# AN ANALYSIS OF ERRORS IN SIMPLE PAST TENSE IN E-MAIL WRITING BY HOTEL STAFF


**BY**

**MR. SERMCHART CHALARDLUMSAKUL**


**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL**

**FULFILLMENT OF**

**THE REQUIREMENTS FOR THE DEGREE OF**

**MASTER OF ARTS IN**

**TEACHING ENGLISH AS A FOREIGN LANGUAGE**


**LANGUAGE INSTITUTE**

**THAMMASAT UNIVERSITY**


**ACADEMIC YEAR 2015**


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ENTITLED

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## ABSTRACT

This study was conducted to analyze the errors in past simple tense, produced by hotel employees in email writing. The study aimed to find the error types of past simple tense, based on surface strategy taxonomy, and their frequency of occurrence.

The results of the study revealed that there are four types of errors; tense, omission, misformation, and addition. Errors in using tense were the most problematic with the highest frequency of 60.73% while the addition type of error was found to have the least frequency at 1.57%. The findings of the study could be useful to Thai EFL/ESL learners to improve their knowledge of English past simple tense while teachers can use the results as a source of information to enhance their teaching techniques and materials to help their students master their knowledge of using the correct tense.

Recognizing the occurrence of errors is important in second language learning. Teachers can help facilitate the learning process of students if they know what the problematic areas are and can therefore help students to address their weaknesses. In a Thai context, learning English can be difficult because the two languages are totally different in terms of grammatical rules. Analysis of errors can be beneficial and can possibly lead to more successful and effective teaching and learning English for Thai EFL/ESL students.

**Keywords**: Past Simple Tense, Error Analysis, Adult ESL/EFL Learners

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Mr. Sermchart Chalardlumsakul

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# CHAPTER 1
# INTRODUCTION

## 1.1 BACKGROUND

English language has played an important role in the world of information and technology. Being able to use English proficiently is a major goal for all English learners. Helping learners achieve this has been a very challenging task for language teachers. The goal of teaching English is to develop learners' communicative competence, which means not only to provide enough opportunities for learners to practice the language, but also to analyze what are the most common errors that most learners make, how to make them realize these errors, and how to correct them. According to Corder (1967), making errors is common among language learners, especially grammatical errors. Errors can be found in both spoken and written forms, reflecting the underlying knowledge of learners; how learners have perceived the target language and how they produce it. However, grammatical errors can affect the underlying messages that speakers or writers try to convey. It is important to note that delivering messages without any misspelling or grammatical mistakes is considered professional while any content containing such errors can negatively affect the image of speakers or writers in terms of perceived educational background or even personality, especially in the world of business where communicative competence is essential.

Of all the types of grammatical errors, the use of tenses can be considered the most common error made by Thai EFL students. According to Sujitra Yamput (2011), tense is the essential part in English as it expresses time through a variety of verb forms. However, there is no tense system in Thai language to express the time when a particular action occurs. Therefore, the verb conjugation in past simple tense has been a critical problem among Thai ESL/EFL learners in their language acquisition. Preeyaporn Sorattayatorn (2003) has investigated this problem and found that the use of past tense and past tense verb forms is one of the major problems that Thai ESL/EFL learners face. Sutee Mahaboonpati (2013) has also investigated the errors in using English past tenses, namely simple past tense and past progressive tense, among the second year students at Assumption Commercial College. The result shows that the use of past tense in English and past tense verb forms are still problematic among the participants. Regardless of the emphasis on grammar instruction in English language learning, many Thai ESL/EFL learners still face problems of using the correct verb forms in English past tense.

Error analysis is a branch of Applied Linguistics which has two functions, namely theoretical and practical (Abushihab, 2014). The theoretical function deals

with methodology and knowledge of the target language that learners possess, facilitating researchers in finding out the difference between the teaching process and the perception of learners. This practical area allows researchers to identify the mismatch between the knowledge of learners and the target situation. Because errors occur repeatedly without being recognized by learners, it is the teachers' responsibility to locate the errors and help students to realize where the errors occur and how to correct them. Among all types of errors, as mentioned, grammatical errors are very common among language learners. Grammar is a part of language which has to be learned by language learners. Words of a particular language must be combined by grammatical rules to form meaningful sentences. Learners have to produce sentences grammatically so that the sentences and utterances can be delivered according to their purposes (Greenbaum and Nelson, 2002). Moreover, according to Ellis (1997), cited in Putri and Dewanti (2014), grammar is traditionally concerned with rules and principles which determine formation and interpretation of words, phrases and sentences. Therefore, language learners have to understand what the grammatical rules of the target language are and how to apply them when producing the language, especially in writing.

Writing in English language is a great challenge for English language learners, not only for beginners but also advanced learners. Since English language has been and still is the main form of business communication around the world, being able to use English well can be a major advantage for everyone. While being a fluent English speaker is a primary requirement in many professional fields, English language writing skills are also important as written English is the only way to communicate when oral communication is not possible. Electronic mail (e-mail) has recently become the main form of business communication, allowing businesses to grow worldwide. According to Chapman (2007), e-mail content should be concise, conclusive, and error free. Any e-mail content that contains misspellings or grammatical errors can be considered as unprofessional which would affect the image of the writer and can negatively affect any business as it can cause misunderstanding. Therefore, good writing skill is required because without it misunderstanding can occur and what is to be communicated can be misunderstood. Correctness in writing is important and it has therefore become one of the major concerns among education policy makers who wish to encourage teachers to implant the idea of the importance of correctness in writing English among learners (Barber, 2006). Writing quality can affect the image of the writers giving the impression that they are either professional or unprofessional, detail-oriented or not attentive. In summary, good writing skill is required in the world of globalization where communication is not limited only to speaking.

## 1.2 STATEMENT OF PROBLEM

The researcher has found a number of grammatical errors in using past simple tense made by hotel employees which often cause misunderstanding and the loss of potential customers. The sentences below are some errors found in email content;

'We *send* the invitation letter last week'
'Our accounting department informed that we *don't received* the payment yet.'
'The reservation team *did not made* the booking.'
'Note that the guest *does not showed up* last night.'

From the above examples, it is clear that the writers do not use proper grammar rules. The sentences above clearly demonstrate the misuse of past simple tense which the hotel employees often make when writing emails. From the previous studies, it is worthwhile to investigate the frequency of errors and the most frequently found errors, regarding the use of simple past tense among adult Thai EFL/ESL learners. Since there have been a number of studies focusing on young learners, the result of this study can highlight the findings of previous studies to conclude what are the similar issues found among both young and adult Thai ESL/EFL learners.

## 1.3 OBJECTIVES OF THE STUDY

The objectives of the current study are as follows:

1.3.1 To investigate the errors types of past simple tense produced by hotel employees in email writing.

1.3.2 To explore the frequency of each error type.

## 1.4 RESEARCH QUESTIONS

This study aims to answer the following questions:

1.4.1 What are the error types of simple past tense produced by hotel employees in email writing?

1.4.2 What is the frequency of each error type?

## 1.5 DEFINITIONS OF TERMS

The definition of terms which appear in this study are as follows:

1.5.1 **Hotel staff** refers to the group of people who work at a hotel. In this study, the term refers to the group of people who work at the hotel where the researcher works and for whom the researcher obtained permission to collect the data on their email contents.

1.5.2 **Error analysis** refers to the branch of linguistic study, analyzing errors made by language learners. In this study, the error analysis was done through analyzing the email contents, focusing on the wrong use of past simple tense.

1.5.3 **Types of error** refer to the types of error which are put into different categories. In the current study, the types of errors were based on surface strategy taxonomy, proposed by Dulay, Burt, and Krashen (1982). The types of error include wrong use of tense, misformation, omission, and addition. The researcher has adapted the framework by scoping down the meaning of each error types which can be classified as follows:

1.5.3.1 Wrong use of tense: In the current study, the wrong use of tense refers to the wrong use of verb form in particular sentences. The wrong use of verb form includes both regular and irregular verb forms. For example, the sentence *'we send out the invitation letter last week'* is classified as the wrong use of tense because there is a time marker 'last week' so the verb 'send' should be in past simple form. Also in a sentence like '*Khun Next call the supplier this morning'* is classified as the wrong use of tense because the verb 'call' is used in present simple form.

1.5.3.2 Misformation: the term refers to the wrong from of verbs, both regular and irregular types, of past simple tense. For example, in the sentence *'HK team already setted up the honeymoon amenities'* is classified as the error type of misformation. Also in a sentence *'We did not saw any special comment'* is classified as misformation because the simple past tense is expressed by the auxiliary 'did' already.

1.5.3.3 Omission: this type of error refers to the absence of what must be present in particular sentences. In this study, a sentence like *'he not get the points from last stay'* is classified as omission, specifically referring to the absence of the auxiliary 'did' in negative sentences.

1.5.3.4 Addition: the term, in this study, refers to the presence of any grammatical item which must not be present in particular sentences. For example, in the sentence *'The booking was show junk rate CXNJ'* is classified as addition due to the presence of verb to be 'was'.

1.5.4 **Past simple tense** refers to the past simple form, both regular and irregular verbs which are used to represent the past action.

1.5.5 **Regular verbs** refer to the verb forms which are added with past tense morpheme 'ed' at the end of their base form (e.g. end-ended, or walk-walked.)

1.5.6 **Irregular verbs** refer to inflectional verbs which are formed by partially or completely changing the base forms.

1.5.7 **Carbon Copy (CC)** refers to the process of adding more recipients in the email in order to that the email content is visible to all people in the list. This process is normally for just giving information or keeping all concerns updated.

1.5.8 **Blind Carbon Copy (BCC)** refers to the process which is similar to carbon copy but the person who receives the email is not able to see who else has received the email.

## 1.6 SCOPE OF THE STUDY

This study focuses on the production of grammatical errors, specifically focusing on simple past tense, produced by hotel staff in email writing. The study is detailed as following:

1.6.1 This study was carried out with a sample of 35 hotel staff who have individual email accounts. The data was collected from the email received daily, directly sent, carbon copy (CC), and blind-carbon copy (BCC) during December 2015 and January 2016. The content of two hundred emails were randomly selected and analyzed.

1.6.2 The study aimed to analyze the production of grammatical errors, focusing only on simple past tense, in email writing. The email contents were randomly selected and the errors analyzed before they were put into categories.

