which showed the other factors of committing errors.

Three different topics of narrative paragraph writing tasks were as follows:

1. What you did during Songkran festival
2. My memorable trip
3. My best trip

After the writings on the topic of what you did during Songkran's festival and my memorable trip were collected, it was found that there were few sentences constructed in past progressive tense and more were found on the second topic, my memorable trip. According to that, my best trip was set to investigate if the participants would commit the same errors or construct more sentences in past progressive tense. This current study aims to examine and analyze the error types not the content of the writing topic.

3.2.2 Gap Filling Task

Participants were asked to fill in the gap using past simple tense and past progressive tense. Fifteen regular and twenty-two irregular verbs were mixed into twenty-nine items according to the methods of making the present participle, irregular and regular verbs. The twenty-nine item in gap filling task was subdivided into three parts. In the first part, the participants were asked to fill in the gaps using past progressive form. In the second part, the participants were asked to fill in the gaps using past simple form. In the last part, the participants were asked to fill in the gaps using mixed tenses between past simple form and past progressive form. All sentences in the task were created by the researcher and reviewed with an English expert.

The words in this task were selected from Cambridge Advanced Learner's Dictionary Fourth Edition. They were chosen by considering the level of CEFR or The Common European Framework of Reference for Languages. Table 3.1 shows the CEFR common reference levels adapted from Little (2006, p. 168). Table 3.2 shows the CEFR common reference levels of words of the gap filling task in this study.

Table 3. 1
The CEFR common reference levels

Basic User	A1
	A2
Independent User	B1
	B2
Proficiency User	C1
	C2

Note. Adapted from “The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact,” by D. Little, 2006. Copyright 2006 by Cambridge University Press.

Table 3. 2
The English vocabulary profile symbols of frequent use

No.	Word	Level of frequent use
Regular Verb		
1	Write	A1
2	Wash	A1
3	Travel	A1
4	Kick	A1
5	Work	A1
6	Carry	A1
7	Wait	A1
8	Play	A1
9	walk	A1
10	Talk	A1
11	Try	A2
12	Cry	A2
13	Arrive	A2
14	Discover	B1
15	Drop	B1
16	Smile	B1

Irregular Verbs		
1	Read	A1
2	Send	A1
3	Drink	A1
4	Tell	A1
5	Feel	A1
6	Catch	A1
7	Sing	A1
8	Run	A1
9	Give	A1
10	Find	A1
11	Sit	A1
12	Lie	A2
13	Fly	A2
14	Bring	A2
15	Cut	A2
16	Build	A2
17	Break	A2
18	Hang	B1
19	Bite	B1

20	Blow	B1
21	Dig	B1

Note. Adapted from “Cambridge Advanced Learner’s Dictionary Fourth Edition,” by C. Macintosh, 2013. Copyright 2013 by Cambridge University Press.

3.2.3 Interview

For the interview test, five students who made major errors were interviewed by telephone after the data was analyzed. The interview was conducted in order to answer the questions that might happen during the analytical stage as the written tasks and the gap filling tasks cannot be answered directly. The interview questions were adapted from the study of Avazpour (2012). The interview was conducted in Thai in order to assure that the participants would understand all of the questions and to make them feel relaxed when expressing their views. There were four questions for the interview part.

I. The first question asked about the process of writing whether or not they thought in their native language before composing the target language.

II. The second question mentioned the thinking process of writing in case the participants did not mention thinking in their native language before producing the target language.

III. For the third question, the researcher used some items from the gap filling task to ask the participants about their regular and irregular verb knowledge and the reason for choosing the pattern of regularity and irregularity.

IV. For the last question, the researcher used some sentences from their writing to ask about the meaning and the intention to form such structures.

3.2.4 Demographic Data Questionnaires

The questionnaire was employed to ask for the demographic data of students related to the background of the study and their English practice outside the classroom in order to find out more factors that led students to commit errors.

3.3 Procedure

This part describes the process of extracting the data from the participants using the above instruments. The data were collected three times in the participants' regular class. In the first two sessions, the researcher asked for the lecturer's permission for the last 40 minutes of the class to run the writing tasks. The students were first introduced to the researcher, the research objectives, data collecting process and the tasks, then they were instructed on how to do the narrative writing tasks, which took around 5 minutes. All of instructions were given in Thai in order to make sure that all participants could fully comprehend the task. Since there is teaching of writing in the class lesson, all students understood how to compose the writing tasks. After the instruction, the researcher took around 5 minutes to distribute the narrative paragraph writing task to all students in the class. The task was collected when 30 minutes ended. However, the students who could complete the writing tasks before 30 minutes could submit the task. During the last data collection session, the questionnaire and gap filling tasks were also administered. Students were introduced to the additional tasks for around 2 minutes before being given the instruction on how to do it. This process took around 5 minutes to complete. After the instruction, the researcher took around 2 minutes to distribute the narrative paragraph writing task to all students in the class. The questionnaire was provided together with the narrative writing task. The questionnaire took only 1 or 2 minutes to complete and the narrative writing task took 30 minutes to complete. After 30 minutes of the narrative writing task, the researcher took 5 minutes to pick up the narrative task and distribute the second task, the gap filling task, to all students. This test consisted of 29 items of irregular and regular verbs, past simple tense and past progressive tense. The participants were given 30 minutes to complete the task. The whole data collection process of the last session took around 1 hour and 20 minutes to complete. One week after finishing the data analysis, five students, who committed the most errors, were interviewed by telephone to find out the intention of forming structures and the meaning of sentence(s).

3.4 Data analysis

With regard to the five steps of error analysis, collection of the sample of learner language, identification of errors, description of errors, explanation of error, and error evaluation, this study applied all steps except the error evaluation since the evaluation of errors has fallen off completely because of the ambiguous results (Ellis & Barkhuizen, 2005).

After finishing the collecting process, the written productions of the participants were identified and described sentence by sentence to discover any kind of error occurrences into surface strategy taxonomy.

Surface strategy taxonomy

This study follows Cho and Yoo's (2012) classification of errors, whose categorizations are as follows:

I. Omission

Omission refers to when the mandatory items that must be presented are discarded (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012).

For example

(1): Because of this situation, many students **(are)* tired.

This example shows the omission of the non-auxiliary be (*are*) in an utterance.

(2): When I go around downtown, I often **(see)* dirty things like dumped trash.

This example shows the omission of the main verb (*see*) in an utterance.

(3): As I **(was)* saying, I want to change my hometown to a cultural city.

This example shows the omission of the auxiliary be (*was*) in an utterance.

II. Addition

Addition happens when an unneeded element is displayed in an ill-form utterance (Cho & Yoo, 2012).

For example

(4): If I could change one important thing about my hometown, I **would should* change hotel in my hometown.

This example shows addition of auxiliary verb *would* and *should* that are used together. The correct answer of this example is auxiliary verb *would*.

(5): I **think feel* the nature is really important for people to be healthy.

This example shows the addition of extra main verb in an utterance.

III. Misformation

Misformation is defined as the misuse of wrong forms of definite morphemes or structures (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012).

For example:

(6): Last year, Kimpo city **decide* to construct Kungjunchul.

(Correction: Last year, Kimpo city **decided** to construct Kungjunchul).

This example shows the misuse of tense counted as a misformation error.

(7): My hometown is subsiding and ***changes** gloomier.

(Correction: My hometown is subsiding and **changing** gloomier).

This example shows the misuse of tense counted as a misformation error.

(8): Children ***is** the future.

(Correction: Children **are** the future).

This example shows the disagreement with grammatical person and number.

(9): This mess makes noise and ***cause** air pollution.

(Correction: This mess makes noise and **causes** air pollution).

This example shows the disagreement with grammatical person and number.

(10): But in the new subway system, the train ***is** not come many times.

(Correction: But in the new subway system, the train **does** not come many times).

This example shows the inappropriate items in an utterance. The correct answer is the verb **does**.

(11): But it ***doesn't** true.

(Correction: But it **isn't** true).

This example shows the inappropriate items in an utterance. The correct answer is the verb **be**.

(12): So, I think more eco system have to be ***builded** in Ilsan.

(Correction: So, I think more eco system have to be **built**).

This example shows the wrong inflection called regularization. The correct answer is **built**).

(13): However, this work would ***takes** a long time.

(Correction: However, this work would **take** a long time).

This example shows the non-use of dictionary forms of **take** as after the modal verb **would**, it should be followed by the based form of verb **take**.

(14): But then Indonesia **doesn't** ***tries** to develop their education system.

(Correction: But then Indonesia **doesn't** **try** to develop their education system).

This example shows the error in misformation that is called double marking as there is a double marking on using third person singular, **doesn't** and **tries**. Cho and Yoo (2012)

proposed that the double marking is the error included in the non-use of dictionary forms

IV. Misordering

Misordering is defined as a correct morpheme or a group of morphemes which are placed in the wrong order (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012).

For example: Like that, they didn't look***where are the results from**.

(Correction: Like that, they didn't look **where the results are from**)

This example shows the misordered verb phrase in direct and indirect **wh-questions**.

Apart from those four types, this study found misspelling as another type of error.

V. Spelling Errors

Protopapas , Fakou , Drakopoulou, Skaloumbakas and Mouzaki (2012) proposed that the easiest way to appraise spelling is to perceive whether or not words have been written accurately. According to these scholars, there are two categories for the first step of classifying spelling errors which are orthographic and phonological errors. Orthographic errors retain the word's accurate pronunciation but the written representation is altered by supplanting a letter of an alphabet for the same phonemes. Phonological errors refer to changing the word's phonological structure; hence the pronunciation is unlike the one proposed. This current study replicated the notion of Al-Jarf (2010) about classifying spelling errors into three categories as follows:

- Whole word errors

Whole word errors are defined as (in dictation) when students do not fill any word in the gap or when the target words are changed by irrelevant words, or by partly or fully fictitious words.

For example: 'Whole' instead of 'Hall'

'up' instead of 'down'

- Faulty graphemes or grapheme clusters

Faulty graphemes or grapheme clusters are defined as when the grapheme is deleted, added, substituted by another or reversed with another and make the words misspelled. "A faulty grapheme can be a deleted, added, reversed or substituted written vowel, consonant, vowel or consonant digraph, phonogram, morpheme, suffix or prefix." (Al-Jarf, 2010, pp. 9-10)

For example: 'Specialy' instead of 'Specially'

- Faulty phonemes

Faulty phonemes are defined as when the sound of misspelled words are unlike the target words due to deleting, adding or reversing with other consonants, a vowel, a syllable, a prefix, a suffix, a grapheme or a grapheme cluster.

For example: ‘rember’ or ‘member’ instead of ‘remember’

After finishing the step of description of errors, the theory of interlingual and intralingual was brought to analyze the causes of errors. It was proposed by Ellis and Barkhuizen (2005) that it is not always understandable which scheme is answerable for the specific error, and an error itself can probably be explained by the various sources instead of the single sources, thus this study explained the errors in terms of interlingual and intralingual in general by not identifying them into their subdivisions. This step was analyzed qualitatively.

Interlingual Errors

Interlingual errors pertain to errors derived from the mother tongue’s interference or negative transfer (Srinual, 2013). They are reflected from the phonological, morphological, grammatical, lexical-semantic, and stylistic elements of the first language or mother tongue interference (Ellis & Barkhuizen, 2005; Shekhzadeh & Gheichi, 2011; Juntha, 2013), particularly, the negative transfer of the first language (Heydari & Bagheri, 2012; Kaweera, 2013). Hashim (1999, as cited in Bennui, 2008), provided the description of first language interference as involving the terms ‘cross-linguistic and language transfer’ which pertain to when native language structures have an effect on the performance and development of students in their target language. Bennui (2008) stated that thinking in English when writing in English is helpful because it will make students produce a piece of work through the correction of English language as it is said that students will comprehend any sentences in their native language better than English language by translating their first language directly into English language. Nevertheless, it is not easy for Thai students to think in English when composing.

Intralingual Errors

Intralingual errors pertain to errors derived from having inadequate experience or target language knowledge regardless of the interference of the mother tongue or their first language (Juntha, 2013; Kaweera, 2013; Srinual, 2013). “Intralingual errors reflect the operation of learning strategies that are universal [that is] evident in all learners irrespective of their L1.” (Ellis & Barkhuizen, 2005, p. 65). Kulsirisawad (2014) proposed that intralingual errors occur when the learners apply the wrong function of the target language rules.

3.4.1 Demographic Data Questionnaire

The demographic data questionnaire was used to examine the demographic information of the students to find out other factors that probably affect participants in committing errors.

Demographic information presented the cause of errors which answered research question number 3:

(3) *“What are the causes of errors in the use of simple past tense and past progressive tense in students’ narrative writing?”*

3.4.2 Narrative Paragraph Writing

Each sentence from each participant’s writing was put into a table to identify the types of errors which emerged in the use of past simple tense and past progressive tense structures by using surface strategy taxonomy to describe and classify. In addition, causes of errors were examined by using interlingual and intralingual errors theory.

For example:

Write a short paragraph of 150 words under the topic “My Memorable Trip” by using past simple tense and past progressive tense within 30 minutes.

My Memorable Trip

Data from the narrative paragraph writing tasks presented the type, frequency and cause of errors. The narrative paragraph writing tasks answered research questions numbers 1, 2, and 3:

(1) *“What are the types of errors in the use of simple past tense and past progressive tense in students’ narrative writing?”*

(2) *“Which type of errors in the use of simple past tense and past progressive tense appears most frequently in students’ narrative writing?”*

(3) *“What are the causes of errors in the use of simple past tense and past progressive tense in students’ narrative writing?”*

3.4.3 Gap Filling Task

Each error from the gap filling task was put into a table to identify the types of errors using surface strategy taxonomy. The analysis was validated and rechecked by an English native speaker. This task answered research questions numbers 1, 2 and 3:

(1) *“What are the types of errors in the use of simple past tense and past progressive tense in students’ narrative writing?”*

(2) *“Which type of errors in the use of simple past tense and past progressive tense appears most frequently in students’ narrative writing?”*

(3) *“What are the causes of errors in the use of simple past tense and past progressive tense in students’ narrative writing?”*

3.4.4 Interview

Telephone interviews in Thai were done with five students who committed the most errors in the tasks. The interview answered research question number 3:

(3) *“What are the causes of errors in the use of simple past tense and past progressive tense in students’ narrative writing?”*

The interview results were transcribed and analyzed in qualitative method based on interlingual and intralingual errors theory.

3.5 Limitations

This current research had several limitations.

3.5.1 This study was limited by its small sample size of twenty-five participants. This current study used the convenience sampling technique to select the sample size because of the accessibility and the availability of the classroom and students. The twenty-five participants were from a class of an English writing course at Thammasat University. It was considered that only twenty-five participants’ writings were too small for investigating the error types and their causes, hence the researcher collected the data three times using three writing tasks, and added a gap filling task for more data. Although it was expected that there should have been seventy-five writing tasks, twenty-five gap filling tasks, and twenty-five questionnaires, there were only fifty-

three writing tasks, twenty gap filling tasks, and twenty questionnaires instead because of the absence of participants that was out of the researcher's control. The sample size could have been broadened by including all classes of the English writing course at the government university.

3.5.2 This study was scoped to investigate only two tenses, past simple tense and past progressive tense in limited areas by excluding comparing Thai and English structures, passive voice, L1 lexical interference, structure ordering, and verb infinitive after modal auxiliary verb. This current study examined only the usage of verb and tense of two tenses.

3.5.3 This study did not investigate the pedagogical techniques and materials because the researcher could not access for examination the teaching materials and styles of this writing course. If the researcher had been able to examine the teaching styles and material, it would be possible to know more regarding whether or not the errors that students committed were induced from the pedagogy.

3.5.4 The interview was limited to only five people due to the convenience and the availability of participants. Moreover, time constraint was also a factor making this a limitation.

CHAPTER FOUR

RESULTS

This chapter represents the analysis of data from the writing tasks, gap filling tasks, and interview which the findings associate to the research questions that influenced the study.

I. What are the types of errors in the use of simple past tense and past progressive tense in students' narrative writing?

II. Which type of errors in the use of simple past tense and past progressive tense appears most frequently in students' narrative writing?

III. What are the causes of errors in the use of simple past tense and past progressive tense in students' narrative writing?

Data were analyzed to investigate the errors in English simple past tense and past progressive tense committed by graduate students who enrolled in an English writing course. This study further examines whether demographic variables such as background knowledge, living in overseas countries where English is used as an official language or main language, and English practicing outside the classroom contributes to committing those errors.

According to the methodology of the study, the data of writing tasks were collected three times. The demographic data and the data from the gap filling task were collected only once on the last day. However, five students were absent on the last day; hence instead of receiving data from 25 students, the demographic data and gap filling tasks data were obtained from 20 students.

This chapter is divided into two main parts: quantitative analysis and qualitative analysis.

4.1 Quantitative Analysis

4.1.1 The analysis of errors in writing tasks

4.1.1.1 Error in past simple tense

4.1.1.2. Error in past progressive tense

4.1.2 The analysis of errors in gap filling task

4.1.2.1 Error in past simple tense

4.1.2.2 Error in past progressive tense

4.2 Qualitative Analysis

4.2.1 Demographic profile of the participants

4.2.2 Interview results

4.1 Quantitative analysis

4.1.1 The analysis of errors in writing tasks

With regard to these three writing tasks:

1. What You Did during Songkran Festival
2. My Memorable Trip
3. My Best Trip

The participants were informed to use two tenses in the writing tasks: past simple tense and past progressive tense. It was discovered that participants avoided constructing past progressive tense as, out of 777 sentences, only 15 sentences were found. According to the 3 times of data collection, instead of 75 pieces of writing tasks, 53 pieces were obtained due to the absences of the students. In the 777 sentences consisting of 239 errors, 233 errors were found in past simple tense. The rest, 6 errors, are the errors in past progressive tense. This part represents the data analysis from writing tasks in which the past simple tense is shown first followed by the past progressive tense.

4.1.1.1 Error in past simple tense in writing tasks

The types of error in past simple tense discovered in these three writing tasks are shown in Table 4. 1

Table 4. 1. Types and frequency of errors in past simple tense in writing tasks

Errors	Tokens	Percentage
1. Misformation	180	77.25%
2. Double errors	20	8.58%
3. Omission	19	8.15%
4. Misspelling	9	3.86%
5. Triple errors	3	1.30%
6. Addition	2	0.86%
Total	233	100%

Table 4. 1 shows the tokens and percentage of error types in past simple tense discovered from the three writing tasks. Misformation errors (180 tokens, 77.25%) accounted for the most tokens, followed by double errors, 2 error types found in a single error point, (20 tokens, 8.58%). Errors of addition (2 tokens, 0.86%) exhibited the least tokens of this tense found in the three writing tasks.