1.6.3 The errors were classified as wrong use of tense, misformation, omission, and addition. All types of the errors were then put into rank according to the frequency.

## 1.7 SIGNIFICANCE OF THE STUDY

This study was conducted to analyze the errors the hotel staff made when using past simple tense when writing emails. The findings of this study can provide useful information to show where Thai ESL/EFL learners are still weak when using English. The language use in the email content is considered natural as it was not obtained from a language test but from what the participants have been using in their real life. Furthermore, the specific details of each error type found in the study can be applied in future language training courses to enhance learners' knowledge and language proficiency. Specific types of errors are useful for language teachers and learners themselves so that they are aware of what areas they need to improve and work on. In summary, the results found in the current study can be beneficial to both language learners and teachers. Learners will realize what area of language they are weak at and the teachers can use the information to develop lesson plans or teaching materials in accordance with the learners' needs.

## 1.8 ORGANIZATION OF THE STUDY

The study of error analysis in using past simple tense produced by hotel staff in writing email is divided into five chapters as follows:

**Chapter One** consists of the background of the study, statement of problem, objective of the study, research questions, definition of terms, scope of the study, and significance of the study.

**Chapter Two** includes the review of literature and related research to the current study

**Chapter Three** provides the research methodology of the study, including the selection of participants, research instrument, data collection, and data analysis.

**Chapter Four** presents the results of the study obtained from the analysis of errors found in the data. The errors in using past simple tense were categorized into tense, misformation, omission, and addition. Each error type was put into rank regarding the frequency.

**Chapter Five** includes the summary of the study, conclusion, and recommendations for further study.

# CHAPTER 2

# REVIEW OF LITERATURE

This chapter reviews the literature in five main areas: 1) English grammar and writing skills, 2) simple past tense, 3) error analysis, 4) email writing, and 5) relevant research studies.

## 2.1 ENGLISH GRAMMAR AND WRITING SKILLS

In learning language, learning grammar rules is unavoidable. These sets of systematic functions combine words together to form meaningful sentences and utterances. According to Greenbaum (as cited in Mohaghegh, 2011), English grammar provides the properties and processes that underlie the use of the language. In other words, the speakers of English language must have the knowledge of these processes in order to use the language in meaningful communication. In addition, grammar is important as it is the means to make a comprehensive structure of any language. Grammar names types of words and words groups, making up meaningful communication in both written and spoken forms. Suwangard (2014) has mentioned that teaching grammar is important for English language learners as they do not understand the differences between English and their native language. Teaching basic grammatical rules at the earlier stage of learning will benefit learners in the later stage when they are more proficient in using the target language.

Wilcox, Yagelski, and Yu (2013) have mentioned in their study that ‘good grammar’ and ‘good writing’ continues to influence literacy education. The trends in teaching English have changed from time to time as it has been argued that grammar rules cannot be ignored completely but need to be combined with communicative methods, allowing language learners to use the target language proficiently and correctly. English grammar is often taught and practiced along with writing skills. Barber (2006) has mentioned in their manual of ‘Teaching Writing: A Tool Kit for Adult Basic Skills Educators’ that the best way to practice grammatical knowledge is to do writing exercises. Written format allows learners to notice the grammatical forms when making sentences and also it is easy for English language teachers to notice any mistakes, allowing them to provide feedbacks. Putri and Dewanti (2014) have supported the idea that grammar is essential and is a must to be learned especially to produce a good writing. English learners have to understand grammatical rules of English and to apply them well, especially in writing. Therefore, it cannot be denied that learning English grammar is essential and in order to access such knowledge among learners, written formats are often used as errors can easily be spotted.

## 2.2 SIMPLE PAST TENSE

The tense system is a key English language function. According to Greenbaum and Quirk (1990), tense is a grammatical category which emphasizes the time of particular situations. Particular actions, therefore, are realized by the inflected forms of the verb. In addition, simple past tense is used to indicate complete actions in the past. Rathna (2013) has stated that the correct use of tense will help the language learners to communicate with others clearly and effectively. Likewise, Sherer (2010) also mentioned that the correct use of tense will raise the level of readability of business writing that it allows readers to comprehend the message accurately. It can be concluded that the correct use of tense is important to English language learners, especially for those whose native language has no tense and verb conjugation system. In Thai language, there is no verb conjugation system like in English therefore Thai learners of English language often make mistakes in using tenses. Past simple tense is the main focus of this study because the verb conjugation system in past simple tense is obvious, which means that any error in relation to this can be noticed. Moreover, the researcher has found that most of the email contents written by the participants contain grammatical mistakes, especially in past simple tense. Therefore, past simple tense is the main focus of this study and the results can be beneficial to future studies of lesson plans to improve learners' understanding towards the correct use of the tense.

There are several definitions of simple past tense but one simplest meaning can be defined according to Hewings (2005) in his book 'Advanced Grammar in Use' that past simple tense is concerned with specific events that happened at a certain time in the past. By this meaning, adverbs of time or time markers, e.g. yesterday, last night, last week, this morning, two days ago, etc. can be noticed in simple past tense. In addition, without the time markers, simple past can be formed with either regular or irregular verbs which are described in the following sections.

### 2.2.1 REGULAR VERBS

Regular verbs in simple past tense refer to those verbs which derive the inflection by adding the suffix '-ed' at the end. There are four main spellings of regular verb forms in simple past tense.

a) Add –d to the base form; this process happens when the base form ends with a vowel and one or more consonants with 'e', e.g. *baked, cared, filed, hated, typed, etc.*
b) Change –y to –i and add –ed; this process happens when the base form of verb ends with the consonant 'y' and is pronounced as [i] and [ai], e.g. *applied, buried, carried, fried, married, worried, etc.* However, this does not happen when the consonant 'y' is pronounced as [eɪ] and [ɔɪ], e.g. *annoyed, destroyed, obeyed, stayed, etc.*

c) Double the final consonant and add '–ed' if there is a single stressed vowel before the final consonant, e.g. *banned, shipped, trapped, whipped, preferred, conferred, etc.*
d) Add '–ed' to the base forms of all other regular verbs, e.g. *walked, talked, allowed, asked, followed, etc.*

### 2.2.2 IRREGULAR VERBS

According to Cambridge Advanced Learner's Dictionary (4th edition), irregular verb forms follow three main rules as follows:

a) Some irregular verbs have the same form of the base form, e.g. *hit, let,* and *put.*
b) Some irregular verbs change the form which is different from their base forms, e.g. *brought, caught, felt, slept, swam, etc.*
c) Irregular verbs that end with 'd' will change into 't' in the past form, e.g. *bent, built, sent, spent, etc.*

According to SujitraYamput (2011), the major problem for Thai ESL/EFL learners is their inadequate background knowledge of the tense system in the target language. Since there is no such system in their native language (Thai), errors of correct verb forms are often found when they produce the target language. There have been many studies investigating the types of errors in past tenses and their frequency of occurrence among Thai ESL/ELF students. Abdullah (2013) has investigated the errors in simple tense and simple past tense in essay writing by TESL college students. The documents used for the analysis were from fifty-three students who were randomly selected. It was found that the many of the students made grammatical errors such as tense, part of speech, and subject-verb agreement. The errors found in the study included the wrong use of tense, misformation, omission, addition, and misordering.

Sutee Mahaboonpati (2013) has conducted an error analysis study of the use of past simple and past continuous tenses made by second year students at Assumption Commercial College. The results show that the most problematic area among the participant is the wrong use of regular and irregular past forms. Ishwahyuni (2014) studied errors in the use of simple past tense in recounted texts written by the eighth-grade student. The result shows that, based on surface strategy taxonomy, most students made the following errors: misformation (65%), omissions (24%), additions (7%), and misordering (4%). It can be initially concluded that the use of tense and the change of verb forms are the major problems among Thai ESL/EFL learners in using the simple past tense of English language.

## 2.3 ERROR ANALYSIS (EA)

It is claimed that a better understanding of the nature and frequency of error in students' writing would result in more emphasis on the importance of development of more effective language teaching methods. Error analysis is a type of linguistic study that focuses on the errors learners make (Brown, 2000). Corder (1967) states that errors are important and that systematically analyzing them can help language educators determine the areas that need to be reinforced in the teaching and learning process. In addition, the investigation of errors can serve two major purposes; diagnostic and prognostic (Corder, 1967). For diagnostic purposes, error analysis can be informative as the data obtained can be used to analyze what has gone wrong during the learning process. For prognostic purposes, meanwhile, language teachers can utilize the data obtained to enhance, adapt, modify, and develop teaching materials in order to facilitate solving learners' problems. Therefore, investigating learners' errors when producing the target language can be beneficial to both language teachers and the learners themselves.

As introduced by Corder, cited in Jabeen (2015), mistakes and errors are distinct in terms of systematic and non-systematic errors. Non-systematic errors occur in the native language of learners. Corder considered these errors as mistakes and suggested that they are not important to the process of language learning. Meanwhile, systematic errors normally occur in a second language. These errors are significant as language teachers can notice the process of language learning. Moreover, these errors show how the target language is acquired and what strategies learners are using. In summary, Corder has stated the importance of errors in language acquisition and that they should not be ignored. On the contrary, they should be looked as a good source for language teachers to consider what language learners are weak at and how to develop teaching materials or teaching methods in order to help the learners improve their weakness.

A number of previous studies have supported the benefits of studying errors in language acquisition. Darus and Subramaniam (2009) stated that EA serves three major purposes. First of all, it could determine the level of proficiency the learner has reached. Second, it helps language teachers and researchers obtain in-depth information on common difficulties in language learning. Lastly, it provides useful information of how people learn a language. Mohaghegh et al. (2011) mentioned in the study of 'Grammatical Errors Produced by English majors in Translation Task' that errors, if carefully studied and analyzed, could reveal the developing system of second language learners, allowing the teachers or researchers to understand the process of second language acquisition. Moreover, Vahdatinejad (2008) also points out in the study of 'Students' Error Analysis and Attitude towards Teacher Feedback' that error analyses can be used to determine what language learners still need and

what language teachers should do to facilitate learners' needs. Furthermore, necessary information about what students are lacking could be obtained from the analyses. All in all, it is obvious that errors in second language acquisition should be seen positively as they can provide useful information which is beneficial to both language learners and teachers.

## 2.3.1 Causes of errors

The reasons why learners make errors in the target language have become the main topic and interest among linguists and researchers. Researchers and linguists have given importance to errors made by language learners and one possible strategy to prevent learners from making errors is to look at the causes of errors. Gheichi and Shekhzadeh (2011) have given an overview of causes of errors and concluded that traditionally the major cause of language learners' error is mother-tongue interference. The term was later known as interlanguage or interlingual error which is the result of the transfer of phonological, morphological, and grammatical systems of the learners' mother tongue. Khansir (2012) stated that tracking the causes of errors can help language teachers obtain information on common difficulties in language learning. Moreover, he also mentioned that knowing the causes of students' errors can be of great value to teachers, researchers, and students themselves. Hubbard (cited in Jabeen, 2015) has proposed that there are three main causes of errors in language learning; mother- tongue interference, overgeneralization, and errors encouraged by teaching materials and methods.

### 2.3.1.1 Mother-tongue interference

This cause of errors is the result from the language transfer which refers to the learners' native language. Some elements of their first language may or may not share some characteristics with the target language. For example, the plural suffix 's' may not be used in some other language or the tense system. Specifically focusing on the change of the verb form may not exist in some languages either.

### 2.3.1.2 Overgeneralization

This cause of errors is possibly due to the partial learning of the target language. Language learners may have learned some basic structures of the target language and assume that similar language structures may have the same form. This is obvious among Thai ESL/EFL learners when they form the verbs in simple past tense as they often put the suffix '-ed' in the target verb, not realizing the differences between regular and irregular verbs.

### 2.3.1.3 Errors encouraged by teaching materials and methods

Teaching methods and materials can also contribute to learners' error. This is rather difficult to classify as it depends on how well the language teachers can

introduce the target language to the learners. Also if the materials used in the class are not well chosen or designed, students may remember the wrong information and make errors in the target language as they may assume that everything appearing in the materials or taught by the teachers is correct.

### 2.3.2 Types of errors: Surface Strategy Taxonomy

Surface Strategy Taxonomy, proposed by Dulay, Burt, and Krashen (1982), is a taxonomy developed to analyze errors produced by language learners. The framework consists of alternatives for classifying errors namely, tense, omission, addition, misformation, and misordering. Below is a description of each category presented in the surface strategy taxonomy.

**Table 1: Detailed description of Surface Strategy Taxonomy**

| Category | Description | Example | Explanation |
|---|---|---|---|
| Tense | The wrong use of verb tense in a particular sentence | I meet* my parents yesterday. | The verb 'meet' must be in the past form (met) as the time marker ' yesterday' indicates. |
| Omission | The absence of an item which much be present in particular sentences or utterances | I stay* my parents' house. | The preposition 'at' is missing in the sentence. |
| Addition | The presence of an item which must not be present in particular sentences or utterances | Today we will present about* our study. | The proposition 'about' appears in the sentence after the verb 'to present'. |
| Misformation | The use of the wrong form of grammatical morpheme or structure | I am talk* to my friend. | The grammatical morpheme '-ing' must be added after the verb 'to talk' to form a correct present continuous tense. |
| Misordering | The incorrect placement of a morpheme or group of morphemes in particular sentences or utterances | I asked her where was* she last night. | The verb 'was' must be placed after the subject 'she' according to the rules of reported speech. |

Classifying errors by using the surface strategy taxonomy is widely accepted as it is very practical in terms of specifying learners' misconceptions in learning language. Sujitra Yamput (2011) has summarized the categories of error types in her study of an error analysis of the use of past simple and past continuous tenses by first year students at Silpakorn University, based on surface strategy taxonomy. The data in table 1 consists of the category of each error type, description, example of errors, and explanation. In addition, the surface strategy taxonomy can be used to emphasize the errors which are inevitable and also it can provide concrete details of what learners are still weak at and how those errors should be corrected.

## 2.4 EMAIL WRITING

Over the past few years, electronic mail (e-mail) has played a crucial role in the business community. This form of telecommunication allows us to exchange both text and non-text messages, e.g. documents, pictures, audio files, through both wired and wireless connection. Using e-mail is not only cheaper and faster but also less intrusive than using phone calls. More than one individual can receive an email at the same time and the messages can be reviewed in the future as long as there is an Internet connection.

According to Flynn (2003), there are some characteristics that a good email should contain. Firstly, email content should have conversational and polite tone. It is important that an email is written in a friendly and inviting manner which will encourage a response from readers. Positive words and phrases should always be used and avoid complaining. Secondly, email should be concise. Conciseness is important in every business communication. Long sentences and lengthy expressions will discourage readers to finish reading and as a result the communication will not be effective. Next, it is important that email content should be accurate and correct. Errors in business messages can be offensive, e.g. misspelled names or important information. Also grammatical errors make the senders look unprofessional. Finally, email content must be precise and clear. Clarity is important for a successful and effective business message. Objectives should be stated clearly and more familiar terms should be used instead of technical terms. The more precise the email is, the more effective the communication will be.

E-mail is a valuable communication tool and needs to be used effectively in order to improve professional and private communication (Chapman, 2007). In addition, the role of the language used in e-mail is essential. Messages in e-mail should be looked good and error-free. Any messages in an email containing errors, either misspellings or using incorrect grammar, can cause misunderstandings and the recipients could be insulted.

Even though grammar and words checker programs could help avoid this problem they can only identify misspellings, not misused words. Grammatical errors could destroy the meaning and credibility of the content. Baker (2003) has pointed out some of the most common errors found in the contents of emails. Firstly, people tend to use the comma incorrectly. Failing to use a comma can lead readers into the main

content without warning or pause. Secondly, vague pronouns are often found in e-mail content which causes confusion to readers. Moreover, readers can imagine whether the writer of an e-mail is professional and well educated or not by looking at misused and/or missing prepositions. Finally, tenses are often used wrongly due to the different linguistic systems of particular languages. These examples are just some of the most common errors found in e-mail content. Below is ta quote from Scherer (2010) who wrote an important note about the importance of correct grammar use in e-mail writing;

> 'Creating your own content is one of the most educational processes in which a business can engage. However, if you and your company choose to venture into the world of self–generated copy, it is significantly important to understand common grammatical errors. The more you know about and practice proper grammar, the more you can maintain your reputation as an authority within your industry through high quality content.'

According to Flynn (2003), it is important to remember that communication via electronic mail is considered to have an impact on the readers. Apart from email etiquette, it is vital that the writers consider the language use, both appropriateness and correctness. Email messages, therefore, should be treated as formal business documents. Spelling, style, grammar, and punctuation should be appropriate and accurate.

## 2.5 RELEVANT RESERCH ON ERROR ANALYSIS

Sujitra Yamput (2011) has investigated the grammatical errors types in the use of past simple and past continuous tenses among 60 first year students at Silpakorn University. The aims of the study were to find out the frequent errors and the causes of errors made by English and non-English major students. The results show that the grammatical errors could be categorized into four types of errors: tense, omission, addition, and misformation. The most frequent errors were found in relation to past continuous tense while errors in the use of past simple tense were produced less often. The findings of the study imply that Thai ESL/EFL learners still have problems using tense correctly. Consequently, a useful implication of the study is that English language teachers can apply the information obtained from the result to enhance their teaching techniques and materials. For example, English language teachers should emphasize the correct use of past tenses, including subject and verb agreement, regular and irregular verb forms, and the modal auxiliary verb 'be'.

Similarly, Preeyaporn Sorattayatorn (2003) investigated the errors related to the use of English past tense made by the second-year pre-cadets in writing assignments. The focus of the study was on the misuse of past tense marker, including

irregular and regular past, and the modal auxiliary ‘be’. The participants were divided into different levels, according to their language proficiency. The result showed that the participants in the most proficient group could perform better than the others who were considered to have lower proficiency. In relation to students’ proficiency, it is obvious that learners with lower proficiency still have problems in using English past tense, in terms of past tense markers, namely irregular and regular past, and the use of modal auxiliary ‘be’. In addition, it was suggested by the researcher that most Thai ESL/EFL learners still do not understand the tenses aspect system in English language. One possible reason is that such systems do not exist in their native language which is Thai and/or they are practiced differently. Therefore, it is the language teachers’ responsibility to improve learners’ knowledge and skills in order that the learners will be able to use the target language correctly with a better understanding of the tense system in English language.

Another related study was conducted by Syarif (2014) who analyzed the errors made by students in using simple past tense in narrative text. The data was taken from the test, the narrative text, and focused only on simple past tense. 26 eleventh grade students participated in the study. The data was analyzed based on the error analysis procedure of Ellis’, including identifying, describing, and recapitulating. The results revealed that there were 185 errors and the frequency of the errors showed that misformation occurred most often among the other types. Misformation refers to the use of the wrong form of the verb tense, either by changing the verb form or adding the past tense morpheme. Other types of errors found in the study included omission, addition, and misordering. Similar results were found in the study of error analysis on usage of tenses made by Indonesian students, conducted by Ratha (2013). 19 first year students were asked to do a translation test which required knowledge of English tenses. Based on the sentences using past form, it was found that most students made errors in the selection of correct verb forms, which can be categorized as misformation.

According to the results from these previous studies, it can be assumed that most ESL/ESL learners still have problems using simple past tense, especially in relation to the change of the verb forms. One possible cause is that the tense system does not exist in their native language and when they have to produce the target language using past tense, errors may inevitably occur**.** As a result, it is the responsibility and concern of English language teachers’ to improve the learners’ skills and knowledge in using the tense and aspect system in English language in order that they can use the target language correctly.

A number of research studies focus on analyzing grammatical errors, both in speaking and writing, yet only few have been aimed at adults who use English in the

business world and what types of errors they make. Even though there have been a number of studies focusing on the analysis of common errors made by English language learners, yet the contribution to English language learning and teaching is not sufficient for this more specific field of the language use. Wu and Garza (2014) have suggested in their study 'Types and Attributes of English Writing Errors in EFL Context – A Study of Error Analysis' that even though the types of error made by language learners are common in various fields, most studies often focus on students at school and university levels. Not many researchers have been interested in investigating the similar issue among adult learners. While school and university level learners have more opportunities to practice, under the supervision of language teachers, adult learners use the target language in real life situations without realization and awareness of the errors they are making while using the target language. Therefore, it is worthwhile to investigate the common errors made by adult learners in using English in a professional environment. In addition, the result of the research can be compared with previous studies to find any similarity or/and differences in the errors made by young learners from those previous studies. Therefore, this study aims at investigating the grammatical errors made by adult learners of English, focusing on the most frequent errors occurring in e-mail content.