(1) Misformation

As demonstrated in Table 4. 2, this study re-categorizes the total of 180 errors in this category into 5 sub-categories:

- 1) The misuse of tense
- 2). Inflection
- 3). Disagreement with grammatical person and number
- 4). The use of inappropriate items in a verb phrase
- 5). Word function error.

The misuse of tense (147 tokens, 81.67%) exhibited the highest frequency, followed by inflection (24 tokens, 13.33%), disagreement with grammatical person and number (6 tokens, 3.33%), the use of inappropriate items in a verb phrase (2 tokens, 1.11%), and word function error was found the least of all the misformation errors (1 token, 0.56%).

Table 4. 2. Misformation errors in past simple tense in writing tasks

Misformation	Tokens	Percentage
1.1 The misuse of tense	147	81.67%
1.2 Inflection	24	13.33%
1.3 Disagreement with grammatical person and number	6	3.33%
1.4 The use of inappropriate items in a verb phrase	2	1.11%
1.5 Word function error	1	0.56%
Total	180	100%

(1.1) The misuse of tense

As Table 4. 3 demonstrates, this study re-categorizes the varied types of tense errors into 5 tenses. Of the 147 errors in this category, those representing the simple present tense (132 tokens, 89.80%) accounted for the most frequent, e.g. (1a) and (1b), in which the “*I went*” and “*I ate*” elucidate that the intended tense of the verb “*help*” and “*am*” is the simple past tense “*helped*” and “*was*” respectively. In the use of past progressive tense (8 tokens, 5.44%), e.g. (2a) and (2b), they are the parallel structures of past tense which require the past tense of “*sat*” and “*sang*” respectively.

- (1)
 - a. Third, I went to our restaurant and **help* my mother to cook a lot of food
 - b. When I **am* hungry, I ate sausage and fish ball.
- (2)
 - a. First, we played banana boat with my friends after that we **were sitting* cruise ship to Kohlan.
 - b. Next we went to dinner at seafood restaurant and we **were singing* karaoke.

Table 4. 3. Misuse of tense in past simple tense in writing tasks

	Tokens	Percentage
1.1.1 Present simple tense	132	89.80%
1.1.2 Past progressive tense	8	5.44%
1.1.3 Future simple tense	4	2.72%
1.1.4 Present perfect tense	2	1.36%
1.1.5 Present progressive tense	1	0.68%
Total	147	100%

In the use of future simple tense (4 tokens, 2.72%) and present perfect tense (2 tokens, 1.36%), e.g. (3) and (4), in which the past events require the past simple tense “*would*” and “*visited*” respectively.

- (3). Although I **will live* there 4 days

(4). Moreover, I **have visited* to temple with my friends.

Additionally, 2 errors occurred in the use of present progressive tense (1 token, 0.68%), e.g. (5), in which the past events require the past simple tense “built”.

(5). The king of Thailand **is building* it.

(1.2) Inflection

Errors in this category consist of verb form errors, regularization, and non-use of dictionary forms. As revealed in Table 4. 4, verb form errors (13 tokens, 54.17%) occurred the most frequently, followed by regularization (8 tokens, 33.33%), and non-use of dictionary forms (3 tokens, 12.50%).

Table 4. 4. Inflection in past simple tense in writing tasks

	Tokens	Percentage
Verb form errors	13	54.17%
Regularization	8	33.33%
Non-use of dictionary forms	3	12.50%
Total	24	100%

The sentences in (6) and (7) show the verb form errors in italics in which they were formed in past participle. The past events require simple past tense “sang” and “took” respectively.

(6). We danced, ate and **sung* together.

(7). Next, we **taken* a shower in our room and got dress for having dinner.

Dulay, Burt, & Krashen (1982, as cited in Cho & Yoo, 2012) proposed that regularization appears when the rules used to create the regular verbs are employed to those that are irregular. The errors in (8a) and (8b) are examples of regularizing the past tense construction rule of adding the morpheme –ed to irregular verbs. The correct forms are “*drove*” and “*made*” respectively.

- (8). a. Third, My father **droved* to Mae Kim Lai shop for buy something.
b. This the reason **maked* reduced funny of Songkran day.

Cho & Yoo (2012) stated that the non-use of dictionary forms is defined as those that comprise the markings of a feature that is not needed in the context. The error in (9) emerges from the non-use of dictionary forms as it requires the dictionary form of past tense verb form “*took*”.

- (9). Moreover, I **takes* her to the sea with my family and ate many sea foods at the beach.

The non-use of dictionary forms also contains “double markings”, an error results from the two items labeled the same feature (Dulay, Burt, & Krashen, 1982, as cited in Cho & Yoo, 2012). In (10a) and (10b), the past tense on “*didn’t*” and “*met*” as well as “*did*” and “*cook*” appeared together in the same context respectively.

- (10). a. I **didn’t met* them for a long time.
b. For example, we played cards at night, talked about funny stories, and **did cooked* for breakfast.

(1.3) Disagreement with grammatical person and number

As shown in Table 4. 5, most of the agreement errors (4 tokens out of 6, 66.67%) were found in sentences in which the subject was third person. Error regarding expletive construction (2 tokens, 33.33%) appeared only 2 times.

Table 4. 5. Disagreement error in past simple tense in writing tasks

	Tokens	Percentage
3 rd person	4	66.67%
Expletive construction	2	33.33%
Total	6	100%

In (11a) and (11b), both “food” and “it” are the third person singular which require “was” as their auxiliary verb in the context.

- (11). a. Finally, food Japanese **were* delicious.
 b. I went to Kaolarn and Pattaya which it **were* very funny.

In (12a) and (12b), “many” indicates the subject as plural, so “*were*” is the correct verb in these two expletive constructions.

- (12). a. There **was* many couples that came to Numsan for view around Numsam.
 b. There **was* many cherry blossom.

(1.4) Use of inappropriate items in a verb phrase

Cho & Yoo (2012) said that this kind of error is the most similar to the original meaning of misformation errors that use the misform of the structure or morpheme proposed by Dulay, Burt, and Krashen (1982). In this category, only the misuse of main verbs (2 tokens, 100%) were found.

Table 4. 6. Inappropriate items in past simple tense in writing tasks

	Tokens	Percentage
Main verb	2	100%
Total	2	100%

In (13a) and (13b), the main verb be “*was*” and “*were*” must reinstate the verbs “*had*” respectively.

- (13). a. I **had* very funny.
 b. There **had* many people to played water and bought my goods.

(1.5) Word function errors

Word function errors refer to any word used with a malfunction in the context, e.g. (11), in which the noun “*growth*” was used as a verb in the relative clause. For this context, the relative clause requires verb in past tense “*grew*”.

- (11). Next day, I counted the colonys of microorganisms that **growth* on culture medium.

(2) Double errors

As revealed in Table 4. 7, this study discovered double errors, 2 types of errors found in 1 token, which can be re-categorized into 3 sub-categories: 1). Double misformations 2). Addition and Misformation 3). Omission and Misformation. Double misformations (9 tokens, 45%) accounted for the most frequent double errors in this category. The next most frequent double errors were those of addition and misformation (7 tokens, 35%), followed by omission and misformation (4 tokens, 20%).

Table 4. 7. Double errors in past simple tense in writing tasks

Errors	Tokens	Percentage
2.1 Double misformations	9	45%
2.2 Addition and Misformation	7	35%
2.3 Omission and Misformation	4	20%
Total	20	100%

(2.1) Double misformations

As revealed in Table 4. 8, this study re-categorizes the double misformations into 2 subcategories:

2.1.1 The misuse of tense and non-use of dictionary form

2.1.2 Inappropriate items in a verb phrase and the misuse of tense

Table 4. 8. Double misformations in past simple tense in writing tasks

Double misformations	Tokens	Percentage
2.1.1 The misuse of tense and non-use of dictionary forms	6	66.67%
2.1.2 Use of inappropriate items and the misuse of tense	3	33.33%
Total	9	100%

(2.1.1) The misuse of tense and non-use of dictionary forms

The misuse of tense and non-use of dictionary forms (6 tokens, 66.67%) accounted for the most frequent error in this category. In (16a), “*can’t*” must be replaced by the past tense “*couldn’t*” and the verb after modal verb should be in based form “*sleep*” not “*slept*”. In (16b), “*enjoy*” must be in past tense form “*enjoyed*” and the verb after enjoy should be in gerund “*playing*” not past tense “*played*”.

- (16). a. but **can’t slept*.
b. I **enjoy played* in the water with my family.

(2.1.2) Use of inappropriate items and the misuse of tense

The use of inappropriate items and the misuse of tense (3 tokens, 33.33%) exhibited the least frequently in this category. In (17a) and (17b), they require the use of the non-auxiliary verbs “*were*” and “*was*” in their sentences respectively.

- (17). a. In the morning there **have* a lot of food.
b. an traffic **don’t busy*

(2.2) Addition and Misformation

As revealed in Table 4.9, this study re-categorizes the double errors in addition and misformation into 2 subcategories:

- I. Added auxiliary verb and the misuse of tense
- II. Added extra main verb and the misuse of tense

Table 4. 9. Addition and Misformation in past simple tense in writing tasks

Addition and Misformation	Tokens	Percentage
2.2.1 Added auxiliary verb and the misuse of tense	6	85.71%
2.2.2 Added extra main verb and the misuse of tense	1	14.29%
Total	7	100%

(2.2.1) Added auxiliary verb and the misuse of tense

The addition of auxiliary verb and the misuse of tense (6 tokens, 85.71%) accounted for the most frequent error in this category. In (18a) and (18b), the auxiliary be “*am*” was unnecessarily added in the contexts, and the main verb “*go*” and “*check*” should be in past tense forms “*went*” and “*checked*” respectively.

- (18). a. After that, I **am go* to dinner in Boon Tong Kee restaurant.
 b. First, I **am ckeck* in Orchart hotel.

(2.2.2) Added extra main verb and the misuse of tense

The addition of extra main verb and the misuse of tense (1 token, 14.29%) demonstrated as the least frequent error in this category. In (19), “*feel*” was unnecessarily added in the context, and “*like*” should be in past tense formed “*liked*”.

- (19). I **feel like* this here.

(2.3) Omission and Misformation

As displayed in Table 4. 10, the omission of main verb and word function error (4 tokens, 100%) were the main errors in this category.

Table 4. 10. Omission and Misformation in past simple tense in writing tasks

Omission and Misformation	Tokens	Percentage
Omitted main verb and Word function error	4	100%
Total	4	100%

Omitted main verb and word form error

In (20a) and (20b), the adverb “back” and the adjective “hungry” were used in wrong function as a verb in the context. According to the function of these two words, they require the main verbs, the non-auxiliary “were” as shown in parentheses below.

- (20). a. Finally, we *(were) backed to Bangkok at the night.
 b. Second, we went to seafood resturant because we *(were) hungried very much.

(3) Omission

As Table 4. 11 presents, the 19 tokens of omission errors are from the omitted main verbs.

Table 4. 11. Omission in past simple tense in writing tasks

Omission	Tokens	Percentage
Omitted main verb	19	100%
Total	19	100%

Omitted main verb

Cho & Yoo (2012) proposed that the omitted main verbs could be categorized generally into two types. The first type is the omission of non-auxiliary be “*were*” in e.g. (21a) and “*was*” in (21b) respectively.

- (21). a. In short, my friend and I **(were)* happy so much.
 b. I was very happy after I **(was)* stressed with learning.

The second type is the omission of other main verbs. In (22), the sentence shows the disappeared main verb “*had*” in the context.

- (22). In conclusion, I **(had)* happiness in Songkran Festival.

Of the 19 tokens of main-verb omission errors, 18 tokens are the omission of non-auxiliary verb and the other one is the omission of other main verbs.

(4) Misspelling

As shown in Table 4. 12, this study re-categorizes the total of 9 errors in this category into 2 subcategories: 1). Whole word errors and 2). Faulty graphemes. Whole word errors (6 tokens, 66.67%) accounted for the most tokens of all the misspelling errors followed by the faulty graphemes (3 tokens, 33.33%) which exhibited the least token of all the misspelling errors.

Table 4. 12. Misspelling in past simple tense in writing tasks

Misspelling	Tokens	Percentage
4.1 Whole word errors	6	66.67%
4.2 Faulty graphemes	3	33.33%
Total	9	100%

(4.1) Whole word errors

There are specific strategies in whole word errors proposed by Al-Jarf (2010) which include omission, reversal, insertion, and substitution strategies. In (23a), the target words “*arrived*” was substituted by a real unrelated word “*received*”. In the target “*expected*” in (23b), its first syllable was substituted by another prefix “*aspected*”.

- (23). a. When I **received* to Kao Larn I had lunch with my friend.
 b. Finally, I **aspected* everybody co-operation.

(4.2) Faulty graphemes

Al-Jarf (2010) stated that there are strategies employed in faulty graphemes which are omission, reversal, insertion, and substitution strategies. In (24a), the final consonant was deleted in the target word “*went*”. In (24b), the vowel digraphs were reduced from the target word “*read*”.

- (24) a. I **wen* the Ayudthaya trip.
 b. I **red* the papers about Bionformatic, Genetic marker and Gene Technology.

(5) Triple errors

As demonstrated in Table 4. 13, this study discovered triple errors, 3 types of errors found in 1 token. The omission of main verb, word function error, and the misuse of tense (3 tokens, 100%) were discovered as the main errors of this category.

Table 4. 13. Triple errors in past simple tense in writing tasks

Errors	Tokens	Percentage
Omitted main verb, word function error, and the misuse of tense	3	100%
Total	3	100%

Omitted main verb, word form error, and the misuse of tense

In (25a) and (25b), the adverb “*back*” and the adjective “*good*” were used in wrong function as a verb in the contexts as can be seen in (25b), “*-s*” was added to the “*good*” for the agreement of the third person singular verb, and they tended to be formed in present simple tense. Additionally, according to the function of these two words, they require the main verbs; the non-auxiliary “*was*” as shown in parentheses respectively.

- (25). a. Next, after a friend **(was) back* to Thammasat.

b. In short, it **(was) goods* remember of my mind.

(6) Addition

As Table 4. 14 presents, the addition of auxiliary verbs (2 tokens, 100%) accounted for the main errors of this category.

Table 4. 14. Addition in past simple tense in writing tasks

Addition	Tokens	Percentage
Added auxiliary verb	2	100%
Total	2	100%

In (26a) and (26b), the auxiliary verb “*am*” and “*had*” were unnecessarily added in the context.

- (26). a. Then, I **am* read a research for applied to the data in the seminar on next month.
- b. the restaurant **had* showed fireworks.

4.1.1.2 Errors in past progressive tense in writing tasks

In the 777 sentences consisting of 239 errors, 6 errors are the errors in past progressive tense. The types of error in past progressive tense discovered in these three writing tasks are shown in Table 4. 15.

Table 4. 15. Types and frequency of errors in past progressive tense in writing tasks

Errors	Tokens	Percentage
1. Misformation	5	83.33%
2. Omission	1	16.67%
Total	6	100%

Table 4. 15 displays the tokens and percentage of error types in past progressive tense discovered from the three writing tasks. As can be seen, misinformation errors (5 tokens, 83.33%) accounted for the most tokens of this category, followed by the omission errors (1 token, 16.67%) that exhibited the least frequently.

(1) Misformation

As demonstrated in Table 4. 16, the misuse of tense (5 tokens, 100%) were discovered as the main errors of this category. It was discovered that the wrong tenses were found in future simple tense, past simple tense, and present progressive tense.

Table 4. 16. Misformation in past progressive tense in writing tasks

Misformation	Tokens	Percentage
The misuse of tense	5	100%
Total	5	100%

The misuse of tense

As Table 4. 17 shows, this study re-categorizes the various types of the misuse of tense into 3 tenses. Of the 5 errors in this category, those regarding the present progressive tense (3 tokens, 60%) accounted for the most frequent errors.

Table 4. 17. Misuse of tense in past progressive tense in writing tasks

The misuse of tense	Tokens	Percentage
Present progressive tense	3	60%
Future tense	1	20%
Past simple tense	1	20%
Total	5	100%

Since the first situation (the situation that happened before) will be described by past continuous tense, and the second situation (the situation that happened after) will be described by past simple tense (Sinclair, 1990), e.g. (27a) and (27b), these two sentences were the situations happened in the past, so they must be replaced by “*was staying*” and “*was playing*” respectively.

- (27). a. While I **am staying* in my tent, the outside was very cool.
b. While I **am playing* Roller coaster, I saw my brother.

Similarly (28) and (29) require the verbs in past progressive tense “*was spending*” and “*was having*” respectively.

- (28). Before I found maple left, I **will spend* many hour look around many place.
(29). While I **had* dinner, my mother called me.

(2) Omission

As revealed in Table 4. 18, in past progressive tense, the omitted auxiliary verb (1 token, 100%) was found as the main error of this category.

Table 4. 18. Omission in past progressive tense in writing tasks

Omission	Tokens	Percentage
Omitted auxiliary verb	1	100%
Total	1	100%

Omitted auxiliary verb

In (30), according to the structure of past progressive tense, the auxiliary verb “*was*” is required.

- (30). Everyone **(was) smiling*

4.1.2 The analysis of errors in gap filling tasks

The participants completed the three parts of the gap filling task:

- I. Fill in the gaps using past progressive tense.

II. Fill in the gaps using past simple tense.

III. Fill in the gaps using past progressive tense and past simple tense.

According to the three parts of the gap filling task, two tenses, past simple tense and past progressive tense, were analyzed separately. This part represents the data analysis from the gap filling task in which the past simple tense is shown first, followed by the past progressive tense.

4.1.2.1 Errors in past simple tense in gap filling tasks

The types of errors in past simple tense discovered from these three parts in gap filling tasks are shown in Table 4. 19.

Table 4. 19. Types and frequency of errors in past simple tense in gap filling tasks

Errors	Tokens	Percentage
1. Misformation	173	77.24%
2. Misspelling	41	18.30%
3. Double errors	10	4.46%
Total	224	100%

Table 4.19 presents the tokens and percentage of error types in past simple tense discovered from gap filling tasks. Misformation errors (173 tokens, 77.24%) accounted for the most tokens, followed by misspelling (41 tokens, 18.30%) and double errors (10 tokens, 4.46%).

(1) Misformation

As demonstrated in Table 4. 20, this study re-categorizes the total of 173 errors in this category into 2 subcategories:

1.1 Misuse of tense

1.2 Inflection.

The misuse of tense (100 tokens, 57.80%) accounted for the most tokens of all the misformation errors followed by the inflection errors (73 tokens, 42.20%).