# CHAPTER 3
# METHODOLOGY

This chapter describes 1) the participants, 2) research instrument, 3) data collection, and 4) data analysis.

## 3.1 PARTICIPANTS

The population of the study consisted of 35 adults who work at a hotel. The individuals were from different departments and each had their own e-mail account. The participants were mixed with both males and females who had different backgrounds in terms of education in English language. Their native language is Thai and only English language is required for writing e-mails to communicate both internally and externally. A purposive sampling technique was used to select the participants. Among all of the hotel employees, only those who had business email accounts were asked to participate in the study. The reasons why the researcher chose these adults as the participants in the study are; firstly, the researcher works at the hotel with all participants. It is convenient to collect the data because the researcher has to contact all participants via e-mail at all times. Secondly, the researcher noticed from the e-mail content received daily that there are often grammatical errors in the e-mail content. Those errors sometimes made the e-mails look unprofessional, especially when used to contact with external guests and organizers. Finally, the researcher found that it was worthwhile to investigate the issue as it could be used as the basis for conducting an internal course to improve the staff's writing skills. One possible limitation in selecting participants was that permission had to be obtained from each individual. And in order to do this, the researcher distributed a demographic questionnaire, containing questions about demographic data along with the consent letter to ask for permission from each individual to allow the researcher to use their email contents to be analyzed and be publicized.

## 3.2 RESEARCH INSTRUMENTS

The instruments used for this study were the email contents which were directly received, carbon copied, and blind carbon copied to the researcher. The researcher used an email account which was available at the work place. The email contents were randomly selected from the online storage which was available at the work place. The selected email contents were then put into table format which made them easy to be analyzed. The surface strategy taxonomy was used as a framework for an analysis of error types found in the email contents, specifically focusing on the wrong use of simple past tense. In addition, Hewing's book 'Advanced Grammar in Use' was used as a reference for grammatical correctness.

Regarding the framework of surface strategy taxonomy, the researcher adapted the framework by scoping down the meaning of each error types which can be classified as follows:

**Table 2: Coding of Surface Strategy Taxonomy used in the current study**

| Category | Description | Example | Explanation |
|---|---|---|---|
| Wrong use of tense | The wrong use of verb form in particular sentences, both regular and irregular verb forms. | *We send out the invitation letter last week*. | The verb 'send' should be in past simple form (sent) as the time marker 'last week' indicates. |
| Misformation | The wrong from of verbs, both regular and irregular types, of past simple tense | -*HK team already setted up the honeymoon amenities.*<br>- *We did not saw any special comment*. | -The verb 'setted' is in a wrong form as it should be 'set'.<br>- The verb 'saw' should be in its base form as the past tense is already expressed by the auxiliary 'did'. |
| Omission | The absence of what must be present in particular sentences | *He not get the points from last stay* | The auxiliary 'did' is missing, making the sentence ungrammatical. |
| Addition | The presence of any grammatical item which must not be present in particular sentences | *The booking was show junk rate CXNJ*. | The verb 'was' is not necessary in this sentence. |

Regarding the scope of the study, the misordering type of error was cut off as this type of error should be specific to other grammatical errors, e.g. indirect/reported speech. Moreover, the misordering error was not found in the study 'an error analysis of the use of past simple and past continuous tenses by first year students at Silpakorn University', conducted by Sujitra Yamput (2011). Since the current study mainly focused on the use of past simple tense, this type of error is regarded irrelevant.

## 3.3 DATA COLLECTION

This research aimed at investigating grammatical errors, specifically the wrong use of simple past tense which occurred in e-mail content, produced by hotel employees. The demographic questionnaires were sent out via email to all participants in March 2016, along with the consent form. All participants filled in the form and replied back via email after one week. A qualitative descriptive approach was used to identify the types of errors and their frequency. The researcher worked on identifying, classifying/categorizing, and explaining the errors in using simple past tense. The data was collected from the e-mail contents, directly sent, carbon copied (CC), and blind carbon copied (BCC) to the researcher. The researcher identified all errors in using simple past tense which occurred in the email content and then categorized the errors into specific categories. Percentages were used to show the result and then put into ranks. The e-mails which were used for the analysis were randomly selected from 200 e-mail contents from a total of 1,533 emails, between December 2015 to January 2016. The researcher randomly selected the contents as to avoid taking too much time to analyze. Permission was obtained from Human Resources Department and IT Department.

## 3.4 DATA ANALYSIS

In order to answer the research questions, the researcher analyzed the data obtained as follows:

### 3.3.1 Types of errors in simple past tense

The grammatical errors found in the email contents were classified into types/categories. The researcher categorized the errors found in the study, based on the adaptation of the surface strategy taxonomy. The error types are: 1) wrong use of tense, 2) misformation, 3) omission, and 4) addition. The errors found in the email contents were classified into the mentioned categories. To maximize the reliability of this process, the researcher consulted with a native speaker who specializes in English grammar. Also Hewing's book 'Advanced Grammar in Use' was used to specify error types into grammar topics.

### 3.3.2 The Frequency of Grammatical Errors

In order to answer the research question number two, an attempt was made to count the identified errors of each type and put into rank, according to their frequency of occurrence. After all errors were categorized, each error type was counted into pure number and calculated into a percentage.

# CHAPTER 4

# RESULTS AND DISCUSSION

This chapter reports the results obtained from the study of error analysis in using past simple tense made by hotel employees in email writing. The 200 email contents which were randomly selected were analyzed and the errors found were classified according to the error types based on surface strategy taxonomy. The results obtained can be interpreted as following:

## 4.1 FINDINGS

### 4.1.2 DEMOGRAPHIC DATA

The researcher distributed letters, asking participants to fill in general information, e.g. age, position, and education background. Among all of the hotel employees, only those who had email accounts were asked for permission. The participants were assured that all given information would remain confidential. The data obtained can be summarized in the table below:

**Table 3: Total number of participants of the study**

| **Gender** | **Male** | | | **Female** | | |
|---|---|---|---|---|---|---|
| **Age (years)** | **20-29** | **30-39** | **40 and above** | **20-29** | **30-39** | **40 and above** |
| **No.** | 3 | 5 | 1 | 13 | 6 | 7 |

The group of participants consisted of 9 males and 26 females, altogether 35 participants. The participants were selected based on the purposive sampling procedure; only those who had business email accounts were asked for permission. All participants were different in age range; 16 were between 20-29 years old, 11 were between 30-39 years old, and 8 were 40 years old and above.

**Table 4: Education background of the participants**

| **Education background** | **Lower than Bachelor's Degree** | | **Bachelor's Degree** | | **Master' s Degree** | | **Total** |
|---|---|---|---|---|---|---|---|
| | Thailand | Abroad | Thailand | Abroad | Thailand | Abroad | |
| **Number of participants** | 4 | - | 26 | 2 | - | 3 | **35** |

Regarding the education background of the participants, 4 participants had an education background lower than university level. 28 of the participants possessed

bachelor's degrees and 2 among them had studied abroad. 3 participants had studied abroad and finished their master's degree.

**Table 5: Number of the participants from each department**

| Departments | No. of participants |
|---|---|
| Sales& Marketing | 18 |
| Finance and Accounting | 4 |
| Front Office | 3 |
| Reservations | 3 |
| Human Resources | 3 |
| Housekeeping | 2 |
| Engineering | 2 |
| **Total** | **35** |

According to table 5, most of the participants are from the Sales& Marketing department. 4 of the participants are from the Finance and Accounting department while there are 3 people from the Front Office, Reservations, and Human resources departments. 4 participants are from the Housekeeping and Engineering departments, with 2 from each.

### 4.1.2 ERRORS FOUND IN THE EMAIL CONTENTS

A total of 200 emails were randomly selected from 1,533 emails between December 2015 to January 2016. The total number of sentences of all email content was 609 sentences and the average number of sentences in each email was 3 sentences per one email. There were 284 sentences using in past simple form which can be calculated in percentage terms as 46.63% of the total number of sentences. Moreover, it was found that there were 191 errors in the use of past simple tense from 284 sentences which is 67.25% out of the total number of sentences in past simple form. In addition, there were four types of error found in the past simple sentences; wrong use of tense, omission, misformation, and addition. Table 6 summarizes the total number of error types in the use of past simple tense found in the email content.

**Table 6: Summary of each error type found in the email contents**

| Total errors found | Wrong use of tense | Omission | Misformation | Addition |
|---|---|---|---|---|
| **191** | 116 | 43 | 29 | 3 |

According to the data obtained, the total number of errors found in the email content is 191. The wrong use of tense was found to be the most frequent among the other types of errors (116). The second type of error found in the email content was omission which can be counted at 43. Misformation was the third of the four types at 29. Finally, the least frequent error found in the data was addition which is only 3. Table 7 summarizes the frequency of each error type into a raw number and percentage.

**Table 7: Frequency of each error type**

| Types of errors | Frequency | Percent |
|---|---|---|
| Wrong use of tense | 116 | 60.73% |
| Omission | 43 | 22.51% |
| Misformation | 29 | 15.19% |
| Addition | 3 | 1.57% |
| **Total** | **191** | **100%** |

## 4.2 INTERPRETATION OF THE DATA

The research questions can be answered as follows:

**a) What are the error types of simple past tense produced by hotel employees in email writing?**

According to the data obtained, the error types of simple past tense, based on the Surface Strategy Taxonomy, produced by hotel employees in email writing are: 1) wrong use of tense, 2) omission, 3) misformation, and 4) addition.

### 4.2.1 Wrong use of tense

According to the surface strategy taxonomy, the wrong use of tense in the error analysis refers to the incorrect use of verb form in a particular sentence. According to the data obtained, it was found that there were wrong uses of tense in the email contents. For example, in the sentence '*We send out the invitation letter last week*', the writer should have used the past form 'sent' as the time marker 'last week' to indicate the time in the past. In addition, in the sentences where there is no time marker, it was found that the writer did not use the past form of the verbs even though the event had occurred already. For example, in the sentence '*The guest already book the car when…*', the verb 'book' should be in the past form as the action has already happened.

### 4.2.2 Omission

Omission occurs when specific elements of a sentence which should be presented are omitted. In the data analysis, it was found that some sentences were not complete due to the omission of particular elements. For example, some writers did not put the auxiliary verb 'did' when they wrote sentences in simple past form. For

example, instead of writing *he complained that our housekeeping did not clean the room* properly, the writer only wrote 'not clean', omitting the auxiliary 'did'. Moreover, it was found that the past form of the verb to be' (was, were) was omitted in some sentences which made the sentences incomplete. For example, in the sentence *Event manager out of office yesterday,* the verb to be 'was' is missing after the subject which made the sentence incomplete.

### 4.2.3 Misformation

As previously mentioned, misformation in simple past tense refers to the use of wrong forms of the verb. According to the data, misformation was found at the third rank of all error types. For example, the word 'occupy' should be written as 'occupied' but the writer wrote 'occupyed' instead. It is possible to assume that the writer considered to put the past tense morpheme after the target verb but did not realize that verbs ending with the consonant 'y' should be changed to 'i' before adding the past tense morpheme 'ed'. Moreover, the verb 'come' in the sentence 'Last night the guest *comed* down' must be in the irregular form as 'came' to form a correct sentence. In summary, some of the participants did not realize the correct use of regular and irregular forms of past simple tense. Moreover, in the sentence 'Please advise as the guest *not showed* up last night' is considered as a misformation type of error as well. Regardless of the omission of the auxiliary 'did' in the negative sentence, the verb 'showed' should be in its base form. Therefore, using the main verb in past simple form in a negative sentence is also considered as misformation.

### 4.2.4 Addition

Addition errors are opposite to omissions. This type of error occurs when there is a presence of an item that should not appear in a sentence. For example, the writer used 'was' in the sentence which was not necessary. This type of error did not appear often and was the least frequent type of error among all three. In addition, the sentence *The rate was show junk rate* is considered to have an error type of addition because the word 'was' had been added when it was not necessary.

**b) What is the frequency of each error type?**

According to table 7, the wrong use of tense was the most frequent type of error among all four (60.73%), followed by omission at 22.51%. Addition errors were the least frequent type of errors at 1.57%, after misformation at 15.19%. The information obtained implies the wrong use of tense is the most problematic area.

## 4.3 DISCUSSION

The result obtained clearly shows that the participants had problems in using past simple tense. As reported in the previous studies (Sujitra Yamput, 2011; Preeyaporn Sorattayatorn, 2013; Akpar Rathna, 2013; Rinda Rizaldi Syarif, 2014), the errors in tense production are found to be the most problematic areas among ESL/EFL learners. For example, it was found in the current study that the participants did not use the past simple tense even though there was a time marker indicating the time. Also the past simple tense was not used in the sentences where the action had already happened, e.g. 'the guest already book the car.' Moreover, it is important to notice that the data obtained in the current study was not from tests or assignments as in the previous studies. On the contrary, the language produced by the participants is considered more natural as it was obtained from what they normally use in their daily life. However, it is interesting to note that even though the language was produced by different participants, the most problematic area is similar which is the wrong use of tense. From the research, it is clear that ESL/ESL learners and non-native English speakers still have problems in using the simple past tense and it should certainly be taken into consideration when planning how to improve their knowledge of the tense system in English.

Looking at the results of the study, it appears that interference from Thai language may be one of the possible causes of errors. Sujitra Yamput (2011) has concluded that interference from the mother tongue is one of the major causes of errors due to the differences between Thai and English in terms of grammar. Regarding the differences, Thai EFL/ESL learners may not realize the correct use of the tense system in English language which leads to the making of errors in using tense. Shekhzadeh (2011) has also mentioned that the mother-tongue interference is the main cause of errors in second language acquisition. In addition, another possible cause of errors in using past simple tense among Thai EFL/ESL learners, based on the results from the current study, is overgeneralization. For example, the participants did not realize that they had to use the irregular verb form in past simple tense but instead simply added the past tense morpheme '-ed' to the irregular verbs, e.g. comed*. All in all, English language teachers have to realize these possible causes and consider appropriate teaching techniques and materials to help learners master the correct use of English tenses.

Another issue that the researcher found from the current study is whether the framework of surface strategy taxonomy is appropriate for the analysis of errors made in using the past tense. Based on the general meaning provided by Dulay, Burt, and Krashen (1982), the researcher had to scope down the meanings in order to make them more specific to the focused area. The framework is generally used to analyze the surface structure of grammatical errors, there is however, controversy in using the framework with specific grammatical points. For example, the sentence like '..but we were not get the feedback…' can be categorized either as addition or omission. From

the fact that the writer of this sentence used the verb to be ‘were’ it can be assumed that he/she added the verb when it was not necessary. Meanwhile, it can also be assumed that the writer did not realize that they had to use the auxiliary ‘did’ so the error can be categorized as an omission. In addition, the sentence was categorized as both an addition and an omission, based on the description provided in surface strategy taxonomy. In this case, it is rather difficult and confusing to analyze such a sentence because the participant may have knowledge of using the simple past tense but fail to use the auxiliary ‘did’ or simply added the verb to be ‘were’ without realizing it.

It is also important to note that the characteristics of email may affect the grammatical correctness of the content. Flynn (2003) has stated that a good email must be concise and clear and sometimes writers do not pay much attention towards correctness as the major goal is the comprehension of the reader. Scherer (2010) has also claimed that people do not concern themselves much about grammatical correctness when they communicate internally. Because email normally consists of just a few sentences, accuracy is often given last priority. In addition, other types of written work can be used as a source for analysis in order to find out whether the participants are proficient or not in using the past simple tense or whether it is the specific characteristics of email that influences grammatical correctness of the sentences.

# CHAPTER 5

# CONCLUSIONS AND RECOMMENDATIONS

This chapter presents 1) a summary of the study, 2) a summary of the findings, 3) conclusion, and 4) recommendations for further study

## 5.1 SUMMARY OF THE STUDY

This section summarizes the objectives of the study, the subjects, materials, and procedures.

### 5.1.1 Objectives of the study

The objectives of the current study were to investigate the types of errors in using past simple tense made by hotel employees in writing emails and to find the frequency of each type of error. The types of errors were categorized based on the surface strategy taxonomy, proposed by Dulay, Burt, and Krashen (1982). The analysis of errors made in the production of sentences using past simple tense can be used for further research to investigate the causes of the errors in order to reduce the errors made by learners.

### 5.1.2 Subjects, materials, and procedures

The subjects of the study consisted of 35 hotel employees who had individual email accounts. The email contents were randomly selected and the grammatical errors in the contents were analyzed. The researcher adapted the framework of surface strategy taxonomy by scoping down the meaning of each error type. The errors found were categorized into four categories: wrong use of tense, omission, addition, and misformation. Each error type was counted and put into rank, according to their frequency and reported in percentage terms.

## 5.2 SUMMARY OF THE FINDINGS

The findings of the summary can be summarized as follows:

5.2.1 Based on the surface strategy taxonomy, there are five types of error in language acquisition which are 1) tense, 2) omission, 3) addition, 4) misformation, and 5) misordering. However, since the misordering type is not related to the analysis of errors in simple past tense, the researcher has adapted only four types of error from the framework. In terms of the types of errors in using past simple tense, the error types found in the study were 1) tense, 2) omission, 3) misformation, and 4) addition, respectively

5.2.2 More than two-thirds (67.25%) of the total number of sentences contained errors in the use of past simple tense (191 errors from 284 sentences). The errors found in the email contents were then put into rank and reported in percentage terms. The most

frequent error found was the use of tense at 60.73%. Omission was found the second most frequent at 22.51%. Misformation and addition were found and calculated at 15.19% and 1.57% respectively.

## 5.3 CONCLUSION

Referring to the results of the study, it is clear enough that even though Thai ESL/EFL learners may have studied English for a long time, they still lack knowledge of how to use the simple past tense correctly. Sujitra Yamput (2011) also agreed that verb tenses, both regular and irregular, are still problematic for Thai EFL learners. Similarly even though the participants of the current study were not high school or university students, the errors they made reflected their English proficiency in using grammar, particularly in terms of the use if simple past tense. The language they produced was more natural than that produced in the classroom as they were using the language in a real life situation. Under the supervision of teachers, young EFL learners may make errors in the target language but can get corrective feedback from the teachers. However, for adults who use English in their real life, they have fewer opportunities to get feedback when they make errors. The result shows that hotel employees still need to practice using past simple tense as the wrong use of past simple tense is the most frequent type of errors that they made (60.73%). When they produce the target language in real life, it is unlikely that they will realize the errors they make. This can actually affect the image the recipients have of their educational background and professionalism. In summary, it is worthwhile to pay attention to adult EFL learners; what types of errors they make and which areas they still need to improve. Since adult EFL learners are the ones who use the target language in real life situations, correct use of the target language is important. This means they still need assistance from professionals ESL/EFL instructors and teachers.

## 5.4 RECOMMENDATIONS FOR FURTHER STUDY

Based on the results and conclusion of the study, the following suggestions are made for further study.

5.2.1 The current study only aimed to analyze errors made in using the simple past tense therefore the result is only limited to the area of focus. There are other types of grammatical errors which still need to be focused on.

5.2.2 Further studies can focus on the needs analysis in order to develop training courses for adult learners, e.g. email writing, business letters, etc.

5.2.3 Different frameworks can be used and the result can be compared with the current study to draw similar or different conclusions.