Table 4. 20. Misformation in past simple tense in gap filling tasks

Misformation	Tokens	Percentage
1.1 Misuse of tense	100	57.80%
1.2 Inflection	73	42.20%
Total	173	100%

(1.1) Misuse of tense

As Table 4. 21 demonstrates, this study re-categorizes the various types of tense errors into 3 tenses. Of the 100 errors in this category, those representing the simple present tense (86 tokens, 86%) accounted for the most frequent, e.g. (31a) and (31b), in which “*yesterday*” and “*took*” elucidate that the intended tense of the verbs “*cry*” and “*dig*” is the simple past tense “*cried*” and “*dug*” respectively. In the use of past progressive tense (9 tokens, 9.00%), e.g. (32a) and (32b), the correct tense is past simple tense “*discovered*” and “*found*” respectively.

(31). a. I **cry* a lot yesterday.

b. She **dig* into her purse and took out a few coins.

(32). a. When the scientists **was discovering* the new drug,

b. she **was finding* some money,

Table 4. 21. Misuse of tense in past simple tense in gap filling tasks

	Tokens	Percentage
1.1.1 Present simple tense	86	86%
1.1.2 Past progressive tense	9	9%
1.1.3 Future simple tense	5	5%
Total	100	100%

In the use of future simple tense (5 tokens, 5%), e.g. (33a) and (33b), in which the past events require the past simple tense “*kicked*” and “*arrived*” respectively.

- (33). a. he **will kick* his foot,
 b. when I **will arrive*,

(1.2) Inflection

Errors in this category consist of regularization and verb form errors. As revealed in Table 4. 22, regularization (67 tokens, 91.78%) occurred the most frequently, followed by verb form errors (6 tokens, 8.22%).

Table 4. 22. Inflection in past simple tense in gap filling tasks

	Tokens	Percentage
1.2.1 Regularization	67	91.78%
1.2.2 Verb form errors	6	8.22%
Total	73	100%

Dulay, Burt, & Krashen (1982, as cited in Cho & Yoo, 2012) proposed that regularization appears when the rules used to create the regular verbs are employed to those that are irregular. The errors in (34a) and (34b) are examples of regularizing the past tense construction rule of adding the morpheme –ed to irregular verbs. The correct forms are “*read*” and “*broke*” respectively.

- (34). a. I **readed* a good book last night.
 b. Somsak **brokeed* his leg

The sentences in (35a) and (35b) show the verb form errors in italics, in which they were formed in past participle. The past events require simple past tense “*drank*” and “*sang*” respectively.

- (35). a. They **drunk* a whole bottle of wine.
 b. I **sung* three songs last Monday.

(2) Misspelling

As shown in Table 4. 23, this study re-categorizes the total of 41 errors in this category into 2 subcategories: 1) Whole word errors and 2). Faulty graphemes. Whole word errors (23 tokens, 56.10%) accounted for the most tokens of all the misspelling errors, followed by the faulty graphemes (18 tokens, 43.90%) which exhibited the least token of all the misspelling errors.

Table 4. 23. Misspelling in past simple tense in gap filling tasks

Misspelling	Tokens	Percentage
2.1 Whole word errors	23	56.10%
2.2 Faulty graphemes	18	43.90%
Total	41	100%

(2.1) Whole word errors

There are specific strategies in whole word errors proposed by Al-Jarf (2010) which include omission, reversal, insertion, and substitution strategies. In (36a), the target word “*brought*” was substituted by a real unrelated word “*was*”. In (36b), the target word “*flew*” was substituted by minimal pair counter parts “*flow*”.

- (36). a. I **was* you my flowers.
 b. We **flow* from New York to Atlanta for the conference last month.

(2.2) Faulty graphemes

Al-Jarf (2010) stated that there are strategies employed in faulty graphemes which are omission, reversal, insertion, and substitution strategies. In (37a), the final consonant was deleted in the target word “*brought*”. In (37b), the vowel digraphs were reduced from the target word “*read*”.

- (37) a. I **brough* you my flowers.
 b. I **red* a good book last night.

(3) Double errors

As revealed in Table 4. 24, this study discovered double errors, 2 types of errors found in 1 token, which can be re-categorized into 2 sub-categories: 1). Misformation and omission and 2). Misformation and misspelling. Misformation and omission (6 tokens, 60%) accounted for the most frequent double errors in this category, followed by misformation and misspelling (4 tokens, 40%).

Table 4. 24. Double errors in past simple tense in gap filling tasks

Double errors	Tokens	Percentage
3.1 Misformation and Omission	6	60%
3.2 Misformation and Misspelling	4	40%
Total	10	100%

(3.1) Misformation and Omission

As demonstrated in Table 4. 25, the double errors of the misuse of tense and omission of auxiliary verb (6 tokens, 60%) were discovered as the main errors of this category.

Table 4. 25. Misformation and omission in past simple tense in gap filling tasks

Misformation and Omission	Tokens	Percentage
The misuse of tense and omitted auxiliary verb	6	100%
Total	6	100%

The misuse of tense and omitted auxiliary verb

In (38a) and (38b), the correct tense is past simple tense, in which the required verbs are “*discovered*” and “*gave*” respectively. However, these two tended to be structured in past progressive tense, but the auxiliary “*be*” was omitted.

- (38). a. When the scientists **discovering* the new drug,
 b. he **giving* money to a beggar

(3.2) Misformation and Misspelling

As demonstrated in Table 4. 26, the double errors of the misuse of tense and misspelling (faulty graphemes) (4 tokens, 40%) were found as the main errors of this category.

Table 4. 26. Misformation and Misspelling in past simple tense in gap filling tasks

Misofrmation and Misspelling	Tokens	Percentage
The misuse of tense and misspelling (faulty graphemes)	4	100%
Total	4	100%

The misuse of tense and misspelling in faulty graphemes

In (39a) and (39b), the correct tense is past simple tense, in which the required verbs are “*dropped*” and “*broke*” respectively. Nevertheless, according to Al-Jarf (2010), there are strategies employed in faulty graphemes which are omission, reversal, insertion, and substitution strategies, these two tended to be structured in past progressive tense in which “*dropping*” and “*breaking*” are misspelled by reduced double consonants and double consonant respectively.

- (39). a. she **was dropping* it on her foot
 b. Somsak **was breakking* his leg

4.1.2.2 Errors in past progressive tense in the gap filling tasks

According to the three parts of the gap filling task, two tenses, past simple tense and past progressive tense, were analyzed separately. The types of errors in past progressive tense discovered from the gap filling task are shown in Table 4. 27.

Table 4. 27. Types and frequency of errors in past progressive tense in gap filling tasks

Errors	Tokens	Percentage
1. Misformation	84	62.69%
2. Omission	30	22.39%
3. Double errors	15	11.19%
4. Misspelling	5	3.73%
Total	134	100%

Table 4. 27 demonstrates the tokens and percentage of error types in past progressive tense discovered from gap filling tasks. Misformation errors (84 tokens, 62.69%) accounted for the most tokens, followed by omission errors (30 tokens, 22.39%), double errors (15 tokens, 11.19%). Misspelling errors (5 tokens, 3.73%) exhibited the least token in past progressive tense.

(1) Misformation

As demonstrated in Table 4. 28, this study re-categorizes the total of 84 errors in this category into 3 subcategories: 1) Misuse of tense 2). Disagreement with grammatical person and number and 3). Inflection. The misuse of tense (68 tokens, 80.96%) accounted for the most tokens of all the misformation errors. The next most frequent errors were those of the disagreement with grammatical person and number (10 tokens, 11.90%), followed by inflection (6 tokens, 7.14%) which was found the least of all the misformation errors.

Table 4. 28. Misformation in past progressive tense in gap filling tasks

Misformation	Tokens	Percentage
1.1 The misuse of tense	68	80.96%
1.2 Disagreement with grammatical person and number	10	11.90%
1.3 Inflection	6	7.14%
Total	84	100%

(1.1) Misuse of tense

In Table 4. 29, this study re-categorizes the varied types of tense errors into 4 tenses. Of the 68 errors in this category, those regarding the simple past tense (52 tokens, 76.47%) accounted for the most frequent, e.g. (40a) and (41b), in which the intended tense of this task is past progressive tense, so the verbs “*lied*” and “*was washed*” should be “*was lying*” and “*was washing*” respectively. In the use of present simple tense (13 tokens, 19.12%), e.g. (41a) and (41b), the verbs in present simple tense “*try*” and “*talk*” must be replaced by the verbs in past progressive tense “*was trying*” and “*was talking*” respectively.

- (40). a. Suda **lied* in bed all morning.
 b. Yesterday at this time, my dad **was washed* the car.
- (41). a. Last night at p.m., I **try* to lose weight.
 b. My sister **talk* on the phone,

Table 4. 29. Misuse of tense in past progressive tense in gap filling tasks

	Tokens	Percentage
1.1.1 Simple past tense	52	76.47%
1.1.2 Present simple tense	13	19.12%
1.1.3 Present progressive	2	2.94%
1.1.4 Future simple tense	1	1.47%
Total	68	100%

In the use of present progressive tense (2 tokens, 2.94%) and future simple tense (1 tokens, 1.47%), e.g. (41) and (42), in which they require the verbs in past progressive tense “*was trying*” and “*was sitting*” respectively.

(41). Last night at 11 p.m., I **am trying* to lose weight.

(42). While she **will sit* with parents at the airport.

(1.2) Disagreement with grammatical person and number

As shown in Table 4. 30, most of the agreement errors (8 tokens out of 10, 80%) were found in sentences in which the subject was third person. Error regarding the subject was first person (2 tokens, 20%) appeared only 2 times.

Table 4. 30. Disagreement with grammatical person and number in past progressive tense in gap filling tasks

	Tokens	Percentage
3 rd person	8	80%
1 st person	2	20%
Total	10	100%

In (43a), “She” is the third person singular which requires “*was*” as its auxiliary verb in the context. Similar to (43b) that “*they*” is the third person plural which require “*were*” as its auxiliary verb.

- (43). a. She **were* writing letters all day yesterday.
b. they **was* working in their laboratory.

In (44), since “I” is the first person singular, “*was*” is required as its auxiliary verb.

- (44). a. Last night at 11 p.m., I **were trying* to lose weight.

(1.3) Inflection

Errors in this category consist of regularization and non-use of dictionary forms. As revealed in Table 4. 31, regularization and non-use of dictionary forms were found equally (3 tokens, 50%).

Table 4. 31. Inflection in past progressive tense in gap filling tasks

	Tokens	Percentage
Regularization	3	50%
Non-use of dictionary forms	3	50%
Total	6	100%

Dulay, Burt, & Krashen (1982, cited in Cho & Yoo, 2012) proposed that regularization appears when the rules used to create the regular verbs are employed to those that are irregular. The errors in (45a) and (45b) are examples of regularizing the present participle construction rule of adding the morpheme *-ing*. The correct forms are “*lying*” and “*writing*” respectively.

- (45). a. Suda was **lieing* in bed all morning.
b. She was **writeing* letters all day yesterday.

Cho & Yoo (2012) stated that the non-use of dictionary forms is defined as those that comprise the markings of a feature that is not needed in the context. The errors in (46a) and (46b), emerge from the non-use of dictionary forms as it requires the dictionary form of present participle “*talking*” and “*running*” respectively.

- (46). a. My sister was **talk* on the phone
b. While Bill was **ran*

(2) Omission

As revealed in Table 4. 32, in past progressive tense, the omitted auxiliary verb (30 tokens, 100%) was found as the main errors of this category.

Table 4. 32. Omission in past progressive tense in gap filling tasks

Omission	Tokens	Percentage
Omitted auxiliary verb	30	100%
Total	30	100%

Omitted auxiliary verb

In (47), according to the structure of past progressive tense, the auxiliary verb “*was*” is required.

- (47). Last night at 11 p.m., I * (*was*) trying to lose weight. (try)

(3) Double errors

As revealed in Table 4. 33, this study discovered double errors, two types of errors found in one token, which can be re-categorized into three sub-categories: 1). Double misformations, 2). Misformation and omission and 3). Omission and misspelling.

Double misformations (8 tokens, 53.33%) accounted for the most frequent double errors in this category. The next most frequent errors were those of the misformation and omission (4 tokens, 26.67%), followed by omission and misspelling (3 tokens, 20%), which exhibited the least tokens of all double errors.

Table 4. 33. Double errors in past progressive tense in gap filling tasks

Double errors	Tokens	Percentage
3.1 Double misformations	8	53.33%
3.2 Misformation and Omission	4	26.67%
3.3 Omission and Misspelling	3	20%
Total	15	100%

(3.1) Double misformations

As demonstrated in Table 4. 34, the double errors in the misuse of tense and non-use of dictionary forms (4 tokens, 50%) were found most in double errors in double misformations, followed by the misuse of tense and regularization (3 tokens, 37.50%). Disagreement with grammatical person and number and inflection (1 tokens, 12.50%) exhibited the least tokens of this category.

Table 4. 34. Double misformations in past progressive tense in gap filling tasks

Double misformation	Tokens	Percentage
3.1.1 The misuse of tense and non-use of dictionary forms	4	50%
3.1.2 The misuse of tense and regularization	3	37.50%
3.1.3 Disagreement with grammatical person and number and regularization	1	12.50%
Total	8	100%

(3.1.1) The misuse of tense and non-use of dictionary forms

The misuse of tense and non-use of dictionary forms (4 tokens, 50%) accounted for the most frequent errors in this category. In (48a), “*will tried*” must be replaced by the past

progressive tense “*was trying*”, and it can be seen that the present future tense failed in construction as “*tried*” emerged from the non-use of dictionary form, the verb after modal verb “*will*” should be in based form “*try*”. In (48b), “*have wrote*” must be replaced by the past progressive tense “*was writing*”, and it can be seen that the present perfect tense failed in construction as “*wrote*” emerged from the non-use of dictionary form, the main verb “*write*” must be in past participle “*written*”.

(48). a. Last night at 11 p.m., I **will tried* to lose weight.

b. She **have wrote* letters all day yesterday.

(3.1.2) The misuse of tense and regularization

The misuse of tense and regularization (3 tokens, 37.50%) accounted for the next most frequent errors in this category. In (49a) and (49b), both must be replaced by the past progressive tense “*was sitting*” and “*was trying*” respectively. Moreover, “*sitted*” and “*tried*” were wrongly formed in past participle and past tense respectively by regularization, adding the morphemes “*-ed*”. The correct forms of these two words are “*sat*” and “*tried*” respectively.

(49). a. while she **was sitted* with parents at the airport.

b. Last night at 11 p.m., I **tryed* to lose weight.

(3.1.3) Disagreement with grammatical person and number and regularization

Disagreement with grammatical person and number and regularization (1 token, 12.50%) exhibited the least tokens of this category. In (50), “*Suda*” is the subject in the third person singular which requires “*was*” not “*were*” as the auxiliary verb. Moreover, the present participle “*lieing*” was regularized and must be replaced by “*lying*”.

(50). *Suda* **were lieing* in bed all morning.

(3.2) Misformation and omission

As displayed in Table 4. 35, the double errors in omitted auxiliary verb and regularization (4 tokens, 100%) accounted for the main double errors in this category.

Table 4. 35. Misformation and omission in past progressive tense in gap filling tasks

Misformation and omission	Tokens	Percentage
Omitted auxiliary verb and regularization	4	100%
Total	4	100%

Omitted auxiliary verb and regularization

According to the structure of past progressive tense, (51a) and (51b) require the auxiliary verbs “*was*”. Moreover, “*lieing*” and “*tring*” were wrongly formed by regularization, in which the correct forms are “*lying*” and “*trying*” respectively

- (51). a. Suda **lieing* in bed all morning. (lie)
 b. Last night at 11 p.m., I **tring* to lose weight. (try)

(3.3) Omission and misspelling

As displayed in Table 4. 36, the double errors in omitted auxiliary verb and misspelling in faulty grapheme exhibited (3 tokens, 100%).

Table 4. 36. Omission and misspelling in past progressive tense in gap filling tasks

Omission and Misspelling	Tokens	Percentage
Omitted auxiliary verb and misspelling (faulty graphemes)	3	100%
Total	3	100%

Omitted auxiliary verb and misspelling in faulty graphemes

According to the structure of past progressive tense, (52a) and (52b) require “*was*” as the auxiliary verb. Additionally, there are strategies employed in faulty graphemes which are omission, reversal, insertion, and substitution strategies (Al-Jarf, 2010), in (52a) and (52b), the consonant “*t*” was doubled in “*writing*” and “*waiting*” respectively.

- (52). a. She * (*was*) *writting* letters all day yesterday.
 b. While Suthee *(*was*) *waitting* for the train,

(4) Misspelling

As shown in Table 4. 37, this study re-categorizes the total of 5 errors in this category into 2 subcategories: 1). Whole word errors and 2). Faulty graphemes. Whole word errors (4 tokens, 80%) accounted for the most tokens of all the misspelling errors, followed by the faulty graphemes (1 token, 20%) which exhibited the least tokens of all the misspelling errors.

Table 4. 37. Misspelling in past progressive tense in gap filling tasks

Misspelling	Tokens	Percentage
4.1 Whole word errors	4	80%
4.2 Faulty graphemes	1	20%
Total	5	100%

(4.1) Whole word errors

There are specific strategies in whole word errors proposed by Al-Jarf (2010) which include omission, reversal, insertion, and substitution strategies. In (53a) and (53b), the target words “*lying*” was substituted by an invented word “*ling*” and “*liing*” respectively.

- (53). a. Suda was **ling* in bed all morning.
 b. Suda was **liing* in bed all morning.

(4.2) Faulty graphemes

Al-Jarf (2010) stated that there are strategies employed in faulty graphemes which are omission, reversal, insertion, and substitution strategies. In (54), the consonant “*t*” was doubled in “*writing*”.

- (54). She was **writting* letters all day yesterday.

4.2 Qualitative Analysis

4.2.1 Demographic profile of the participants

The demographic profiles of the participants in this study are summarized and explained as follows.

4.2.1.1 Participants by major

The result from demographic data shows that 20 students were not majoring in English language, but they were from scientific fields.

4.2.1.2 Participants by English proficiency

The result from demographic data shows that twenty students had English proficiency scores below the university requirement.

4.2.1.3 Participants studying overseas

The result from demographic data demonstrates that no student used to study overseas.

4.2.1.4. Participants studying in international schools

The result from demographic data shows that no student used to study in an international school.