5.2.4 Further studies can be conducted with other groups of participants in different occupations.

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# APPENDIX

## The identification of errors in using simple past tense in email writing

| No | Email Content | Error Found | Error type |
|---|---|---|---|
| 1 | We *send* out the invitation letter last week. Our event team will follow up the name list again once we get the reply from our guests. | 1 | Tense |
| 2 | My sincere apology. Please allow me to clarify the incident as following.<br>Our room service team *go* up to the room to set up the cake but there was 'Me Time' sign on the door so we did not set up the cake as requested. Our AYS team *send* the message to inform the guest but we *were not get* the feedback. The guest came to front desk in the morning and complained. I *explain* the issue to the guest and he seemed to understand. I decided to offer him a lunch buffet at our restaurant to compensate as it was his birthday. He was fine at the end. | 5 | 3 Tense/<br>1 Addition/<br>1 Omission |
| 3 | Please find the update rooming list as attached. | No | - |
| 4 | May I follow up the name rooming list for the group JL1, CC2, CT2, and KH4? The block was done since last week so the revenue team asked if we can release the blocks. | No | |
| 5 | The problem was done already and our engineer *send* out the incident report since yesterday. Please recheck in your mail box. | 1 | 1 Tense |
| 6 | Due to the guest complaints in GSS, please find the attached files for the action plans and they will be discussed in our meeting this afternoon. | No | |
| 7 | Please advise as the guest *not showed* up last night. Otherwise, a penalty charge will be applied as mentioned in the conditions. | 2 | 1 Omission<br>1 Misformation |
| 8 | How was your weekend? Sorry for the late reply as I was away from the office. I will get back to you soon after I look through the documents you sent. | No | |
| 9 | The booking *was show* junk rate CXNJ as the revenue team *do not create* the rate code ka. | 2 | 1 Tense/<br>1 Addition |

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|---|---|---|---|
| 10 | The water leaking has been fixed already but we still have to close the 12th floor as the corridor is still wet. Khun Next *call* the supplier this morning and they will come for inspection this afternoon. | 1 | 1 Tense |
| 11 | I am waiting for the organizer to confirm the final rooming list. I will let you know as soon as she replies my email. | No | - |
| 12 | The car has been arranged according to the flight schedules for each guest. Please find the attached file for your reference. | No | - |
| 13 | The guest *not find* airport representative so he *come* with AOT limo last night. Please advise if we can offer no penalty charge. | 2 | 1 Omission<br>1 Tense |
| 14 | Due to the incident last night, please find the detail in the daily incident report from our night shift as attached. | No | |
| 15 | The organizer will come to settle the bill before she checks out. I *ask* her to sign the bill yesterday so she will just settle the bill by company credit card. | 1 | 1 Tense |
| 16 | Please find the attached file for the most updated rooming list and please let me know if there is any change. | No | |
| 17 | I would like to ask for your kind cooperation to not bring your personal car on the date highlighted in yellow as we will have events and functions on those days. | No | |
| 18 | Please assist to credit points for guest as he *not get* the points from last stay. | 1 | 1 Omission |
| 19 | Event Manager *out of office yesterday* so she did not receive the email. I will assist the guest instead accordingly. | 1 | 1 Omission |
| 20 | Mrs. Huang would like to get the same room rate as she *get* THB 4000++ last time for special rate. Please consult with DOS, Khun Kim, so that I can confirm the guest. | 1 | 1 Tense |
| 21 | Our housekeeping *inform* that there is nothing left when they *go* to check the room yesterday. However, they will inform us immediately if they find the item. | 2 | 2 Tense |

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| 22 | Please check for me if the housekeeping can do the turn down service to all VIP guests. Last time *they excellent job* and the organizer was very happy. | 1 | 1 Omission |
| 23 | Please ignore the BEO I *send* this morning and find the revised one attached with this email. | 1 | 1 Tense |
| 24 | The rate *show* as junk rate CXNJ as we do not have the contract rate for this company. Khun Eddie approved to use this rate while we are waiting for the contract to sign ka. | 1 | 1 Tense |
| 25 | Please correct the name list to match with the one I *send* yesterday as some guests canceled the booking because of the visa issue. | 1 | 1 Tense |
| 26 | May I follow up the update rooming list for block code CR3, JT4, HK6, and CH3 as tomorrow is the cut of date ka? | No | |
| 27 | Khun Jhaja, Duty Manager, already talked with the guest this morning. He complained that our housekeeping *not clean* the room properly as he saw dust on the table. Khun Jhaja already talked with HSK Manager, Khun Nam, and she will inspect the room by herself each time. | 1 | 1 Omission |
| 28 | Please explain why we had 100% occupancy last night but there are OO rooms blocked in MARSHA? Please note that this matter is important to our revenue strategies and we have to send the report to management team as well. | No | |
| 29 | The rooming list has been updated in the attached file. | No | |
| 30 | Khun Rungroj will follow up with the housekeeping team again as he *does not find* the water leaking yesterday when he went up to see the room. Khun Natt will assist will contact with our sub-agent to come for inspection. | 1 | 1 Tense |
| 31 | Please note that we run out of extra-beds as Novotel *borrow* us last week and not return yet. | 1 | 1 Tense |
| 32 | Regarding the issue, note that I have offered GTD twin-bed rooms to all CCT bookings during this month to satisfy the agent. The agent *inform* us that the guests complained them a lot that we *not offer* twin-bed rooms last time. Please pre-assign the twin | 2 | 1 Tense<br>1 Omission |

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| | rooms for this agent as first priority. | | |
| 33 | Please update the rate codes below in OPERA ka. | No | |
| 34 | May I follow up the rooming list for Chevron group please? | No | |
| 35 | Our guests *not receive* the confirmation letters as you have confirmed. Please resend as soon as possible because they have to use the document to ask for VISA. | 1 | 1 Omission |
| 36 | Many guests form UNITED NATIONS *complain* a lot about our staff block too much amount of money for deposit. Please from now on block only 2000 THB for each guest credit card to avoid complain. | 1 | 1 Tense |
| 37 | Our accounting team *inform* that we did not receive the money. Please follow up with Khun Jay for the bank transfer statement. | 1 | 1 Tense |
| 38 | Kindly issue the invoice for guest as he *not received* last time when he checked out ka. | 2 | 1 Omission<br>1 Misformation |
| 39 | Please credit points back to guest account as Khun Kim *offer* the guest a complimentary room so the points should not be deducted from guests' account. | 1 | 1 Tense |
| 40 | Last time Mrs. Huang *have* Mango for her daily amenity but due to the price increase, I am not sure if we can offer this time. I will ask our culinary co-ordinator to check if we can order daily and see how much it could cost. | 1 | 1 Tense |
| 41 | Khun Pao, Duty Manager, talked to the guest last night and offered 1 night compensation as it was our mistake. Also the guest will move to our suite room today and stay there until he checks out. Khun Ple, LP manager will check with the key card update record and the CCTV as well. | No | |
| 42 | Please note that 5 guests from UN Group *not show up* last night so we amended the bookings to check in today. Please advise if we can cancel the bookings. | 1 | 1 Omission |
| 43 | The driver waited for the guest at gate No. 5 but he *not see* the guest so *he back* to the hotel after 2 hours. Please follow up with the company if we can no-show charge. | 2 | 2 Omission |

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| 44 | Please find the name list attached for attendees of the training on Monday. | No | |
| 45 | I already *investigate* the issue but *not find* any person like guest *tell* us in the CCTV. I will recheck again and talk with the guest for more detail. | 3 | 2 Tense<br>1 Omission |
| 46 | Please pre-block showrooms for tomorrow morning. Please do not assign XX01, XX14, XX20, as they are oversized room and we *have* big issue last time. | 1 | 1 Tense |
| 47 | Kindly send us the payment slip as our accounting *not find* in the statement. Note that the official tax invoice can be issued only after we get the payment and process in our system. | 1 | 1 Omission |
| 48 | Please use the authorization form I *give* you last time to pre-block the credit card. Only half amount first please and I will let you know if we can charge. | 1 | 1 Tense |
| 49 | May I follow up the rooming list of the following groups: CC3, AC4, JK2, KM1, AH5. Note that the cutoff date is this Wed ka. | No | |
| 50 | The guest *not show* up last night but he came in the early morning after we run night already. We *inform* him that we will no-show charge for 1 night but guest refused as he *don't* stay last night. I *explain* that it is our policy but *guest still unhappy*. Khun Jhaja, duty manager, will talk with the guest again in the afternoon after guest back from the meeting outside. | 5 | 3 Tense<br>2 Omission |
| 51 | Attached file is the name list for GC4. Note that the passport number and date of birth are in the column C and D. Please unhide and copy the detail in OPERA so that we can pre-register the guests. | No | |
| 52 | The check-in venue should be at ERAWAN I. I already *confirm* with the organizer so she will bring the guests right away to the venue. Please prepare all check-in document and equipment before time. | 1 | 1 Tense |
| 53 | May I follow up the name list of GC4 at your most convenient time please? | No | |
| 54 | I have already called the guest but *he not* in the office. Note that it is likely that we will be fully booked tonight so please assist to confirm the guest | 1 | Omission |

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| | if you can. | | |
| 55 | The water leaking has been fixed already. We will release the rooms on 11th and 12th floors this afternoon when the glue is dry. | No | |
| 56 | May I follow up the name list of the group in the attached file please? | No | |
| 57 | The guest already *book* the car when he *make* the booking so please confirm with the guest again for the meeting area and I will coordinate with our airport rep. | 2 | 2 Tense |
| 58 | The points have been credited back to guest's account and the booking was cancelled accordingly. | No | |
| 59 | Please note that from now on M1, X1, P6, and X4 will receive our daily refreshing amenities and daily turn down service as well. Last time, Khun Killian *confirm* with the management team already and every concerned department should have noted. For V2, there must be an approval from authorized person for any special set up, including the executive lounge access. | 1 | 1 Tense |
| 60 | I *order* the items from manual files saved in L Drive as my BT account still not activate. Please follow up the delivery date so that I can inform FOM to check whether we still have some spares to use. The attached file is for your reference. | 1 | 1 Tense |
| 61 | The rooming list as attached. Note that the names with yellow highlight are top VIPs that the organizer just *confirm* with me yesterday. Please note all special arrangement as detail mentioned in remarks. | 1 | 1 Tense |
| 62 | I cannot find the booking as you *mention*. Please give me more specific details so that I can look in our system again. | 1 | 1 Tense |
| 63 | The reservations have been confirmed under the confirmation numbers 86794613, 866794614, 86794615, and 86794618. Also I already *cancel* Mr. Josh Dinnerman reservation under the cancellation number 54765140. | 1 | 1 Tense |
| 64 | Please arrange the car for Mr. Joshua, CRS# 87562413, pick up time at 14.45, TG618. Guest *complain* that last time he *cannot find* our airport rep. and *have to wait* for an hour. Please make sure | 3 | 3 Tense |

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| | that this time everything will go smoothly. | | |
| 65 | The organizer *change* the period for the event and will confirm again once she can finalize the name of all participants. | 1 | Tense |
| 66 | Please contact Khun Sujitra, Adm. Asst, to follow up the payment. She told me that she *call* yesterday to ask for bank account detail but our staff *cannot* find information so she will call back again today. | 2 | 2 Tense |
| 67 | The ASIAN BASKETBALL LEAGUE *depart* yesterday early morning but they *not get* the breakfast box as confirmed. Please investigate and let me know asap. | 2 | 1 Tense<br>1 Omission |
| 68 | Before you send the email to our clients, please make sure you delete all internal communication as they clients not suppose to know and it looks unprofessional. | No | |
| 69 | The incidents have been reported to the LP department and further investigation is under process. All detail will be discussed in today' s morning brief. All concerns please attend. | No | |
| 70 | I am sorry to say that I already cut off the block for JK4 as I *not receive* feedback from event team and yesterday was the cutoff date. Also the revenue team *want* to clear the inventory in MARSHA yesterday so please issue new GRC for me to re-block the group. | 2 | 1 Omission<br>1 Tense |
| 71 | I *check* yesterday and RES-LINK still work. It is possible that guest *want* to book the period out of shoulder date so the RES-LINK *not respond*. Please issue new GRC and advise the period of the shoulder date so that I can adjust in the system. | 3 | 2 Tense<br>1 Omission |
| 72 | The charge was done due to the no show policy. The guest *not show up* so FO team must do the no show charge to guarantee the room. Please find the receipt and the detail as attached file. Note that we can cancel the charge within today only. If not, it will take 2 weeks for the refund process. | 1 | Omission |
| 73 | May I follow up the name rooming list for the group KB1? | No | |
| 74 | The name list as attached. The yellow highlight | No | |

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| | names are VIP. Please note to set up amenities before arrival. | | |
| 75 | Khun Ammie will assist to check-in the guest at the executive lounge. The welcoming amenities are prepared. Please confirm the arrival time again. | No | |
| 76 | Noted for the request and I will process in the system within today. | No | |
| 77 | The agent *call* and *ask* for the official receipt but I don't have any detail. Please assist or contact Khun Ae, Accounting Officer, to ask for more information. | 2 | 2 Tense |
| 78 | Could you please pre block 1412 for Mr. Scott Cannon? He should arrive before midnight. | No | |
| 79 | I have already cancelled the pre-authorization of the credit card. Please find the attachment for details. | No | |
| 80 | I *talk* with Khun Tan yesterday and she *acknowledge* that we cannot arrange what the organizer request. She will check again and see if we can offer something instead. | 2 | 2 Tense |
| 81 | Please find the name list attached for the outing activity of group 1. | No | |
| 82 | May I apologize for the inconvenience. Your feedback is the most valuable and I will make sure to share with my team in order to improve our service. | No | |
| 83 | Guest *complain* that the air-condition in room *was not work* properly. I already put record in the system and our engineer team will follow up to fix it. | 3 | 1 Tense<br>1Omission<br>1 Addition |
| 84 | May I follow up the name rooming list for the group CT1? Note that I already *create* the bookings under the company name so if the name list is not confirmed, I will have to cancel all bookings. | 1 | 1 Tense |
| 85 | Khun Ammie *talk* to the guest this morning and *guest fine*. He *not understand* the process of giving deposit but he *say* that our staff *not tell* him clearly. | 5 | 2 Tense<br>3 Omission |
| 86 | Guest *come* and *collect* the item last night. He *thank* you to the housekeeping for being good and honest. | 4 | 4 Tense |

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| | He also *write* in Trip Advisor and Khun Ammie will share with us and send out the email. | | |
| 87 | Please make sure that the room is clean and inspected before guest arrival as he complained a lot during his latest visit that his room was not clean enough. | No | |
| 88 | Last month the up-selling amount *not exceed* the target. Please brief your team and encourage them to do up-selling in order to increase the hotel revenue. Please find the supporting document as attached. | 1 | 1 Omission |
| 89 | Kindly resend the payment slip as our accounting department *not see* the amount in the statement. | 1 | 1 Omission |
| 90 | The reservation team did not *made* the booking as the booker did not confirm the number of the participants. Please confirm back again with this email so that the reservation team can make the booking soonest. | 1 | 1 Misformation |
| 91 | Names in yellow highlight are all VIPs. Please make sure to arrange special requests mention in the rooming list. Khun Kate the organizer will update again is there is any change. | No | |
| 92 | Please issue invoice individually as all guests *not receive* the invoice when they *check out* yesterday and Khun Samantha just *call* and *complain* with me about this issue. | 4 | 3 Tense<br>1 Omission |
| 93 | All participants are encouraged to enroll Marriott Rewards. Please make sure that we have enough membership cards to give to each guest. | No | |
| 94 | The guest *claim* for missing stay. Please send the receipt and membership detail so KL center so that they can credit points for guest. | 1 | 1 Tense |
| 95 | I already *check* with the housekeeping and they *say* that they *not find* the bathroom amenities in the room. I will check again and let you know asap. | 3 | 2 Tense<br>1 Omission |
| 96 | Please find the authorization form as attached and fill in and reply back with this email. | No | |
| 97 | Regarding the guest complaint, I already checked and found that the HK team already *setted* up the honeymoon amenities but *not put* DNM in the system. The GSA who *check in not know* so he | 12 | 7 Tense<br>2 Misformation<br>3 Omission |

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| | *move* the room to 14 floor. After check in, guest *come* down and *complain* so I *talk* to HK team and found that the room already *setted up*. So I *move* the room for guest but he *still unhappy*. I *send* a bottle of house wine to apologize guest but still no feedback. | | |
| 98 | Please make sure the room is ready before guest arrival. | No | |
| 99 | The staff checked in the guest into the room but another guest already *occupyed* the room. I already apologized to the guest and moved him to our suite room and he was fine. | 1 | Misformation |
| 100 | Guest *very unhappy* with our service. Already *ask* him if we can do anything but he *wants* to move to another hotel. Khun Ammie will follow up with the guest again. | 3 | 2 Tense<br>1 Omission |
| 101 | I *send* the confirmation to the organizer yesterday so please follow up with the Khun Samantha ka. | 1 | 1 Tense |
| 102 | May I confirm the transportation for each guest as your request but there is no detail mentioned in the rooming list? | No | |
| 103 | Please find the update rooming list for EL3 as attached. | No | |
| 104 | All participants who *attend* the meeting on Monday and Tuesday must pay for meeting package. Please follow up with each participant within today as today is the last day for the meeting. | 1 | 1 Tense |
| 105 | I am sorry for the inconvenience. I have already informed our staff to be more careful in checking details in the reservations. I will make sure that no such issue will occur in the future. | No | |
| 106 | I already *note* down your request in the reservation. We are looking forwards to welcoming you soonest. | 1 | 1 Tense |
| 107 | As you *not show up* last night at the airport so we have to charge for a no show penalty. Please find the attached file for the receipt and let me know if you have any question. | 1 | 1 Omission |
| 108 | I cannot find the email you *send* in my mailbox. Can you please send it again? | 1 | 1 Tense |

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| 109 | The revenue team *create* the rate since yesterday so the booking should not show FIXME rate. Please recheck in OPERA is the rate code is updated. | 1 | 1 Tense |
| 110 | Can you please separate meeting packing and room charge for the individuals? | No | |
| 111 | I am sorry for the late reply. I *check* in MARSHA and found that the booking was cancelled. Please reinstate the booking so that the inventory will match in both systems. | 1 | 1 Tense |
| 112 | The car has been arranged according to the flight schedules for each guest. Please find the attached file for your reference. | No | |
| 113 | We offer the waive for the penalty charge due to the misunderstanding between our airport rep. and the concierge team. The cost for the AOT car will be absorbed by hotel. | No | |
| 114 | Can I have the receipt for the deposit of Teradata Group please? I *send* the payment slip to you yesterday so please look in the mailbox. Please process within today as I have to get back to the organizer. | 1 | 1 Tense |
| 115 | I *not find* the group block in the system. Please check. | 1 | 1 Omission |
| 116 | Please note that the guide will come to collect the key later in the evening. Please prepare in advance. | No | |
| 117 | I *send* the confirmation letters individually to the guests yesterday. Please crosscheck if the email addresses given are valid. | 1 | 1 Tense |
| 118 | Please cancel the card verification as attached file. | No | |
| 119 | Please find the update of A/R unknown as attached. | No | |
| 120 | Guest mentioned that we *offer* a special rate last time so she wonders if we can offer the same rate for her upcoming stay. | 1 | 1 Tense |
| 121 | May I follow up the rooming list for each group as attached file please? | No | |

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| 122 | We *did not saw* any special comment in the reservation so please recheck with the event team again. | 1 | 1 Misformation |
| 123 | The organizer just *give* me the name list last night. I will update in the excel file and send you email within today. | 1 | 1 Tense |
| 124 | Please find the attached file for your reference. | No | |
| 125 | Could you please arrange the car for the guest as detail below? Note that he *has* problem last time about the driver so please make sure with the limousine company to address a good driver for him. | 1 | 1 Tense |
| 126 | Last time your room *rate under* the corporate rate but the rate is not valid during this period so we have to offer our best available rate. Please contact our sales representative for more detail. | 1 | 1 Omission |
| 127 | The guest *claim* for missing stay. Please handle this case and get back to the guest asap. | 1 | 1 Tense |
| 128 | Thank you very much for you kind interest in using our property to hold the upcoming event. I have attached our promotion and detail with this email for your reference. Please let me know if you need any other information so that I can assist you promptly. | No | |
| 129 | The rooming list has been updated in the attached file. | No | |
| 130 | We *have* some problem yesterday during the inspection. Please find the attached pictures for you reference and further action. I will give more feedback during the management meeting today. | 1 | 1 Tense |
| 131 | We *did not sold* the rooms on the 11 floor last night due to the problem of smoke detectors not working. Engineering team will assist to check the system and will contact sub-agent to come and check on Tuesday. During this time, please assist to block OS in the system. | 1 | Misformation |
| 132 | We cannot gtd the bed type as we are fully booked until the end of the week. Please find the occupancy forecast report as attached for your reference. | No | |