4.2.1.5. Participants traveling to a country where the English language is used as a main language

The result from demographic data shows that there was only one student who traveled for a week to a country where the English language is used as a main language. The person was not excluded from the analysis since, firstly, the person did not visit the country for study, but only for travelling, and secondly, that person spent only a week travelling there which was a very short time.

4.2.1.6 The number of hours spent in practicing English outside the classroom

For this part, students spent 2-3 hours on an average during the day reading English textbooks, watching movies, listening to English music, and studying English at the Language Institute.

4.2.2 Interview result

The interview result can answer the research question number three.

“What are the causes of errors in the use of simple past tense and past progressive tense in students’ narrative writing?”

The data were analyzed to discover the errors that took place in two types of tasks, writing tasks and the gap filling task. After that, based on the result of the two tasks, five people who committed the highest number of errors were selected. The interview took place four days after the last day of data collection. The interview was done by telephone as the five participants could not come to the interviewer, so the telephone interview was the most convenient way for all participants. The interview in Thai consisted of four main questions which would last around five minutes. The interview was later translated into English. Most of the participants were graduate students from the science department. They admitted that the limited time of the tests had an effect on their ability to compose the writing tasks and gap filling task.

The following are the parts of the answers from the five participants in the interviews. The identity of the participants was kept confidential.

QUESTION 1: Before composing and filling in the gap, did you plan or draft any outline ?

Student 1: “I have learnt this with the teacher before, so I had the outline in my mind.”

Student 2: “I read instructions and wrote what I could think of. I did not plan anything.”

Student 3: “I did not plan. I just thought in Thai first and wrote down what I could think of”

Student 4: “I planned nothing. I just recognized the concept of writing an essay that I should write the thesis statement first, and the support sentence after, I wrote what I could think, but I admit that I did not know what I should write.”

Student 5: “I wrote what I could think of. I did not plan anything.”

QUESTION 2: Did you think in Thai?

Student 1: “Yes, I did. I planned everything in Thai language”

Student 2: “Of course, I did”

Student 3: “Yes, I thought in Thai”

Student 4: “Yes, I thought in Thai but when I did not know the Thai words in English, I had to try to think of another word. Sometimes I did not write it because I did not know the English vocabulary.”

Student 5: “Yes, I did”

QUESTION 3: Why did you construct this sentence in this way? (The researcher picked up the answer in the writing tasks in both past simple tense and past progressive tense including the lack of verb to be, wrong form of past form of verb, and confusing construction).

Student 1:

- “The reason I used ‘gone’ instead of ‘went’ was because I could not remember its past form at that time.”
- “The reason I constructed the verb form after ‘to’ was because I understood that when I want to make a sentence in past form, all verbs should be made in the past form, so I formed the verb after ‘to’ in past tense form too.”
- “When I wrote two sentences, I felt familiar with constructing the first sentence in past tense but not in the second as I thought the reader would understand that it was the past form like the first clause.”

Student 2: “The reason why I used the past participle form was because I felt like I had to use it”

Student 3:

- “The reason I did not put verb to be was because I thought that ‘excited’ was a verb, so I added ‘-ed’ to state the past form.”
- “The reason I used ‘seen’ in the sentence was because I could not think of what the past tense form of ‘see’ was.”
- “The reason I put ‘-ed’ in the verb after ‘to’ was because I thought I had to put the past form in any verb no matter if it came after ‘to’ or not. I did not know that it should not have been added.”
- “I did not know why I used ‘poring’. I just wrote what I could think of”
- “I forgot to change the base form of verb to be to the past form because I did not have time to think.”

Student 4: “The reason why I used ‘went’ without ‘to’ was because I thought that using ‘to’ refers to doing or going for something, so I did not use it.”

Student 5:

- “The reason I used ‘received’ in the sentence ‘When I received to Kao Larn,...’ was because I thought it means ‘arrive’”
- “The reason I used verb in past form after ‘enjoy, don’t, and can’ was because I thought that all verbs should be made in past form in order to state that the sentence was the past.”

QUESTION 4: Why did you think that the forms of verbs that you chose were suitable for filling in the gap? (The researcher picked up the answer in the gap filling task in both past simple tense and past progressive tense to ask which included the wrong form of regular and irregular verbs, the lack of verb to be, and inappropriate tenses).

Student 1:

- “In part one, I did not put verb to be because I was in a hurry and forgot to put it.”
- “I misspelled some words when I tried to change them to the past form. I misremembered ‘read and send’, I thought ‘read’ had a different form and ‘send’ has the same form. When I could not remember the form of past tense, I use the verb in its base form.”

Student 2:

- “The reason I used past simple form instead of verb plus ‘-ing’ was because I thought I was told to do so and my understanding told me that I should use the past simple form.”
- “For some verbs that I did not know its past tense form, I would use the base form of it.”
- “I did not know the rule of continuous tense that I had to put verb to be before the verb in –ing form.”

Student 3:

- “I forgot to put the verb to be in front of verb plus ‘-ing’”

- “I did not know what the past tense form of those verbs was, so I did not change it, but for some verbs that I felt unsure of, I put ‘-ed’ to state that they were the past tense.”
- “The reason I used that tense was because I translated it from its context based on my understanding.”

Student 4:

- “I used verb in past form after verb to be because I felt confused and felt that the time was rushing me.”
- “I used ‘am’ instead of ‘was’ because I was in a hurry.”

Student 5: “The reason I did not construct verb to be + verb (-ing) was because I thought that I was told to produce passive voice constructions.”

With regard to all answers, it can be assumed that one of the major reasons for errors was that students thought in Thai when composing in the English language. Thinking in Thai allows Thai language structures to intervene the English language during composing (Bennui, 2008). In addition, the lack of the second language knowledge had an effect on making errors. For example, some participants did not know the rule of constructing past progressive tense form which led them to make the wrong form of the tense by omitting verb to be ‘*was*’ and ‘*were*’. Moreover, the time constraint also was a factor in making errors in past tense and past progressive tense as they claimed that they were in a hurry to finish the task on time.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the discussion, conclusion and recommendation of the current study which brings the end to the thesis. It is arranged into four sections.

5.1 Summary of major findings

5.2 Discussion

5.3 Implication of the research

5.4 Recommendations for further research

5.1 Summary of major findings

This current study was run to study the errors in past simple tense and past progressive tense committed by the graduate students who enrolled in a writing course at Thammasat University. The main objectives of the study consist of, firstly, identifying the types of errors in students' writing production. Secondly, examining what is the highest frequency of errors in the use of simple past tense and past progressive tense, and, lastly, discovering the causes of generating errors in the use of these two tenses.

The analysis of this study was accomplished by implementing the four steps of error analysis using surface strategy taxonomy to describe and categorize the type of errors. The four instruments including three topics of narrative paragraph writing tasks, gap filling tasks, demographic data questionnaires, and interviews were employed in this study. The 25 participants were from the science department and were recruited by using convenient sampling technique. They were asked to compose a 150-words paragraph with different three topics, and complete gap filling tasks and questionnaires on demographic data. Five students who committed the most errors were interviewed to discover the factors and causes of generating errors. The major findings are presented based on the three research questions as follows:

5.1.1 Research question I: What are the types of errors in the use of simple past tense and past progressive tense in students' narrative writing?

The answers for this question are separated into the finding from writing tasks and gap filling tasks as follows:

I. In writing tasks

Past simple tense

As shown in Chapter 4 (Table 4. 1), according to the 53 pieces of writing composed by 25 graduate students, there were 6 types of errors found in the use of past simple tense.

1. Misformation
2. Double errors
3. Omission
4. Misspelling
5. Triple errors
6. Addition

Past progressive tense

As shown in Chapter 4 (Table 4. 15), according to the 53 pieces of writing composed by 25 graduate students, there were two types of errors found in the use of past progressive tense.

1. Misformation
2. Omission

II. In gap filling tasks

Past simple tense

As shown in Chapter 4 (Table 4. 19), according to the results in gap filling tasks, there were three types of errors found in the use of past simple tense.

1. Misformation
2. Misspelling
3. Double errors

Past progressive tense

As shown in Chapter 4 (Table 4. 27), according to the results in gap filling tasks, there were four types of errors found in the use of past progressive tense.

1. Misformation
2. Omission
3. Double errors
4. Misspelling

5.1.2 Research question II: Which type of errors in the use of simple past tense and past progressive tense appears most frequently in students' narrative writing?

According to the findings in chapter 4, it was discovered that misformation errors occurred the most frequently in students' narrative writing and gap filling tasks.

In the use of past simple tense, the misuse of tense was found the most in misformation errors category, in which students were confused with present simple tense in both of the tasks. Similar to the use of past progressive tense, the misuse of tense was discovered the most in misformation errors category. However, in the use of past progressive tense, it is not present simple tense that made the participants confused, but simple past tense (in gap filling task) and present progressive tense (in writing tasks).

To conclude, misformation is the type of errors which occurred the most in both past simple tense and past progressive tense in the area of the misuse of tense.

5.1.3 Research question III: What are the causes of errors in the use of simple past tense and past progressive tense in students' narrative writing?

According to the results of all tasks including the questionnaires and interview, the causes of errors were found to be both interlingual and intralingual errors. To be more specific, the findings are shown as follows:

Interlingual errors

This study found that students thought in their mother language, Thai, when composing the target language, English. This can be explained by the notion of Bennui (2008) that thinking in Thai allows Thai language structures to intervene in the English language during composition. Additionally, the results in Chapter 4 shows that students made the misuse of tense the most among all errors, it can be interpreted by L1 interference or negative transfer from the first language, since there is not verb conjugation or inflection in Thai verbs, and English structure is contrasting from Thai's. This is in agreement with Ellis (1994) that interference or negative transfer resulted from the difference of L1 and the target language, and Srinual (2013) that interlingual errors appertain to errors derived from the mother tongue's interference or negative transfer. As shown in the results from writing tasks, in past simple tense, student were perplexed with present simple tense, and in past progressive tense, student constructed present progressive

tense instead. This might be because constructing the present simple tense and present progressive tense was easier as there is not so much alteration in verbs. This can be explained by avoidance which is comparable with the statement from Odlin (1989, cited in Rattanasak and Phoocharoensil, 2014) that when the target language and the first language are different, the student may avoid constructing that structure in the target language.

Intralingual errors

This study found that students had inadequate experience in using and practicing English outside the classroom as shown in Chapter 4, demographic data questionnaires, that students were not majoring in English and they had never studied in an international school or overseas. Moreover, only 2-3 hours a day practicing English with reading, listening to music, watching soundtrack movies, and studying in Language Institute, is not enough to contribute to students to use English accurately. With regard to that, it can be assumed that another cause of errors is not regarding their first language, but the L2 knowledge and their experience. This is corresponding to the statement of Juntha (2013), Kaweera (2013), and Srinual (2013) that intralingual errors appertain to errors derived from having inadequate experience or target language knowledge regardless of the interference of their mother tongue or their first language. Moreover, it is also agreeable with Ellis & Barkhuizen (2005), "Intralingual errors reflect the operation of learning strategies that are universal [that is] evident in all learners irrespective of their L1." (p.65). Additionally, this study also discovered that students had inadequate knowledge of the target language, English, as the interview results revealed that students did not know the English vocabulary words to write down, and they were confused with the form of past participle and past tense, in which they used "*gone*" instead of "*went*" when stating about the past events. Moreover, they confessed that they did not know how to structure the past progressive tense. It was also found that some students substituted another unrelated word with the target word; for example, substituting "*arrived*" with "*received*" as they thought that "*receive*" has the same meaning as "*arrive*". This can show that the errors were caused by not having enough knowledge of the target language. It is comparable with the statement of Kulsirisawad (2014) that intralingual errors occur when the learners apply the wrong function of the target language rules.

To conclude, L1 or negative transfer from interlingual errors and lacking adequate knowledge and experience of the target language might be the causes of committing errors in this study.

5.2 Discussion

In chapter 4, the findings show that in both main tasks, writing tasks and gap filling tasks, the misuse of tense errors were the most severe errors in the use of both past simple tense and past progressive tense. In writing tasks, in the use of past simple tense, 147 tokens, out of 233, or 63.09% were found, while in the use of past progressive tense, 5 out of 6 tokens, or 83.33% were found. In the gap filling task, 100 tokens, out of 224, or 44.64% were found in the use of past simple tense, while 68 tokens, out of 134, or 50.75% were found in the use of past progressive tense. The findings are comparable with the studies of Manokaran, Ramalingam, and Adriana (2013) and Pi (2013) that errors in tense was the most committed errors. This is compatible with Sa-adkaew, Jungsatitkul, and Draper (2011) who proposed that wrong usage in English tense is the biggest obstacle of Thai students learning a second language. These results signify that even in graduate level of education, tenses are still the biggest barrier to comprehension.

In the use of past simple tense in writing tasks and gap filling task, the results (Table 4.3 and Table 4.21) demonstrate that the past simple tense most often was confused with present simple tense. As discussed in Chapter 2, past simple tense is used to specify the finished activity in the past (Yamput, 2011), and it is related to the morphological rules of being regular verbs and the individual form fetched from the lexicon or the word stock of being irregular verbs (Marshall & Van der Lely, 2012), which is different from the present simple tense in that there is no change in verb form. To be more specific, simple past tense structure in Thai and English is different as there is no regular or irregular verb in Thai language when stating about the past events, so this might make students employ the present simple tense instead of the past simple tense as all the aspects of their mother tongue, Thai, are taken into the target language, English. It is similar to the statement of Iyer (2013, p.2), “Another problem that Thais as well as other non-native learners of English encounter is the difficulty they have in expressing their thoughts while writing in English because of the interference of their first language.” It can be interpreted from the interlingual errors, as in Thai language there is no verb conjugation or inflection. It is agreeable with the study of Cho & Yoo (2012) as interlingual errors was assumed to be the cause

of committing errors due to no verb conjugation in Korean verbs with regard to grammatical person.

In the use of past progressive tense in writing tasks and gap filling task, the results (Table 4.17 and Table 4.29) reveal that the past progressive tense most often was confused with present progressive tense, in writing tasks, and past simple tense, in the gap filling task. Nevertheless, it can be noticed that, in writing tasks, performed as free writing, there was avoidance in past progressive tense construction as there were only 15 sentences out of 777 sentences found. This is contrary to Yamput's (2011) findings in which the errors in tense were found the most frequently in past progressive tense. To explain, even though Yamput's study was conducted in the same area in examining the use of simple past tense and past progressive tense, the errors in tense were found more in the use of past progressive tense due to the area of study of participants who came from an English major, which means the participants seemed familiar with the use of this tense. This reason agrees with Ellis (1994), as cited in Phoocharoensil and Simargool (2010), that when linguistic structures are contemplated to be difficult because of its difference from their first language structure, students would avoid constructing that linguistic structure. According to that, the results in gap filling tasks present more data on analysis as students were instructed to perform the tense. The results in gap filling tasks show that the past progressive tense were wrongly used by employing simple past tense instead. This can identify the failure in discriminating the differences of these two tenses of the graduate students. It is similar to the study of Garrido and Romero (2012) that found wrong choice of aspect was the most errors that students made. As discussed in Chapter 2, the past progressive tense or past continuous tense-sequence of events demonstrates the activity generated before the past time and had its extension to some point of the past time; moreover, it is also used as an interfered situation of the past simple tense called 'interrupted past continuous' (Schmiedtová, 2003). Therefore, this can be scrutinized as a reason why students used these two tense interchangeably. Moreover, as we know, the structure of past progressive tense is more complex than the simple past tense, so this might be another reason why students avoided constructing the past progressive tense.

The findings of this study were different from the Cho and Yoo's (2012) study since disagreement errors were found as the main errors of their study, not the misuse of tense. It might be because their study did not limit the tense in writing which is contrasting with the current study that was limited to only two tenses, past simple tense and past progressive tense. In

their study, the errors in the use of verb agreement in subject third person were found the most as the verb need to add the morphemes “-s”, but not for this study as it needed only the accurateness in regular and irregular verb forms. According to this difference, this current study found fewer agreement errors than the study of Cho and Yoo.

Apart from the three types of errors, according to the surface strategy taxonomy, this study also discovered the error in misspelling in the use of past simple tense and past progressive tense, which is similar to the study of Vimuktananda (2012) in that apart from the errors in tense, the errors in misspelling were also found. In this study, the findings revealed spelling errors in whole word errors and faulty graphemes, in which the whole word errors are found more (see Table 4.12 and Table 4.23). As discussed in Chapter 2, whole word errors are defined as (in dictation) when students do not fill any word in the gap or when the target words are changed by irrelevant words, or by partly or fully fictitious words (Al-Jarf, 2010). According to the results, it can be assumed that intralingual errors influenced students to make this kind of errors. For example, in the sentence of (35a) I **was* you my flowers, the target word “*brought*” was substituted by a real unrelated word “*was*”, which it can be explained from the intralingual errors that students have inadequate experience or target language knowledge.

5.3 Implications of the research

According to the discussion and major findings, some implications are provided as follows:

5.3.1 Implication for students

Based on the result of the study, the misuse of tense appeared with the most tokens in committing errors. It can signify that English tense gains less attention from students. This might be because English tense is the most difficult part to learn. Manokaran, Ramalingam and Adriana (2013) said that English tense was proposed to be the toughest part of the language for second language student proficiency. According to that, English tense might not be interesting to learn. However, even though it might not be interesting to pay attention to, English tense is significant as it contributes to make conversation understandable and accurate. English tense is consequential because it creates verbs in time information (Herlinawati, 2011). With regard to that, it is worthwhile paying attention and trying to learn and use English tense correctly. There

are many ways to learn and be familiar with English language apart from learning in the classroom such as reading English books, listening to English songs, watching soundtrack movies, and enrolling in English courses. Reviewing is also a must for learning English or a second language. However, learners or students should spend more time on using and practicing English with courage as learning English is a continuous activity and it takes time to be good at it. Students should practice using their English knowledge in everyday life as much as they can.

5.3.2 Implication for pedagogy

Based on the finding of the study, misformation was found as the most frequent errors in both tenses of this study. The misformation error consist of disagreement with grammatical person and number, inflection, the misuse of tense, the use of inappropriate items in a verb phrase, and word functions error. The misuse of tense was found as the most errors in this study which reflects that English tense is the part of the pedagogy that should be improved. According to the teaching English tenses approach, in the inductive approach, teachers will provide the examples and exercises to students and let them extract the rules themselves then the teacher will describe the rule after the students see the rule of grammar from the examples or exercises (Erlan, 2003, as cited in Wang, 2012). This should be applied in the Thailand educational system as Nguyen (2005) found that rote learning, learning by repeating or memorizing the input data so that later learners can bring it to use without entailing understanding (Li, 2004), is a remarkable learning style of Thai students. Providing more activities that all students can participate in by using English is interesting as this might put more attention on learning from students that learn by reading books and trying to memorize the rules. Besides, as it was found from the results that students thought in Thai when composing the writing, teachers should find new techniques or activities for encouraging the practice of students thinking in English as often as they can in order to be familiar with using the target language.

5.4 Recommendations for future research

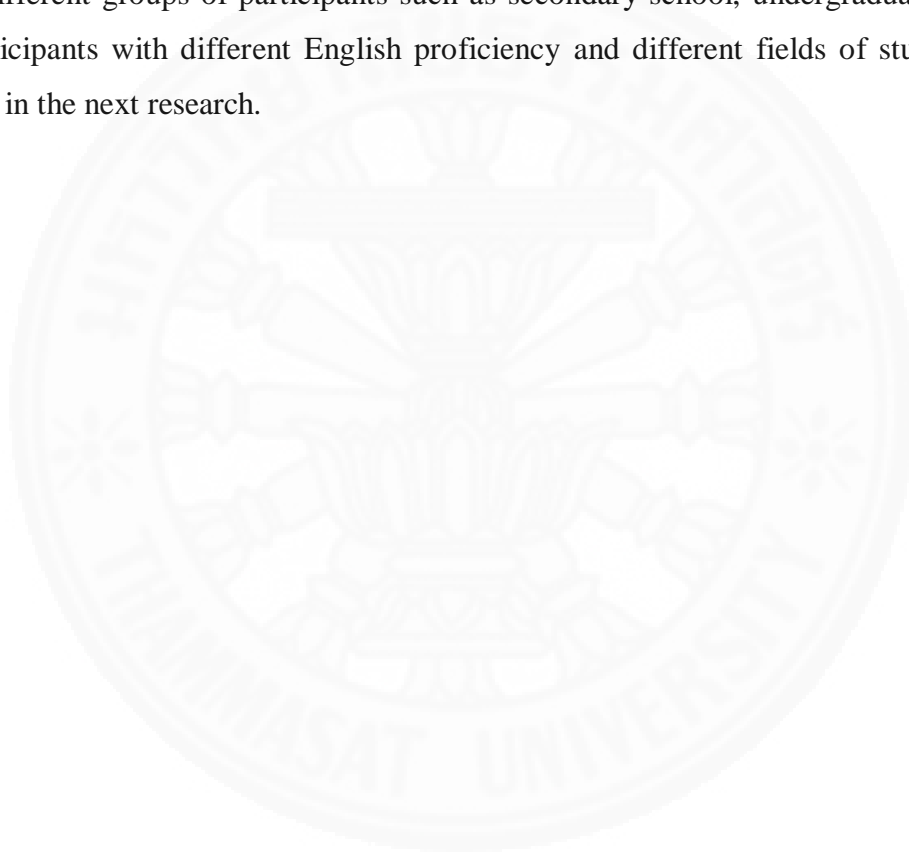
1. Primarily, the sample size should be broadened as it might provide a bigger picture of error making. The area of the study should be extended to all tenses, not only two tenses, due to more benefit for teachers and students.

2. Apart from using surface strategy taxonomy in describing errors, other types of taxonomies such as comparative taxonomy should be applied.

3. Another possible recommendation for the next study is the methodology. The next study should include new research methodology and instruments to discover errors, causes, and techniques to improve students' ability such as teaching strategy, pretest and posttest into the methodology.

4. The present pedagogical materials should be investigated when conducting the future research as well in order to examine the flaw of the materials.

5. Different groups of participants such as secondary school, undergraduate students as well as participants with different English proficiency and different fields of study should be investigated in the next research.



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APPENDICES



APPENDIX A CONSENT FORM

ใบรับรอง (Consent form)

งานวิจัยนี้เป็นส่วนหนึ่งของการศึกษาเพื่อสำเร็จปริญญาโท ของผู้ทำวิจัย นางสาว ฉัตรฤทัย น้ำแก้ว ซึ่งขณะนี้ศึกษาในหลักสูตร ภาษาอังกฤษเพื่ออาชีพ ที่สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ โดยหัวข้อที่งานวิจัยมุ่งเน้น คือ การวิเคราะห์ความผิดพลาดในการใช้ไวยากรณ์ ภาษาอังกฤษ โดยผู้เข้าร่วมงานวิจัยเข้าร่วมทำแบบทดสอบ เพื่อตอบคำถามของงานวิจัยนี้

อย่างไรก็ตาม ข้อมูลของผู้เข้าร่วมงานวิจัยดังกล่าวจะถูกเก็บเป็นความลับ และนำไปใช้เพื่อวัตถุประสงค์ในการศึกษาเท่านั้น การทำแบบทดสอบเหล่านี้จะไม่มีผลกระทบต่อเกรด หรือการศึกษาในปัจจุบันของผู้เรียน นอกจากนี้ ผู้ทำงานวิจัยขอขอบคุณทุกท่านที่ให้ความร่วมมือเข้าร่วมงานวิจัยนี้ และหวังเป็นอย่างยิ่งว่างานวิจัยครั้งนี้จะเป็นประโยชน์ ต่อการศึกษาภาษาอังกฤษของทุกท่าน หากท่านมีข้อซักถามหรือข้อสงสัยใดๆเกี่ยวกับงานวิจัยชิ้นนี้ กรุณาติดต่อ นางสาว ฉัตรฤทัย น้ำแก้ว เบอร์โทรศัพท์ 080-156-6412 หรือที่ อีเมลล์ aunna2012@hotmail.com

ข้าพเจ้าขอยืนยันว่า ได้รับรู้ถึงที่มา วัตถุประสงค์ในงานวิจัยนี้ และมีความเต็มใจที่จะเข้าร่วมในงานวิจัยนี้

ลายเซ็น

วันที่

APPENDIX B

QUESTIONNAIRE

แบบทดสอบเหล่านี้เป็นส่วนหนึ่งในการงานวิจัยของการศึกษาเพื่อสำเร็จปริญญาโท ของผู้ทำวิจัย นางสาว ฉัตรฤทัย น้ำแก้ว ซึ่งขณะนี้ศึกษาในหลักสูตร ภาษาอังกฤษเพื่ออาชีพ ที่สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ โดยหัวข้อที่งานวิจัยมุ่งเน้น คือ การวิเคราะห์ความคิดในการใช้ไวยากรณ์ ภาษาอังกฤษ อย่างไรก็ตาม ข้อมูลเหล่านี้จะถูกเก็บเป็นความลับและนำไปใช้เพื่อวัตถุประสงค์ในการศึกษาเท่านั้น การทำแบบทดสอบเหล่านี้จะไม่มีผลกระทบต่อเกรด หรือ การศึกษาในปัจจุบันของผู้เรียน

แบบสอบถาม

แบบสอบถามนี้มี 2 ส่วน ส่วนแรกเป็นข้อมูลส่วนตัว และส่วนที่สองเป็นข้อมูลเกี่ยวกับประสบการณ์การใช้ภาษาอังกฤษของท่าน

ส่วนที่ 1: ข้อมูลส่วนตัว

1. ชื่อเล่น _____ 2. อายุ _____

3. เบอร์โทรศัพท์ _____

4. การศึกษา

4.1 ปริญญาตรี _____ วิชาเอก _____

4.2 ปริญญาโท _____ วิชาเอก _____

ส่วนที่ 2: ข้อมูลเกี่ยวกับประสบการณ์การใช้ภาษาอังกฤษ

1. ฉันเคยเดินทางไปต่างประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลัก _____ ครั้ง

ครั้งที่ 1: ประเทศ _____ เป็นระยะเวลานาน _____

ครั้งที่ 2: ประเทศ _____ เป็นระยะเวลานาน _____

ครั้งที่ 3: ประเทศ _____ เป็นระยะเวลานาน _____

2. ฉันเคยเข้ารับการศึกษานานาชาติที่ใช้ภาษาอังกฤษเป็นภาษาหลัก

ครั้งที่ 1: ประเทศ _____ เป็นระยะเวลานาน _____

ครั้งที่ 2: ประเทศ _____ เป็นระยะเวลานาน _____

ครั้งที่ 3: ประเทศ _____ เป็นระยะเวลานาน _____

3. ชั้นเคยศึกษาในโปรแกรมนานาชาติ (international program) ในประเทศไทย เป็นระยะเวลา _____
4. ฉันใช้ภาษาอังกฤษนอกชั้นเรียนด้วยวิธีใดบ้าง และบ่อยเท่าใด (เช่น ที่บ้านหรือที่ชั่วโมงต่อสัปดาห์) (เช่น ดูหนัง, ฟังเพลง, ใช้โปรแกรม chat เป็นภาษาอังกฤษ, อ่านหนังสือ, เรียนภาษาอังกฤษที่สถาบันสอนภาษา เป็นต้น)

ขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามค่ะ



APPENDIX D
GAP FILLING TASK
The Gap Filling Task

Nickname: _____

Tel: _____ Email: _____

Please fill in the gaps with the past simple form and past progressive form of the verb in parentheses within 30 minutes. There are three parts of this section.

Part 1

Fill in the gaps using the verb in brackets in the **past progressive tense**.

1. Last night at 11 p.m., I _____ to lose weight. (try)
2. She _____ letters all day yesterday. (write)
3. Suda _____ in bed all morning. (lie)
4. Yesterday at this time, my dad _____ the car. (wash)

Part 2

Fill in the gaps using the verb in brackets in the **past simple form**.

1. I _____ a good book last night. (read)
2. She _____ him love letters last year. (send)
3. I _____ those pictures on the wall. (hang)
4. We _____ from New York to Atlanta for the conference last month. (fly)
5. My stomach _____ strange for hours after the party last night. (feel)
6. I _____ you my flowers. (bring)
7. They _____ a whole bottle of wine. (drink)

8. I _____ a lot yesterday. (cry)
9. He _____ you the secret. (tell)
10. He _____ the cake into six for his children. (cut)
11. They _____ a perfect sand castle at the beach last summer. (build)
12. We _____ the bus to get here. (catch)
13. I _____ my nails everyday five years ago. (bite)
14. He _____ over 100 miles to be at the wedding. (travel)
15. She _____ the candle. (blow)
16. I _____ three songs last Monday. (sing)
17. She _____ into her purse and took out a few coins. (dig)

Part 3

Fill in the gaps using the verb in brackets in the past simple form and past progressive form.

1. While Bill _____ (run), he _____ (kick) a stone out of his way.
2. My sister _____ (talk) on the phone when I _____ (arrive).
3. When the scientists _____ (discover) the new drug, they _____ (work) in their laboratory.
4. When she _____ (carry) a suitcase, she _____ (drop) it on her foot.
5. While Suthee _____ (wait) for the train, he _____ (give) money to a beggar.
6. Somsak _____ (break) his leg while he _____ (play) football.
7. While Nid _____ (walk), she _____ (find) some money.

8. Suda _____ (smile) to a girl next to her while she _____ (sit) with parents at the airport.

**** Thank you so much****



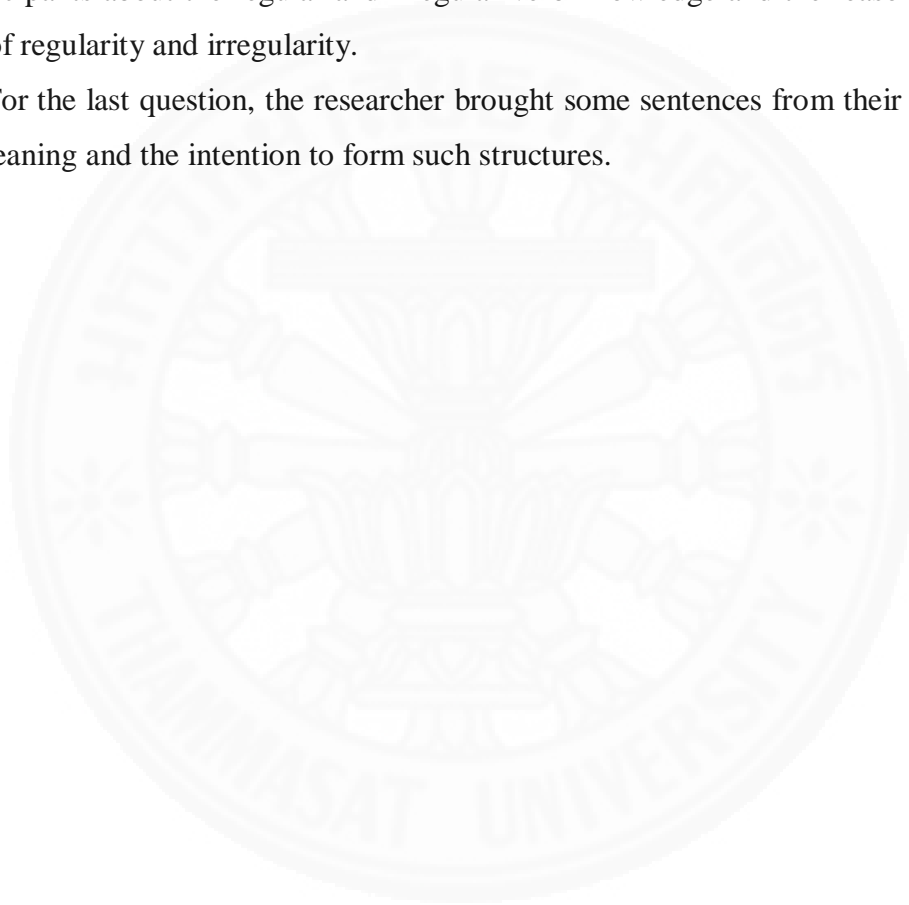
APPENDIX E
INTERVIEW QUESTIONS

1. The first question asked about the process of writing whether or not they thought in their native language before composing the target language.

2. The second question mentioned the thinking process of writing in case the participants did not mention thinking in their native language before producing the target language.

3. For the third question, the researcher brought some item(s) from the gap filling test to ask the participants about the regular and irregular verb knowledge and the reason for choosing the pattern of regularity and irregularity.

4. For the last question, the researcher brought some sentences from their writing to ask about the meaning and the intention to form such structures.



APPENDIX F
THE ANALYSIS OF WRITING TASKS

No.	Error	Reconstruction	Linguistic taxonomy	Surface strategy taxonomy
1	We danced, ate and <i>*sung</i> together.	sang	Inflection-verb form error	Misformation
2	Finally, I and my sisters <i>*pour</i> water on my grandmother's and my father's hands and asked for blessing.	poured	The misuse of tense	Misformation
3	On Songkran day, Most people <i>*backed</i> to their hometown, so it was easy to meet old friends.	went back	1). Omitted main verb 2). Word function error	1). Omission 2). Misformation
4	It was reason why I really <i>*like</i> Songkran festival.	liked	The misuse of tense	Misformation
5	Finally, I had opportunity to travel a place that I <i>*want</i> .	wanted	The misuse of tense	Misformation
6	It was a good time that I <i>*can</i> go to somewhere	could	The misuse of tense	Misformation
7	that <i>*is</i> so far, such as, foreign country.	was	The misuse of tense	Misformation
8	There <i>*are</i> many activity in Songkran Festival.	were	The misuse of tense	Misformation

9	Then, I <i>*was pour</i> water on the hands of my father and my mother and asked for blessing.	poured	1). Added auxiliary verb 2). The misuse of tense	1). Addition 2). Misformation
10	In conclusion, made merit, attended activity of family and asked for blessing from my parent <i>*are</i> my activity in Songkran Festival.	were	The misuse of tense	Misformation
11	Songkran Festival of this year, I did not splashing water because I <i>*have</i> to do homework.	had	The misuse of tense	Misformation
12	My vacation of Songkran festival <i>*have</i> a one week.	had	The misuse of tense	Misformation
13	I was very happy after I <i>*stressed</i> with learning.	was	Omitted main verb	Omission
14	Moreover, I <i>*have visited</i> to temple with my friends.	visited	The misuse of tense	Misformation
15	We <i>*have</i> party in a big family,	had	The misuse of tense	Misformation
16	and <i>*pouring</i> water on the hands of revered elders	poured	Inflection-verb form error	Misformation
17	and <i>*asking</i> for blessing.	asked	Inflection-verb form error	Misformation
18	Since this year my grandmother <i>*is</i> sick and to the hospital,	was	The misuse of tense	Misformation

19	we <i>*have</i> to take turns guarding grandmother.	had	The misuse of tense	Misformation
20	This the reason <i>*maked</i> reduced funny of Songkran day.	made	Inflection-regularization	Misformation
21	because we <i>*concern</i> her.	were concerned	1).Omitted main verb 2). Word function error 3). The misuse of tense	1).Omission 2). Misformation 3). Misformation
22	First, We played banana boat with my friends after that we <i>*were sitting</i> cruiss ship to Kohlan.	sat	The misuse of tense	Misformation
23	Next we went to dinner at seafood restaurant and our <i>*were singing</i> karaoke.	sang	The misuse of tense	Misformation
24	In conclusion, Our trip to Pattaya beach and kohlan <i>*were</i> fun and excited trip.	was	Disagreement with grammatical person and number	Misformation
25	There <i>*are</i> many activities that I did during Songkran Festival.	were	The misuse of tense	Misformation

26	Moreover, I <i>*takes</i> her to the sea with my family and ate many sea foods at the beach.	took	Non-use of dictionary forms	Misformation
27	Finally, I met my friends and <i>*have</i> lunch in Japanese restaurant at Siam Paragon.	had	The misuse of tense	Misformation
28	In conclusion, I <i>*am</i> very happy in Songkran Festival because I went to temple, met my grandmother, and splashed water with my friends.	was	The misuse of tense	Misformation
29	I started at 8.00 a.m. until the sun <i>*gone</i> down.	went	Inflection-verb form error	Misformation
30	Next while I <i>*am</i> staying in my tent, the outside was very cool.	was	The misuse of tense	Misformation
31	Although I <i>*will</i> live there 4 days	lived	The misuse of tense	Misformation
32	but I <i>*take</i> a bath just 2 times,	took	The misuse of tense	Misformation
33	because the minimum temperature on that day <i>*at 5c</i> .	was	Omitted main verb	Omission
34	Before I found maple left, I <i>*will spend</i> many hour look around many place.	was spending	The misuse of tense	Misformation
35	In short, this trip <i>*is</i> very challenging for me.	was	The misuse of tense	Misformation