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| 133 | Our front office team will assist the guest accordingly. Last night the guest *comed* down and reported the incident. I will also follow up with the guest myself. | 1 | 1 Misformation |
| 134 | Khun Noot already *get* the payment slip yesterday so I will ask our staff to issue the receipt for you accordingly. | 1 | 1 Tense |
| 135 | May I confirm the reservation as per attached file? Please note that the revenue team *ask* if you still need the rooms. If not, I should release the blocks. | 1 | 1 Tense |
| 136 | LI YU program has been launched already. Please make sure every concerned department follow the procedures accordingly. | No | |
| 137 | I *remove* the charge for mini bar as guest *claim* that he *did not consumed* anything during his stay. As the amount *is* quite high, it is still pending in the PM 9005. Please advise. | 4 | 3 Tense<br>1 Misformation |
| 138 | I would like to report that the mentioned problem has been solved already. Please find the attached report for you reference. | | |
| 139 | Khun Kim *gived* the complimentary forms already and I saved in L Drive. Please follow the hyperlink below. | 1 | 1 Misformation |
| 140 | I will check with our executive chef if we can arrange vegetarian food for the whole group. | No | |
| 141 | We cannot allow karaoke session at the upper deck as we got complained by Sansiri building about the loud noise. Could you please consider our indoor venue instead? | No | |
| 142 | We were fully booked last night and the guest *cannot made* reservation online. I *offerred* walk-in rate and guest was fine but he still wanted to talk with the sales representative who takes care of his company. | 2 | 2 Misformation |
| 143 | There *are* 2 guests who *do not showed* up last night. I *do not canceled* the bookings as corporate bookings. Please advise as the bookings still amend. | 3 | 1 Tense<br>2 Misformation |
| 144 | Please find the name list attached for JK4. | No | |

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| 145 | May I follow up the passport number and CC details of each guest? The one you *sended* was not complete and our reservation team could not *made* the booking. | 2 | 2 Misformation |
| 146 | Could you please confirm the date for site inspection? I will not be in the office so my assistant will assist you instead. | No | |
| 147 | Kindly send us the payment slip as our accounting *not find* in the statement. Note that the official tax invoice can be issued only after we get the payment and process in our system. | 1 | 1 Omission |
| 148 | Please be informed that the credit card you gave is not valid. Please send us the new one asap. | No | |
| 149 | May I follow up the rooming list of the following groups as attached files? | No | |
| 150 | Due to the incident at Ratchaprasong junction, please find the attached file for the reservation cancellation report. Note that Khun Kim *offerred* no penalty charge for cancellation as unexpected incident. | 1 | 1 Misformation |
| 151 | As OPERA system *run* down, the daily report could not be retrieved. Please find external link below for your reference of daily report instead. | 1 | 1 Tense |
| 152 | FYI Guest came without booking but he confirmed that he made the reservation with us by phone. As we had no room available, I *offerred* the guest to stay at our sister hotel (RHI) and *offerred* the same rate at our property. The guest was fine and RHI will charge us with match rate. | 2 | 2 Misformation |
| 153 | I released all blocks as requested. Please find the attached file for your reference. | No | |
| 154 | I received the payment with many thanks. Our accounting department will issue a receipt for you shortly. | No | |
| 155 | Please clarify the room rate of the attached booking. | No | |
| 157 | Please note that we cannot do direct billing for this group as we do not have A/R number. Please suggest the booker to settle by credit card or cash upon departure instead. Otherwise, there will | No | |

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| | difficulties for billing process. | | |
| 158 | I already corrected the name list as attached file. Please recheck if you have any additional information to add. | No | |
| 159 | The reservation team *confirm* the bookings last week but we *not received* feedback from your side so we had to cancel as it was our cutoff date. Please advise again. | 3 | 1 Tense<br>1 Misformation<br>1 Omission |
| 160 | Please contact our room control staff if you have any questions due to the long holiday for Thai New year so the office will be closed. | No | |
| 161 | Noted for your request and sorry for the miscommunication earlier. I will arrange special amenities for your guests accordingly. | No | |
| 162 | The guest *contact* us last night and inform that there was a water leaking at the door in his room. I *offerred* the guest to move the room and block OS for engineering and housekeeping team to process. | 2 | 1 Tense/ 1 Misformation |
| 163 | Please find the attached detailed report for our quarterly audit. Note for the red highlight areas are the areas that we should improve. | No | |
| 164 | Please be informed that the potential audit *check in* last night and now staying in room 1214. Please pay attention to your responsible area. | 1 | 1 Tense |
| 165 | I called to you office and got informed that you *are* out for lunch break. Please find the attached document for you reference and let me know if you need me to correct anything. | 1 | 1 Tense |
| 166 | The organizer revised the name list but I did not update in the system yet. I will send out the email within today. | No | |
| 167 | Please follow up with the organizer for the total number of the guests as I have to process the room block in the system. | No | |
| 168 | To avoid any miscommunication and misinformation, I created the record in excel format as attached and saved in shared drive. Please update any information you get so that we can all share the same information. | No | |

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| 169 | The guest was drunk and came to check in without any document. I *denyed* to let him check in due to our security concern. Guest *very upset* and went out and came back again with his friends. His friends checked in instead of the guest and they all went up to the room. | 2 | 1 Misformation<br>1 Omission |
| 170 | Could you please update us the name list of the speakers? I *send* you an email yesterday but *not received* any feedback. | 3 | 1 Tense<br>1 Omission<br>1 Misformation |
| 171 | Please find the new authorization form as attached and send back to us within today. Note that the one I *send* this morning was by mistake. | 1 | 1 Tense |
| 172 | Could you please update the detail in the blank space in the attached file? The one I *receive* from you was not updated and I have to pass to our event team within today. | 1 | 1 Tense |
| 173 | The guest did not show up last night so we did the penalty no show charge. Please find the attachment for you reference. | No | |
| 174 | I *did not received* any information for the company yet. I will contact them again within today and will let you know as soon as possible. | 1 | 1 Misformation |
| 175 | Please find that attached files for the update of upcoming events during next week. | No | |
| 176 | Thank you very much for you email. Your reservation is confirmed and all special requests are noted, subject to availability. Please find the attached file for your reference. | No | |
| 177 | Guest complained due to the unsatisfying service of our staff. Khun Pao already talked with the guest and offered complimentary breakfast during his stay. Guest said that he did not complain because he wanted something free but he needed to see improvement. Finally guest was fine without any compensation. | No | |
| 178 | I am sorry for the delayed reply. The housekeeping can arrange honeymoon amenities for your guests accordingly. Any extra request for this occassion, please let me know. | No | |

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| 179 | Please follow up the payment with the agent asap as we still *not received* the money and the guest will check out tomorrow. | 1 | 1 Omission |
| 180 | The finalized rooming list is attached. Note that the booker *change* the date for some guests which are highlight in yellow. Please amend and adjust in the system. | 1 | 1 Tense |
| 181 | Sorry I was out of the office so I did not receive the call. Please find the attached document as requested. | No | |
| 182 | Please find the attached files for your reference. Our accounting department *already send* you the hard copy so it should arrive within 2-3 working days. | 1 | 1 Tense |
| 183 | The bookings were postponed as they were under the group contract. Please update the period of stay again and let me know as soon as possible. | No | |
| 184 | Please advise the CC details of the company as the email I *get* from you this morning was empty file. | 1 | 1 Tense |
| 185 | Please find the attached files for the relocation report. Note that there were three guests no show and all *are* from travel agent. We confirm to charge for full period so we already put their reservation detail in separate file. | 1 | 1 Tense |
| 186 | Note that our hotel cannot offer the compensation this time as it is the guest's misunderstanding. Therefore, one night charge will be applied. | No | |
| 187 | May I follow up the name list for KC3 please? | No | |
| 188 | Khun Ammie will assist to reply the guest via email. Note that the guest *not informed* us prior to his arrival so the FO staff could not see the comment. However, the special amenities were arranged along with apology letter from duty manager already. | 1 | 1 Misformation |
| 189 | Our meeting rooms on the executive floor *under renovation* so we offered them to use our suite room instead for break out room. | 1 | 1 Omission |
| 190 | The reservation is confirmed under Electrolux contract rate. Please find the attached confirmation letter for you reference. | No | |

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| 191 | As discussed via phone, please find the attached email I *send* you yesterday and please get back as soon as possible as the due date for this event is in the next 3 days. | 1 | 1 Tense |
| 192 | Please be informed that there will be no additional charge from our hotel for your cancellation. You *maked* the reservation through Agoda website so the conditions for cancellation should be upon the agreement between the guest and Agoda. | 1 | 1 Misformation |
| 193 | I *talk* to the organizer and she informed me that her guest *waitted* at the airport for 2 hours but there was no sign from our driver. Please investigate the issue and get back to me as soon as possible so the penalty charge can be agreed upon. | 2 | 1 Tense<br>1 Misformation |
| 194 | Kindly advise the further process of individual billing for Kimberly Clark as many guests refused to pay for accommodation as they informed that the company will pay. | No | |
| 195 | Please find the attached file for group resume of Swarovski group. Sorry for the late update as the organizer just *come* back from holiday so *cannot contacted* her. | 2 | 1 Tense<br>1 Misformation |
| 196 | The room block process is done according to GRC attached. Please advise the name list at your most convenient. | No | |
| 197 | There are some guests who would like to change the payment condition, from POA to DB. Please ask the organizer and update our FO team in order to avoid miscommunication. | No | |
| 198 | As mentioned in the group resume, the rate is confidential. There is no reason for the staff to inform the room sate to the guest. Please investigate why the staff *show* the rate to the guests as the agent *get* complained from the guests yesterday and they *complain* us as well. This is a big issue as we may lose our client as a big supporter. | 3 | 3 Tense |
| 199 | Please re-issue the invoice as Khun U-Sa *say* that the address in the one you *send is* still wrong. Please CC me as well if you send the invoice out. | 3 | 3 Tense |
| 200 | Please look at your work schedule and prepare for your manpower during this group stay. Last year we *have* issue about keep them waiting for long time at | 1 | 1 Tense |

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| | the lobby because there was only one staff at the counter. Khun GM expects a smooth process this year. | | |

# BIOGRAPHY

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| Name | Mr. Sermchart Chalardlumsakul |
| Date of Birth | February 13, 1988 |
| Educational Attainment | 2010: Bachelor's of Arts (English), Silpakorn University |
| Work Position | Room Controller and Reservation<br>JW Marriott Bangkok |
| Work Experiences | 2016- Present: Room Controller and Reservation<br>JW Marriott Bangkok<br>2015-2016: Room Controller, Courtyard by Marriott Bangkok<br>2012-2015: Head of Personal Coach (Tutor), Boston Bright English Language School<br>2010-2012: Guest Service Agent, Marriott Executive Apartment Sathorn Vista Bangkok |