36	That <i>*is</i> my first time to see them.	was	The misuse of tense	Misformation
37	Next, I <i>*look</i> many stars on the sky.	looked	The misuse of tense	Misformation
38	Next day, when the sun <i>*rise</i> , we went to the beach and took a photo.	raised	The misuse of tense	Misformation
39	Finally, before we <i>*backed</i> to Thammasat University,	went back	1). Omitted main verb 2). Word function error	1). Omission 2). Misformation
40	At this place <i>*has</i> a lot of vintage store.	had	The misuse of tense	Misformation
41	Vintage stores were amazing and I <i>*brought</i> handmade necklace here.	brought	Misspelling- Faulty graphemes (deleted silent consonant)	Misspelling
42	Second, They took photographs and I <i>*feel</i> happiness.	felt	The misuse of tense	Misformation
43	I <i>*love</i> Pattaya beach so I came back to Pattaya beach again.	loved	The misuse of tense	Misformation

44	In Songkran Festival, I went to temple with my mother, I <i>*stay</i> at home, and I worked at biochemistry laboratory.	stayed	The misuse of tense	Misformation
45	We <i>*paid</i> respect to the Buddha and sprinkled water onto a Buddha image.	paid	Inflection-regularization	Misformation
46	In conclusion, I <i>*happiness</i> in Songkran Festival	had	Omitted main verb	Omission
47	and <i>*rest</i> on long weekend.	rested	The misuse of tense	Misformation
48	At night, I <i>*sleep</i> at resort.	slept	The misuse of tense	Misformation
49	The resort <i>*near</i> the beach so, it was very beautiful.	was	Omitted main verb	Omission
50	Seconded, My father <i>*drived</i> to went Wat Kao Yoad at Phetchaburi.	drove	Inflection-regularization	Misformation
51	This here <i>*have</i> a monkey very much.	had	The misuse of tense	Misformation
52	Third, My father <i>*drived</i> to Mae Kim Lai shop for buy something.	drove	Inflection-regularization	Misformation
53	I <i>*buy</i> the durian fried to give my friend.	bought	The misuse of tense	Misformation
54	This here <i>*have</i> thing very much such as scupid, mocha, durian fied.	had	The misuse of tense	Misformation

55	I like to eat mocha and durian fied so, I <i>*buy</i> a lot.	bought	The misuse of tense	Misformation
56	I <i>*feel</i> very tried,	felt	The misuse of tense	Misformation
57	but I <i>*have</i> a good memoral.	had	The misuse of tense	Misformation
58	At the top, the view over the cave <i>*is</i> fantatic.	was	The misuse of tense	Misformation
59	I <i>*have</i> lunch with my family.	had	The misuse of tense	Misformation
60	We were feeding sheeps the grasses when we <i>*take</i> a photo.	took	The misuse of tense	Misformation
61	First, I <i>*am ckeck</i> in Orchart hotel.	checked	1). Added auxiliary verb 2).The misuse of tense	1). Addition 2).Misformation
62	It was beautiful place and, it <i>*has</i> a lot of facilities.	had	The misuse of tense	Misformation
63	Next, I <i>*am go</i> to Universal studio.	went	1). Added auxiliary verb 2).The misuse of tense	1). Addition 2).Misformation

64	It <i>*is</i> very excited.	was	The misuse of tense	Misformation
65	While I <i>*am</i> playing Roller coaster	was	The misuse of tense	Misformation
66	and while I <i>*am</i> going on cable car,	was	The misuse of tense	Misformation
67	I <i>*see</i> a luxurious grand yacht.	saw	The misuse of tense	Misformation
68	After that, I <i>*am</i> go to dinner in Boon Tong Kee restaurant.	went	1). Added auxiliary verb 2).The misuse of tense	1). Addition 2).Misformation
69	There <i>*is</i> various appetizing food such as Fried chicken with asparagus, Red curry with roast duck, Dried fish-maw soup.	was	The misuse of tense	Misformation
70	Finally, I <i>*am</i> very happy in Singapore and, I will return in here on next holiday.	was	The misuse of tense	Misformation
71	After that I swam and <i>*snorkle</i> at Samae beach.	snorkled	The misuse of tense	Misformation
72	While I <i>*had dinner</i> ,	was having	The misuse of tense	Misformation
73	the restaurant <i>*had showed</i> fireworks.	showed	Added auxiliary verb	Addition

74	I felt good because there <i>*is</i> fresh air.	was	The misuse of tense	Misformation
75	There <i>*are</i> many things that I did during Songkran Festival.	were	The misuse of tense	Misformation
76	Many people <i>*belong</i> to here.	belonged	The misuse of tense	Misformation
77	There <i>*are</i> three places that my memorable trip at Hua-Hin.	were	The misuse of tense	Misformation
78	We <i>*spend</i> time in Nava-Vana about 5 hours.	spent	The misuse of tense	Misformation
79	We <i>*are</i> happy very much.	were	The misuse of tense	Misformation
80	Second, we went to seafood resteraunt because we <i>*hungried</i> very much.	were hungry	1). Omitted main verb 2).Word function error	1). Omission 2).Misformation
81	We <i>*like</i> seafood because it was delicious.	liked	The misuse of tense	Misformation
82	In short, my friend and I <i>*happy</i> so much.	were	Omitted main verb	Omission

83	There <i>*are</i> many things that I made during Songkran Festival.	were	The misuse of tense	Misformation
84	We <i>*work</i> up early in the morning to prepare food for the monks.	woke	Misspelling- whole word error (substituted by a real word with the same initial consonant and vowel)	Misspelling
85	When we arrived, we ate ice-cream before made everything because the weather <i>*is</i> very hot.	was	The misuse of tense	Misformation
86	We made merit and <i>*pay</i> respect to Buddha.	paid	The misuse of tense	Misformation
87	Songkran Festival <i>*not special</i> for me.	was not special	Omitted main verb	Omission
88	In short, I <i>*am</i> very happy in during Songkran Festival.	was	The misuse of tense	Misformation
89	My guide <i>*is</i> Thai,	was	The misuse of tense	Misformation

90	but she <i>*know</i> everything about Korea and Korea food.	knew	The misuse of tense	Misformation
91	Fouth, view <i>*is</i> beautiful.	was	The misuse of tense	Misformation
92	There <i>*was</i> many couples that came to Numsan for view around Numsam.	were	Disagreement with grammatical person and number	Misformation
93	There <i>*was</i> many cherry blossom.	were	Disagreement with grammatical person and number	Misformation
94	In conclusion, because of my superstars, Korea food, weather, and flower of Korea, that <i>*is</i> my reason why my memorable trip was Korea.	was	The misuse of tense	Misformation
95	When we arrived at Kao Yai, The national park, we <i>*were spending</i> 3 hours to go to waterfalls and took the rest.	spent	The misuse of tense	Misformation
96	After we took the rest at waterfall, we <i>*were going</i> to the restaurant near the park, Kroua Kao Yai.	went	The misuse of tense	Misformation

97	After we finished lunch, we <i>*were going</i> to Dadsada that had many kind of flowers.	went	The misuse of tense	Misformation
98	Before we had to leave there, we <i>*were going</i> to the university.	went	The misuse of tense	Misformation
99	It <i>*is</i> a great opportunity for family members to gather together.	was	The misuse of tense	Misformation
100	After that, I took Petri dishes that <i>*have</i> culture medium and air sampling into the incubator for 24 hours.	had	The misuse of tense	Misformation
101	Next day, I counted the colonys of microorganisms that <i>*growth</i> on culture medium.	grew	Word function error	Misformation
102	In short, These <i>*are</i> tired Songkran Festival for me.	were	The misuse of tense	Misformation
103	My memorable trip is Japan trip because there <i>*are</i> many good story occered.	were	The misuse of tense	Misformation
104	The first, it <i>*were</i> the first time that I went to Japan.	was	Disagreement	Misformation
105	I <i>*very excited and proned</i> .	was	Omitted main verb	Omission
106	For example, Everything <i>*seem</i> to cleaned	seemed	The misuse of tense	Misformation

107	and traffic <i>*don't</i> busy.	didn't	1). Use appropriate item 2). The misuse of tense	1). Misformation 1). Misformation
108	I <i>*feel like</i> this here.	liked	1). Added extra main verb 2). Verb tense error	1). Addition 2). Misformation
109	I <i>*seen</i> the large snow area.	saw	Verb form error	Misformation
110	In short, I <i>*very happy</i> and funny	was/was	Omitted main verb	Omission
111	when I <i>*am</i> here.	was	The misuse of tense	Misformation
112	There <i>*are</i> many things I did during Singkran Festival.	were	The misuse of tense	Misformation
113	Because I <i>*has</i> a work that needs to be cleared to finish.	had	The misuse of tense	Misformation
114	Evening, I <i>*chat</i> with my old friends.	chatted/met	The misuse of tense	Misformation
115	For example, I and my brother <i>*pouring</i> water on the hands.	poured/asked	Verb form error	Misformation
116	The last week <i>*is</i> Songkran festival of Thailand.	was	The misuse of tense	Misformation

117	The last day of Songkran festival on 15 th April 2015 I <i>*stay</i> with my family.	stayed	The misuse of tense	Misformation
118	The last week <i>*is</i> Songkran Festival in Thailand.	was	The misuse of tense	Misformation
119	I <i>*have</i> a daily activity.	had	The misuse of tense	Misformation
120	First day, on 13rd April 2015 my family went to the temple and <i>*make</i> merit based culture.	made	The misuse of tense	Misformation
121	The last day of Songkran Festival, I <i>*stay</i> with my family.	stayed	The misuse of tense	Misformation
122	Today I <i>*have done</i> many activities with my family.	did	The misuse of tense	Misformation
123	Next, we <i>*taken</i> a shower in our room and got dress for having dinner.	took	Inflection-verb form error	Misformation
124	I was happy because I <i>*can</i> buy anything	could	The misuse of tense	Misformation
125	that I <i>*want</i> in there.	wanted	The misuse of tense	Misformation
126	After that, we went to dessert store that <i>*is</i> Banklaiwang.	was	The misuse of tense	Misformation
127	When I <i>*known</i> that Songkran weekend had a long weekend for 5 days, I was happy.	knew	Inflection-verb form error	Misformation

128	First, on 11 th April I went to restaurant with my family because today * <i>is</i> my father birthday.	was	The misuse of tense	Misformation
129	Some people * <i>like</i> it, but some people didn't like it too.	liked	The misuse of tense	Misformation
130	I thought I * <i>will</i> try to do it again exactly.	would	The misuse of tense	Misformation
131	I thought that if you * <i>want</i> to go to nightclub,	wanted	The misuse of tense	Misformation
132	you * <i>have</i> to go to Khoasan Road.	had	The misuse of tense	Misformation
133	Because, you * <i>will</i> meet many foreingner.	would	The misuse of tense	Misformation
134	Moreover, you * <i>will</i> get more friendship.	would	The misuse of tense	Misformation
135	In conclusion, I * <i>can</i> do many things	could	The misuse of tense	Misformation
136	that I * <i>need</i> it in Songkran weekend.	needed	The misuse of tense	Misformation
137	First, we ate at resterest, and food * <i>very good</i> .	was	Omitted main verb	Omission

138	It <i>*clean</i> and short waite.	was	Omitted main verb	Omission
139	It <i>*very cute</i> .	was	Omitted main verb	Omission
140	It <i>*very good</i> .	was	Omitted main verb	Omission
141	In the morning there <i>*have</i> a lot of food.	were	1). Use inappropriate items in a verb phrase 2).The misuse of tense	1). Misformation 2). Misformation
142	People <i>*have</i> a lot of in zoo,	had	The misuse of tense	Misformation
143	Climate in Singapore <i>*has</i> raining everyday.	had	The misuse of tense	Misformation
144	Everyone <i>*smiling</i>	was smiling	Omitted auxiliary be	Omission
145	although the weather <i>*is</i> very hot.	was	The misuse of tense	Misformation
146	After that, I felt good because cool in hot days, and I <i>*have</i> fun with friends.	had	The misuse of tense	Misformation

147	When I <i>*am</i> hungry, I ate sausage and fish ball.	was	The misuse of tense	Misformation
148	It was very tasty because I <i>*am</i> hungry	was	The misuse of tense	Misformation
149	Next, after a friend <i>*back</i> to Thammasat.	went back	1). Omitted main verb 2). Word function error 3). The misuse of tense	1). Omission 2). Misformation 3). Misformation
150	I <i>*am</i> an apprentice cook, and aunt told me it was delicious.	was	The misuse of tense	Misformation
151	Finally, I <i>*enjoy</i> eating at grandma's house, and slept there.	enjoyed	The misuse of tense	Misformation
152	I went to Kaolarn and Pattaya which it <i>*were</i> very funny.	was	Disagreement with grammatical person and number	Misformation

153	When I <i>*received</i> to Kao Larn I had lunch with my friend.	arrived	Misspelling- whole word error (substituted by a real unrelated word)	Misspelling
154	I <i>*had</i> very funny,	was/was	Use of inappropriate item	Misformation
155	I <i>*bright</i> something gave to my father and my mother.	brought	Misspelling- whole word error (substituted by a real word with the same initial consonant digraph)	Misspelling
156	Second, I <i>*had pour</i> water on my father and my mother, and they gave me their blessing and wishing m well.	poured	1). Added auxialary verb 2). The misuse of tense	1). Addition 2). Misformation

157	I <i>*enjoy played</i> in the water with my family.	enjoyed playing	1). The misuse of tense 2). non-use of dictionary form	1). Misformation 2). Misformation
158	In the Dreamworld, I <i>*enjoy played</i> the game and plaything, for example, Toenado and Wiking.	enjoyed playing	1). The misuse of tense 2). non-use of dictionary form	1). Misformation 2). Misformation
159	My father and my mother <i>*don't played</i> these playthings	didn't play	1). The misuse of tense 2). non-use of dictionary form	1). Misformation 2). Misformation
160	because they <i>*can not played</i> .	couldn't play	1). The misuse of tense 2). non-use of dictionary form	1). Misformation 2). Misformation
161	Whereat, we <i>*come</i> back to home, and had dinner at home.	came	The misuse of tense	Misformation
162	Sirom road had a lot of people, I walked in the street and <i>*splash of</i> water.	splashed	The misuse of tense	Misformation
163	We <i>*have</i> eight people.	had	The misuse of tense	Misformation

164	Important, this <i>*is</i> first time in Japan out it.	was	The misuse of tense	Misformation
165	City in Japan <i>*seem</i> claim but had life.	seemed	The misuse of tense	Misformation
166	They <i>*want</i> to helps everything	wanted	The misuse of tense	Misformation
167	because they <i>*seen</i> ours body.	saw	Inflection-verb form error	Misformation
168	They <i>*seem</i> happy	seemed	The misuse of tense	Misformation
169	<i>and *maked</i> our happy this time.	made	Inflection-regularization	Misformation
170	Finally, food Japanese <i>*were</i> delicious.	was	Disagreement with grammatical person and number	Misformation
171	First time, I ate food Japanese, I <i>*feel</i> love it, because it was so fresh and so delicious.	felt	The misuse of tense	Misformation

172	I washed and <i>*scribed</i> everything in my home.	scrubbed	Misspelling- whole word error (substituted by a real word with the same initial consonant trigraph)	Misspelling
173	I <i>*payed</i> respects to elders and family members.	paid	Inflection- regularization	Misformation
174	And <i>*drived</i> a bicycle to my hotel.	arrived	Inflection- regularization	Misformation
175	Second, we <i>*gone</i> to Chain Mai for relax time and saw many animals.	went	Inflection-verb form error	Misformation
176	Then, we <i>*gone</i> to have lunch at Chaing-Mai city.	went	Inflection-verb form error	Misformation
177	After that, we <i>*gone</i> to waterfall near that temple.	went	Inflection-verb form error	Misformation
178	We <i>*walk</i> along the way to saw the natural forest and found a bird which we never saw in another place in Thailand.	walked	The misuse of tense	Misformation
179	Then, we <i>*gone</i> to Mae-Sai Market.	went	Inflection-verb form error	Misformation

180	We saw the mainmar people to saled cigaretand something but I * <i>don't</i> want.	didn't	The misuse of tense	Misformation
181	It * <i>is</i> happy time to saw the light on the walking street and saw a lot of Chaing Mai people came to dance for good healthy.	was	The misuse of tense	Misformation
182	It * <i>good</i> activity.	was	Omitted main verb	Omission
183	Second, I went to football field because my brother * <i>have</i> a football mate.	had	The misuse of tense	Misformation
184	The result of this mate * <i>is</i> fail,	was	The misuse of tense	Misformation
185	but I * <i>cheer</i> on my brother for fighting chance.	cheered	The misuse of tense	Misformation
186	Then, I * <i>am read</i> a research for applied to the data in the seminar on next month.	read	Added auxiliary verb	Addition
187	My good memory trip * <i>was happen</i> in the last years.	happened	1). Added auxiliary verb 2). The misuse of tense	1). Addition 2). Misformation

188	I <i>*wen</i> the Ayudthaya trip.	went	Misspelling- Faulty graphemes (deleted consonant)	Misspelling
189	We <i>*have</i> so happy all trip.	were	1). Use of inappropriate item 2). The misuse of tense	1). Misformation 2). Misformation
190	This <i>*is</i> the trip	was	The misuse of tense	Misformation
191	the trip <i>*give</i> the acknowledges and funny.	gave	The misuse of tense	Misformation
192	The result were in the river's Ayudthaya <i>*have</i> the planktons.	had	The misuse of tense	Misformation
193	Finally, I <i>*aspected</i> everybody co-operation	expected	Misspelling- whole word error (substituted first syllable by another prefix)	Misspelling

194	everybody co-operation <i>*help</i> environmental for Thailand and for you.	helped	The misuse of tense	Misformation
195	First, I <i>*finish</i> the lab thesis.	finished	The misuse of tense	Misformation
196	Since I <i>*have</i> progress the lab thesis on next month.	had	The misuse of tense	Misformation
197	I <i>*red</i> the papers about Bionformatic, Genetic marker and Gene Technology.	read	Misspelling- Faulty graphemes (reduced vowel digraph)	Misspelling
198	Everyday I went to University and my class <i>*over</i> at 5 pm.	was	Omitted main verb	Omission
199	I cooked the dinner everyday and I <i>*have</i> a good time with my family.	had	The misuse of tense	Misformation
200	I was happy on long vacation because I finished everything that I <i>*aspected</i> .	expected	Misspelling- whole word error (substituted first syllable by another prefix)	Misspelling

201	There <i>*are</i> many locations	were/came	The misuse of tense	Misformation
202	that I <i>*come</i> with friends to trip.	came	The misuse of tense	Misformation
203	It <i>*funny</i> ,	was	Omitted main verb	Omission
204	and we <i>*tried</i> .	were	Omitted main verb	Omission
205	It <i>*beautiful</i> .	was	Omitted main verb	Omission
206	In short, it <i>*goods</i> remember of my mind.	was good	1). Omitted main verb 2). Word function error 3). The misuse of tense	1). Omission 2). Misformation 3). Misformation
207	There <i>*are</i> many things that I did during Songkran Festival.	were	The misuse of tense	Misformation
208	Some time we met young people opened the music and <i>*dance</i> on the road.	danced	The misuse of tense	Misformation
209	I <i>*tired</i>	was tired/	Omitted main verb	Omission

210	but <i>*can't slept</i> .	couldn't sleep	1). Verb tense error 2). Non-use of dictionary form	1). Misformation 2). Misformation
211	I felt cold but the weather <i>*is</i> hot.	was	The misuse of tense	Misformation
212	Then we <i>*can't went</i> to other location and we came back home.	couldn't go	1). Verb tense error 2). Non-use of dictionary form	1). Misformation 2). Misformation
213	I liked Songkran Festival, because it was funny how everything I <i>*do</i> .	did	The misuse of tense	Misformation
214	My friends <i>*has</i> about fifty person.	had	The misuse of tense	Misformation
215	I <i>*love</i> this trip.	loved	The misuse of tense	Misformation
216	I felt serious very much because my dog <i>*bite</i> my homework sheets.	bit	The misuse of tense	Misformation
217	Before going to sleep, I <i>*pray</i> the daily merit	prayed	The misuse of tense	Misformation

218	and *pay homage to a Buddha image.	paid	The misuse of tense	Misformation
219	In short, my holiday in Song Kran festival *is boring,	was	The misuse of tense	Misformation
220	but that *is the way	was	The misuse of tense	Misformation
221	I *like them.	liked	The misuse of tense	Misformation
222	Third, I went to our restaurant and *help my mother to cook a lot of food	helped	The misuse of tense	Misformation
223	I spent a lot of time with my family that *is my memorable trip.	was	The misuse of tense	Misformation
224	In conclusion, my Songkran festival *is very happy because I spent a lot of time with my family.	was	The misuse of tense	Misformation
225	I *didn't met them for a long time.	didn't meet	The non-use of dictionaru forms-double marking	Misformation
226	The king of Thailand *is building it.	built	Verb tense error	Misformation
227	There *are many fish.	were	Verb tense error	Misformation

228	Finally, we <i>*backed</i> to Bangkok at the night.	went back	1). Omitted main verb 2). Word function error	1). Omission 2). Misformation
229	I was sad but it <i>*is</i> the wonderful trip	was	The misuse of tense	Misformation
230	I was excited because it <i>*my first time</i> to sold something.	was my first time	Omitted main verb	Omission
231	There <i>*had</i> many people to played water and bought my goods.	were	Use of inappropriate items	Misformation
232	Ban San Kham condominium <i>*maked</i> us very happy because the room was very beautiful and looked like a new room.	made	Inflection-regularization	Misformation
233	For example, we played cards at night, talked about funny stories, and <i>*did cooked</i> for breakfast.	cooked	The non-use of dictionary forms-double marking	Misformation
234	In short, there <i>*are</i> my activities during Songkran Festival.	were	The misuse of tense	Misformation
235	Before my friend and I went to “Koh Chang”, we planned and prepared everything that we <i>*need</i> and wanted to do in this trip, such as: fresh seafoods, porks, softdrinks, beach balls, cloths, and snacks.	needed	The misuse of tense	Misformation

236	Before we came back home, we went to eat stir-fried Thai noodles and the Chinese black jelly that <i>*are</i> really delicious.	were	The misuse of tense	Misformation
237	Second day, I <i>*was cleaning</i> my house with my family since 8 am. to 5 pm.	cleaned	The misuse of tense	Misformation
238	And I <i>*was doing</i> my homework for 5 hours.	did	The misuse of tense	Misformation
239	In conclusion, mostly I <i>*spend</i> the time at home in the vocation but in this year, I went around with my family.	spent	The misuse of tense	Misformation

APPENDIX G
THE ANALYSIS OF GAP FILLING TASK

No.	Error	Reconstruction	Linguistic taxonomy	Surface strategy taxonomy
1	Suda was <i>*ling</i> in bed all morning.	lying	Misspelling-whole word error (substituted by an invented word)	Misspelling
2	Last night at 11 p.m., I <i>*am trying</i> to lose weight.	was trying	The misuse of tense	Misformation
3	She was <i>*writting</i> letters all day yesterday.	writing	Misspelling-faulty graphemes (double consonant)	Misspelling
4	Suda <i>*was lied</i> in bed all morning.	was lying	The misuse of tense	Misformation
5	Yesterday at this time, my dad <i>*was washed</i> the car.	was washing	The misuse of tense	Misformation
6	Last night at 11 p.m., I <i>*was tried</i> to lose weight.	was trying	The misuse of tense	Misformation
7	Suda was <i>*lieing</i> in bed all morning.	lying	Inflection-regularization	Misformation
8	Last night at 11 p.m., I <i>*were</i> trying to lose weight.	was	Disagreement with grammatical person and number	Misformation
9	Suda was <i>*ling</i> in bed all morning.	lying	Misspelling-whole word error (substituted by an invented word)	Misspelling

10	She <i>*were</i> writing letters all day yesterday.	was	Disagreement with grammatical person and number	Misformation
11	Suda <i>*were lieing</i> in bed all morning.	was lying	1). Disagreement with grammatical person and number 2). Inflection-regularization	1). Misformation 2). Misformation
12	Yesterday at this time, my dad <i>*were</i> washing the car.	was	Disagreement with grammatical person and number	Misformation
13	Last night at 11 p.m., I <i>*were</i> trying to lose weight.	was	Disagreement with grammatical person and number	Misformation
14	She was <i>*writeing</i> letters all day yesterday.	writing	Inflection-regularization	Misformation
15	Suda was <i>*liing</i> in bed all morning.	lying	Misspelling-whole word error (substituted by an invented word)	Misspelling
16	Suda was <i>*lieing</i> in bed all morning.	lying	Inflection-regularization	Misformation
17	Suda was <i>*lie</i> in bed all morning.	lying	Non-use of dictionary form	Misformation

18	Suda was <i>*liing</i> in bed all morning.	lying	Misspelling-whole word error (substituted by an invented word)	Misspelling
19	Last night at 11 p.m., I <i>*will tried</i> to lose weight. (try)	was trying	1). The misuse of tense 2).Non-use of dictionary forms	1). Misformation 2). Misformation
20	She <i>*have wrote</i> letters all day yesterday. (write)	was writing	1). The misuse of tense 2).Non-use of dictionary forms	1). Misformation 2). Misformation
21	Suda <i>*lied</i> in bed all morning. (lie)	was lying	The misuse of tense	Misformation
22	Yesterday at this time, my dad <i>*will washed</i> the car. (wash)	was washing	1). The misuse of tense 2).Non-use of dictionary forms	1). Misformation 2). Misformation
23	Last night at 11 p.m., I <i>*tryed</i> to lose weight. (try)	was trying	1). The misuse of tense 2).Inflection-regularization	1). Misformation 2). Misformation
24	She <i>*is writing</i> letters all day yesterday. (write)	was writing	The misuse of tense	Misformation
25	Suda <i>*lied</i> in bed all morning. (lie)	was lying	The misuse of tense	Misformation

26	Yesterday at this time, my dad * <i>washed</i> the car. (wash)	was washing	The misuse of tense	Misformation
27	Last night at 11 p.m., I * <i>trying</i> to lose weight. (try)	was trying	Omitted auxiliary verb	Omission
28	She * <i>writting</i> letters all day yesterday. (write)	was writing	1). Omitted auxiliary verb 2). Misspelling-faulty graphemes	1). Omission 2). Misspelling
29	Suda * <i>lying</i> in bed all morning. (lie)	was lying	Omitted auxiliary verb	Omission
30	Yesterday at this time, my dad * <i>washing</i> the car. (wash)	was washing	Omitted auxiliary verb	Omission
31	Last night at 11 p.m., I * <i>trying</i> to lose weight. (try)	was trying	Omitted auxiliary verb	Omission
32	She * <i>writting</i> letters all day yesterday. (write)	was writing	1). Omitted auxiliary verb 2). Misspelling-faulty graphemes (double consonant)	1). Omission 2). Misspelling
33	Suda * <i>lieing</i> in bed all morning. (lie)	was lying	1). Omitted auxiliary verb 2). Inflection-regularization	1). Omission 2). Misformation
34	Yesterday at this time, my dad * <i>washing</i> the car. (wash)	was washing	Omitted auxiliary verb	Omission
35	Last night at 11 p.m., I * <i>try</i> to lose weight. (try)	was trying	The misuse of tense	Misformation
36	She * <i>wrote</i> letters all day yesterday. (write)	was writing	The misuse of tense	Misformation
37	Suda * <i>lie</i> in bed all morning. (lie)	was lying	The misuse of tense	Misformation
38	Yesterday at this time, my dad * <i>wash</i> the car. (wash)	was washing	The misuse of tense	Misformation

39	Last night at 11 p.m., I <i>*tring</i> to lose weight. (try)	was trying	1). Omitted auxiliary verb 2). Inflection-regularization	1). Omission 2). Misformation
40	She <i>*writing</i> letters all day yesterday. (write)	was writing	Omitted auxiliary verb	Omission
41	Suda <i>*lieing</i> in bed all morning. (lie)	was lying	1). Omitted auxiliary verb 2). Inflection-regularization	1). Omission 2). Misformation
42	Yesterday at this time, my dad <i>*washing</i> the car. (wash)	was washing	Omitted auxiliary verb	Omission
43	Last night at 11 p.m., I <i>*was tried</i> to lose weight. (try)	was trying	The misuse of tense	Misformation
44	She <i>*was writed</i> letters all day yesterday. (write)	was writing	The misuse of tense	Misformation
45	Suda <i>*was lied</i> in bed all morning. (lie)	was lying	The misuse of tense	Misformation
46	Yesterday at this time, my dad <i>*was washed</i> the car. (wash)	was washing	The misuse of tense	Misformation
47	Last night at 11 p.m., I <i>*tried</i> to lose weight. (try)	was trying	The misuse of tense	Misformation
48	She <i>*wrote</i> letters all day yesterday. (write)	was writing	The misuse of tense	Misformation
49	Suda <i>*lied</i> in bed all morning. (lie)	was lying	The misuse of tense	Misformation
50	Yesterday at this time, my dad <i>*wash</i> the car. (wash)	was washing	The misuse of tense	Misformation
51	My stomach <i>*fell</i> strange for hours after the party last night.	felt	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
52	I <i>*bring</i> you my flowers.	brought	The misuse of tense	Misformation

53	We * <i>cauth</i> the bus to get here.	caught	Misspelling-faulty graphemes (substituted consonants by another)	Misspelling
54	She * <i>blow</i> the candle.	blew	The misuse of tense	Misformation
55	She * <i>dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
56	I * <i>hanged</i> those pictures on the wall.	hung	Inflection-regularization	Misformation
57	We * <i>flied</i> from New York to Atlanta for the conference last month.	flew	Inflection-regularization	Misformation
58	I * <i>brough</i> you my flowers.	brought	Misspelling-faulty graphemes (deleted final consonant)	Misspelling
59	They * <i>builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
60	We * <i>catched</i> the bus to get here.	caught	Inflection-regularization	Misformation
61	I * <i>bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
62	She * <i>diged</i> into her purse and took out a few coins.	dug	Inflection-regularization	Misformation
63	I * <i>readed</i> a good book last night.	read	Inflection-regularization	Misformation
64	She * <i>send</i> him love letters last year.	sent	The misuse of tense	Misformation
65	I * <i>hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
66	We * <i>flied</i> from New York to Atlanta for the conference last month.	flew	Inflection-regularization	Misformation

67	I <i>*brough</i> you my flowers.	brought	Misspelling-faulty graphemes (deleted final consonant)	Misspelling
68	I <i>*cry</i> a lot yesterday.	cried	The misuse of tense	Misformation
69	They <i>*builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
70	We <i>*caughted</i> the bus to get here.	caught	Inflection-regularization	Misformation
71	I <i>*bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
72	I <i>*hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
73	We <i>*fly</i> from New York to Atlanta for the conference last month.	flew	The misuse of tense	Misformation
74	I <i>*brang</i> you my flowers.	brought	Misspelling-whole word error (substituted by an invented word with same initial consonant digraphs)	Misspelling
75	I <i>*cry</i> a lot yesterday.	cried	The misuse of tense	Misformation
76	We <i>*caughted</i> the bus to get here.	caught	Inflection-regularization	Misformation
77	I <i>*bite</i> my nails everyday five years ago.	bit	The misuse of tense	Misformation
78	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
79	I <i>*hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation

80	We <i>*flought</i> from New York to Atlanta for the conference last month.	flew	Misspelling-whole word error (substituted by an invented word with same initial consonant digraphs)	Misspelling
81	I <i>*bring</i> you my flowers.	brought	The misuse of tense	Misformation
82	They <i>*drunk</i> a whole bottle of wine.	drank	Inflection-verb form error	Misformation
83	He <i>*tell</i> you the secret.	told	The misuse of tense	Misformation
84	They <i>*build</i> a perfect sand castle at the beach last summer.	built	The misuse of tense	Misformation
85	We <i>*caughted</i> the bus to get here.	caught	Inflection-regularization	Misformation
86	I <i>*bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
87	She <i>*blowed</i> the candle.	blew	Inflection-regularization	Misformation
88	I <i>*sung</i> three songs last Monday.	sang	Inflection-verb form error	Misformation
89	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
90	I <i>*red</i> a good book last night.	read	Misspelling-faulty graphemes (reduced vowel digraphs)	Misspelling
91	She <i>*send</i> him love letters last year.	sent	The misuse of tense	Misformation
92	I <i>*hanged</i> those pictures on the wall.	hung	Inflection-regularization	Misformation

93	We <i>*fly</i> from New York to Atlanta for the conference last month.	flew	The misuse of tense	Misformation
94	My stomach <i>*fel</i> strange for hours after the party last night.	felt	Misspelling-faulty graphemes (reduced consonant)	Misspelling
95	I <i>*bring</i> you my flowers.	brought	The misuse of tense	Misformation
96	I <i>*cry</i> a lot yesterday.	cried	The misuse of tense	Misformation
97	He <i>*toll</i> you the secret.	told	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
98	They <i>*build</i> a perfect sand castle at the beach last summer.	built	The misuse of tense	Misformation
99	We <i>*caught</i> the bus to get here.	caught	Inflection-regularization	Misformation
100	I <i>*bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
101	She <i>*blowed</i> the candle.	blew	Inflection-regularization	Misformation
102	She <i>*digid</i> into her purse and took out a few coins.	dug	Inflection-regularization	Misformation
103	We <i>*flow</i> from New York to Atlanta for the conference last month.	flew	Misspelling-whole word error (substituted by minimal pair counter part)	Misspelling

104	I <i>*brang</i> you my flowers.	broguth	Misspelling-whole word error (substituted by an invented word with same initial consonant digraphs)	Misspelling
105	They <i>*builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
106	We <i>*caughted</i> the bus to get here.	caught	Inflection-regularization	Misformation
107	I <i>*bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
108	She <i>*blowed</i> the candle.	blew	Inflection-regularization	Misformation
109	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
110	She <i>*send</i> him love letters last year.	sent	The misuse of tense	Misformation
111	I <i>*hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
112	We <i>*fly</i> from New York to Atlanta for the conference last month.	flew	The misuse of tense	Misformation
113	My stomach <i>*feel</i> strange for hours after the party last night.	felt	The misuse of tense	Misformation
114	I <i>*brang</i> you my flowers.	brought	Misspelling-whole word error (substituted by an invented word with same initial consonant digraphs)	Misspelling
115	I <i>*cry</i> a lot yesterday.	cried	The misuse of tense	Misformation
116	He <i>*tell</i> you the secret.	told	The misuse of tense	Misformation

117	They <i>*builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
118	We <i>*catch</i> the bus to get here.	caught	The misuse of tense	Misformation
119	I <i>*bate</i> my nails everyday five years ago.	bit	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
120	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
121	She <i>*send</i> him love letters last year.	sent	The misuse of tense	Misformation
122	We <i>*flound</i> from New York to Atlanta for the conference last month.	flew	Misspelling-whole word error (substituted by an invented word with same initial consonant digraphs)	Misspelling
123	I <i>*brouth</i> you my flowers.	brought	Misspelling-faulty graphemes (substituted consonants by another)	Misspelling
124	They <i>*builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
125	We <i>*catch</i> the bus to get here.	caught	The misuse of tense	Misformation
126	I <i>*bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
127	I <i>*song</i> three songs last Monday.	sang	Misspelling-whole word error (substituted by minimal pair counter part)	Misformation

128	She * <i>dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
129	She * <i>send</i> him love letters last year.	sent	The misuse of tense	Misformation
130	I * <i>hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
131	We * <i>flied</i> from New York to Atlanta for the conference last month.	flew	Inflection-regularization	Misformation
132	I * <i>was</i> you my flowers.	brought	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
133	He * <i>toll</i> you the secret.	told	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
134	They * <i>builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
135	We * <i>catch</i> the bus to get here.	caught	The misuse of tense	Misformation
136	I * <i>bite</i> my nails everyday five years ago.	bit	The misuse of tense	Misformation
137	She * <i>blowed</i> the candle.	blew	Inflection-regularization	Misformation
138	She * <i>digged</i> into her purse and took out a few coins.	dug	Inflection-regularization	Misformation
139	I * <i>hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
140	They * <i>drunk</i> a whole bottle of wine.	drank	Inflection-verb form error	Misformation
141	I * <i>bite</i> my nails everyday five years ago.	bit	The misuse of tense	Misformation
142	She * <i>dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
143	She * <i>send</i> him love letters last year.	sent	The misuse of tense	Misformation

144	I * <i>hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
145	We * <i>fly</i> from New York to Atlanta for the conference last month.	flew	The misuse of tense	Misformation
146	I * <i>boun</i> you my flowers.	brought	Misspelling-whole word error (substituted by an invented word)	Misspelling
147	I * <i>cry</i> a lot yesterday.	cried	The misuse of tense	Misformation
148	They * <i>builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
149	We * <i>catch</i> the bus to get here.	caught	The misuse of tense	Misformation
150	I * <i>bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
151	She * <i>blow</i> the candle.	blew	The misuse of tense	Misformation
152	I * <i>song</i> three songs last Monday.	sang	Misspelling-whole word error (substituted by minimal pair counter part)	Misspelling
153	She * <i>dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
154	She * <i>send</i> him love letters last year.	sent	The misuse of tense	Misformation
155	I * <i>hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
156	We * <i>flied</i> from New York to Atlanta for the conference last month.	flew	Inflection-regularization	Misformation

157	My stomach <i>*fled</i> strange for hours after the party last night.	felt	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
158	I <i>*brank</i> you my flowers.	brought	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
159	I <i>*cryed</i> a lot yesterday.	cried	Inflection-regularization	Misformation
160	He <i>*telled</i> you the secret.	told	Inflection-regularization	Misformation
161	They <i>*build</i> a perfect sand castle at the beach last summer.	built	The misuse of tense	Misformation
162	We <i>*catch</i> the bus to get here.	caught	The misuse of tense	Misformation
163	She <i>*blowed</i> the candle.	blew	Inflection-regularization	Misformation
164	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
165	I <i>*readed</i> a good book last night.	read	Inflection-regularization	Misformation
166	She <i>*send</i> him love letters last year.	sent	The misuse of tense	Misformation
167	We <i>*flow</i> from New York to Atlanta for the conference last month.	flew	Misspelling-whole word error (substituted by minimal pair counter part)	Misspelling
168	I <i>*bring</i> you my flowers.	brought	The misuse of tense	Misformation
169	He <i>*toll</i> you the secret.	told	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling

170	She <i>*bluw</i> the candle.	blew	Misspelling-faulty phoneme(substituted by minimal pair counter part)	Misspelling
171	She <i>*diger</i> into her purse and took out a few coins.	dug	Inflection-regularization	Misformation
172	I <i>*readed</i> a good book last night.	read	Inflection-regularization	Misformation
173	She <i>*sended</i> him love letters last year.	sent	Inflection-regularization	Misformation
174	I <i>*hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
175	I <i>*bringed</i> you my flowers.	brought	Inflection-regularization	Misformation
176	I <i>*cryed</i> a lot yesterday.	cried	Inflection-regularization	Misformation
177	He <i>*cuted</i> the cake into six for his children.	cut	Inflection-regularization	Misformation
178	They <i>*builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
179	We <i>*catched</i> the bus to get here.	caught	Inflection-regularization	Misformation
180	I <i>*bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
181	She <i>*blowed</i> the candle.	blew	Inflection-regularization	Misformation
182	She <i>*diger</i> into her purse and took out a few coins.	dug	Inflection-regularization	Misformation
183	She <i>*send</i> him love letters last year.	sent	The misuse of tense	Misformation
184	I <i>*hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
185	We <i>*flow</i> from New York to Atlanta for the conference last month.	flew	Misspelling-whole word error (substituted by minimal pair counter part)	Misspelling

186	My stomach <i>*feel</i> strange for hours after the party last night.	felt	The misuse of tense	Misformation
187	They <i>*builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
188	I <i>*bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
189	She <i>*blow</i> the candle.	blew	The misuse of tense	Misformation
190	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
191	I <i>*bring</i> you my flowers.	brought	The misuse of tense	Misformation
192	They <i>*build</i> a perfect sand castle at the beach last summer.	built	The misuse of tense	Misformation
193	We <i>*caughted</i> the bus to get here.	caught	Inflection-regularization	Misformation
194	I <i>*song</i> three songs last Monday.	sang	Misspelling-whole word error (substituted by minimal pair counter part)	Misspelling
195	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
196	I <i>*readed</i> a good book last night.	read	Inflection-regularization	Misformation
197	She <i>*send</i> him love letters last year.	sent	The misuse of tense	Misformation
198	We <i>*fly</i> from New York to Atlanta for the conference last month.	flew	The misuse of tense	Misformation
199	I <i>*bring</i> you my flowers.	brought	The misuse of tense	Misformation

200	They * <i>drand</i> a whole bottle of wine.	drank	Misspelling-whole word error (substituted by an invented word with different final consonant)	Misspelling
201	They * <i>builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
202	We * <i>catched</i> the bus to get here.	caught	Inflection-regularization	Misformation
203	I * <i>bited</i> my nails everyday five years ago.	bit	Inflection-regularization	Misformation
204	She * <i>dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
205	I * <i>hang</i> those pictures on the wall.	hung	The misuse of tense	Misformation
206	We * <i>fly</i> from New York to Atlanta for the conference last month.	flew	The misuse of tense	Misformation
207	My stomach * <i>feel</i> strange for hours after the party last night.	felt	The misuse of tense	Misformation
208	They * <i>drunk</i> a whole bottle of wine.	drank	Inflection-verb form error	Misformation
209	They * <i>builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
210	I * <i>bite</i> my nails everyday five years ago.	bit	The misuse of tense	Misformation
211	She * <i>dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
212	I * <i>readed</i> a good book last night.	read	Inflection-regularization	Misformation
213	I * <i>hanged</i> those pictures on the wall.	hung	Inflection-regularization	Misformation

214	We <i>*flow</i> from New York to Atlanta for the conference last month.	flew	Misspelling-whole word error (substituted by minimal pair counter part)	Misspelling
215	I <i>*brang</i> you my flowers.	brought	Misspelling-whole word error (substituted by an invented word with same initial consonant digraphs)	Misspelling
216	They <i>*builded</i> a perfect sand castle at the beach last summer.	built	Inflection-regularization	Misformation
217	We <i>*cautch</i> the bus to get here.	caught	Misspelling-faulty graphemes (substituted consonants by another)	Misspelling
218	She <i>*blowed</i> the candle.	blew	Inflection-regularization	Misformation
219	She <i>*dig</i> into her purse and took out a few coins.	dug	The misuse of tense	Misformation
220	she <i>*droped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
221	Somsak <i>*broken</i> his leg	broke	Inflection-verb form error	Misformation
222	My sister <i>*was talk</i> on the phone	was talking	Non-use of dictionary forms	Misformation

223	when I <i>*arrive</i>	arrived	The misuse of tense	Misformation
224	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
225	she <i>*wasdroping</i> it on her foot	dropped	1). The misuse of tense 2). Misspelling-faulty graphemes (reduced double consonant)	1). Misformation 2). Misspelling
226	Somsak <i>*broke</i> d his leg	broke	Inflection-verb form error	Misformation
227	while he <i>*was plai</i> ed football.	was playing	1). The misuse of tense 2). Inflection-regularization	1). Misformation 2). Misformation
228	she <i>*find</i> some money.	found	The misuse of tense	Misformation
229	When the scientists <i>*was discover</i> ing the new drug,	discovered	The misuse of tense	Misformation
230	they <i>*work</i> ed in their laboratory.	were working	The misuse of tense	Misformation
231	When she <i>*was carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
232	she <i>*drop</i> ed it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
233	Somsak <i>*broken</i> his leg	broke	Inflection-verb form error	Misformation
234	Suda <i>*was smil</i> ing to a girl next to her	smiled	The misuse of tense	Misformation

235	When she <i>*carry</i> a suitcase,	was carrying	The misuse of tense	Misformation
236	she <i>*was dropping</i> it on her foot	dropped	1). The misuse of tense 2). Misspelling-faulty graphemes (reduced double consonant)	1). Misformation 2). Misspelling
237	she <i>*find</i> some money.	found	The misuse of tense	Misformation
238	Suda <i>*smile</i> to a girl next to her	smiled	The misuse of tense	Misformation
239	My sister <i>*were</i> talking on the phone	was	Disagreement with grammatical person and number	Misformation
240	they <i>*was</i> working in their laboratory.	were	Disagreement with grammatical person and number	Misformation
241	When she <i>*were</i> carrying a suitcase,	was	Disagreement with grammatical person and number	Misformation
242	she <i>*dropped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
243	Somsak <i>*brealed</i> his leg	broke	Inflection-regularization	Misformation

244	while he <i>*were</i> playing football.	was	Disagreement with grammatical person and number	Misformation
245	While Nid <i>*were</i> walking.	was	Disagreement with grammatical person and number	Misformation
246	while she <i>*were</i> sitting with parents at the airport.	was	Disagreement with grammatical person and number	Misformation
247	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
248	she <i>*was dropping</i> it on her foot	dropped	The misuse of tense	Misformation
249	she <i>*finded</i> some money.	found	Inflection-regularization	Misformation
250	he <i>*kick</i> his foot	kicked	The misuse of tense	Misformation
251	she <i>*froud</i> some money.	found	Misspelling-faulty graphemes (added consonant)	Misspelling
252	she <i>*droped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
253	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
254	she <i>*was dropping</i> it on her foot	dropped	The misuse of tense	Misformation
255	Suda <i>*smile</i> to a girl next to her	smiled	The misuse of tense	Misformation

256	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
257	she <i>*drop</i> it on her foot	dropped	The misuse of tense	Misformation
258	Somsak <i>*brea</i> ked his leg	broke	Inflection-regularization	Misformation
259	While Bill <i>*ran</i> ,	was running	The misuse of tense	Misformation
260	he <i>*was kicking</i> his foot	kicked	The misuse of tense	Misformation
261	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
262	she <i>*was droping</i> it on her foot	dropped	1). The misuse of tense 2). Misspelling-faulty graphemes (reduced double consonant)	1). Misformation 2). Misspelling
263	While Suthee <i>*waited</i> for the train,	was waiting	The misuse of tense	Misformation
264	he <i>*was giving</i> money to a beggar	gave	The misuse of tense	Misformation
265	Somsak <i>*was breaking</i> his leg	broke	The misuse of tense	Misformation
266	while he <i>*played</i> football.	was playing	The misuse of tense	Misformation
267	While Nid <i>*walked</i> ,	was walking	The misuse of tense	Misformation
268	she <i>*was finding</i> some money.	found	The misuse of tense	Misformation
269	While Bill <i>*ran</i> ,	was running	The misuse of tense	Misformation
270	he <i>*kick</i> his foot	kicked	The misuse of tense	Misformation
271	they <i>*will worked</i> in their laboratory.	were working	1). The misuse of tense 2). Non-use of dictionary form	1). Misformation 2). Misformation

272	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
273	she <i>*drop</i> it on her foot	dropped	The misuse of tense	Misformation
274	While Suthee <i>*waited</i> for the train,	was waiting	The misuse of tense	Misformation
275	while he <i>*played</i> football.	was playing	The misuse of tense	Misformation
276	While Nid <i>*walked</i> ,	was walking	The misuse of tense	Misformation
277	while she <i>*sat</i> with parents at the airport.	was sitting	The misuse of tense	Misformation
278	While Bill <i>*ran</i> ,	was running	The misuse of tense	Misformation
279	My sister <i>*talked</i> on the phone	was talking	The misuse of tense	Misformation
280	they <i>*worked</i> in their laboratory.	were working	The misuse of tense	Misformation
281	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
282	she <i>*droped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
283	While Suthee <i>*waited</i> for the train,	was waiting	The misuse of tense	Misformation
284	Somsak <i>*brealed</i> his leg	broke	Inflection-regularization	Misformation
285	while he <i>*played</i> football.	was playing	The misuse of tense	Misformation
286	While Nid <i>*walked</i>	was walking	The misuse of tense	Misformation
287	while she <i>*sat</i> with parents at the airport.	was sitting	The misuse of tense	Misformation
288	While Bill <i>*running</i>	was running	Omitted auxiliary verb	Omission
289	My sister <i>*talking</i> on the phone	was talking	Omitted auxiliary verb	Omission
290	they <i>*working</i> in their laboratory	were working	Omitted auxiliary verb	Omission
291	When she <i>*carrying</i> a suitcase	was carrying	Omitted auxiliary verb	Omission

292	she <i>*droped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
293	While Suthee <i>*waiting</i> for the train,	was waiting	Omitted auxiliary verb	Omission
294	Somsak <i>*break</i> his leg	broke	The misuse of tense	Misformation
295	while he <i>*playing</i> football	was playing	Omitted auxiliary verb	Omission
296	While Nid <i>*walking</i>	was walking	Omitted auxiliary verb	Omission
297	while she <i>*sitting</i> with parents at the airport.	was sitting	Omitted auxiliary verb	Omission
298	While Bill <i>*running</i>	was running	Omitted auxiliary verb	Omission
299	My sister <i>*talking</i> on the phone	was talking	Omitted auxiliary verb	Omission
300	they <i>*working</i> in their laboratory.	were working	Omitted auxiliary verb	Omission
301	When she <i>*carrying</i> a suitcase,	was carrying	Omitted auxiliary verb	Omission
302	she <i>*droped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
303	While Suthee <i>*waitting</i> for the train,	was waiting	1). Omitted auxiliary verb 2). Misspelling-faulty graphemes (double consonant)	1). Omission 2). Misspelling

304	Somsak * <i>was breakking</i> his leg	broke	1). The misuse of tense 2). Misspelling-faulty graphemes (double consonant)	1). Misformation 2). Misspelling
305	while he * <i>played</i> football.	was playing	The misuse of tense	Misformation
306	While Nid * <i>walking</i>	was walking	Omitted auxiliary verb	Omission
307	she * <i>finded</i> some money.	found	Inflection-regularization	Misformation
308	while she * <i>sitting</i> with parents at the airport.	was sitting	Omitted auxiliary verb	Omission
309	While Bill * <i>ran</i>	was running	The misuse of tense	Misformation
310	he * <i>will kick</i> his foot	kicked	The misuse of tense	Misformation
311	My sister * <i>talk</i> on the phone	was talking	The misuse of tense	Misformation
312	when I * <i>will arrive</i>	arrived	The misuse of tense	Misformation
313	When the scientists * <i>discover</i> the new drug,	discovered	The misuse of tense	Misformation
314	they * <i>work</i> in their laboratory.	were working	The misuse of tense	Misformation
315	When she * <i>carry</i> a suitcase,	was carrying	The misuse of tense	Misformation
316	she * <i>drop</i> it on her foot	dropped	The misuse of tense	Misformation
317	While Suthee * <i>wait</i> for the train,	was waiting	The misuse of tense	Misformation
318	he * <i>will give</i> money to a beggar	gave	The misuse of tense	Misformation
319	Somsak * <i>will break</i> his leg	broke	The misuse of tense	Misformation
320	while he * <i>play</i> football.	was playing	The misuse of tense	Misformation

321	While Nid <i>*walk</i>	was walking	The misuse of tense	Misformation
322	she <i>*will find</i> some money.	found	The misuse of tense	Misformation
323	Suda <i>*smile</i> to a girl next to her	smiled	The misuse of tense	Misformation
324	while she <i>*will sit</i> with parents at the airport.	was sitting	The misuse of tense	Misformation
325	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
326	she <i>*was dropping</i> it on her foot	dropped	The misuse of tense	Misformation
327	While Bill <i>*running</i>	was running	Omitted auxiliary verb	Omission
328	My sister <i>*talking</i> on the phone	was talking	Omitted auxiliary verb	Omission
329	When the scientists <i>*discovering</i> the new drug,	discovered	1). The misuse of tense 2). Omitted auxiliary verb	1). Misformation 2).Omission
330	they <i>*working</i> in their laboratory.	were working	Omitted auxiliary verb	Omission
331	When she <i>*carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
332	she <i>*dropping</i> it on her foot	dropped	1). The misuse of tense 2). Omitted auxiliary verb	1). Misformation 2).Omission
333	While Suthee <i>*waited</i> for the train,	was waiting	The misuse of tense	Misformation
334	he <i>*giving</i> money to a beggar	gave	1). The misuse of tense 2). Omitted auxiliary verb	1). Misformation 2).Omission

335	Somsak * <i>breaking</i> his leg	broke	1). The misuse of tense 2). Omitted auxiliary verb	1). Misformation 2). Omission
336	while he * <i>play</i> football.	was playing	The misuse of tense	Misformation
337	While Nid * <i>walked</i>	was walking	The misuse of tense	Misformation
338	she * <i>finding</i> some money.	found	1). The misuse of tense 2). Omitted auxiliary verb	1). Misformation 2). Omission
339	while she * <i>sitting</i> with parents at the airport.	was sitting	Omitted auxiliary verb	Omission
340	While Bill * <i>was ran</i>	was running	Non-use of dictionary forms	Misformation
341	My sister * <i>talk</i> on the phone	was talking	The misuse of tense	Misformation
342	they * <i>worked</i> in their laboratory.	were working	The misuse of tense	Misformation
343	When she * <i>carried</i> a suitcase,	was carrying	The misuse of tense	Misformation
344	she * <i>droped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
345	While Suthee * <i>was waited</i> for the train,	was waiting	The misuse of tense	Misformation
346	while he * <i>was played</i> football.	was playing	The misuse of tense	Misformation
347	While Nid * <i>was walked</i>	was walking	The misuse of tense	Misformation

348	while she <i>*was sitted</i> with parents at the airport.	was sitting	1). The misuse of tense 2). Inflection-regularization	1). Misformation 2). Misformation
349	While Bill <i>*running</i>	was running	Omitted auxiliary verb	Omission
350	My sister <i>*talking</i> on the phone	was talking	Omitted auxiliary verb	Omission
351	they <i>*worked</i> in their laboratory.	were working	The misuse of tense	Misformation
352	When she <i>*carring</i> a suitcase,	was carrying	1). Omitted auxiliary verb 2). Inflection-regularization	1). Omission 2). Misformation
353	she <i>*droped</i> it on her foot	dropped	Misspelling-faulty graphemes (reduced double consonant)	Misspelling
354	While Suthee <i>*waiting</i> for the train,	was waiting	Omitted auxiliary verb	Omission
355	while he <i>*playing</i> football.	was playing	Omitted auxiliary verb	Omission
356	While Nid <i>*walking</i>	was walking	Omitted auxiliary verb	Omission
357	she <i>*fand</i> some money.	found	Misspelling-whole word error (substituted by a real unrelated word)	Misspelling
358	Suda <i>*smiling</i> to a girl next to her	smiled	1). The misuse of tense 2). Omitted auxiliary verb	1). Misformation 2). Omission

359	while she <i>*sat</i> with parents at the airport.	was sitting	The misuse of tense	Misformation
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BIOGRAPHY

Name	Ms. Chatruethai Namkaew
Date of Birth	April 30, 1991
Educational Attainment	2012: Bachelor of Arts (English) (second class honors)
Scholarship	2016: Language Institute, Thammasat University 2011: International Relations Division, Khon Kaen University
Work Experiences	2015-2016: Marketing Communications Executive Blue Aqua International Co., Ltd 2014: Executive Secretary Northern Gulf Oil Co., Ltd 2013-2014: Logistics Management Hycare International Co., Ltd