



**AN ERROR ANALYSIS OF WRITTEN ENGLISH EMAIL
OF SENIOR CABIN CREW: A CASE STUDY AT A THAI
AIRLINE COMPANY**

BY

MS. JARUCHA SETTANAN

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE, THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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ENTITLED

AN ERROR ANALYSIS OF WRITTEN ENGLISH EMAIL OF SENIOR CABIN
CREW: A CASE STUDY AT A THAI AIRLINE COMPANY

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

on June 24, 2017

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Independent Study Paper Title	AN ERROR ANALYSIS OF WRITTEN ENGLISH EMAIL OF SENIOR CABIN CREW: A CASE STUDY AT A THAI AIRLINE COMPANY
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Academic Years	2016

ABSTRACT

This study aimed to explore the types of writing errors in email as well as to investigate which type of writing errors is the most commonly found in the email of senior cabin crew using error analysis.

The participants in the study were 25 senior cabin crew working in a Thai airline company. All of them had been working as a senior cabin crew position for more than one year. The instrument was 25 emails of the participants. The data analysis was conducted using error classification adapted from the surface strategy taxonomy. The frequency of errors was illustrated in percentage.

The results from the error analysis showed that five types of error were found in the emails. It was found that the most common type of writing error in emails was misformation—the wrong form of the morpheme or structure. It is expected that analysis of errors in this study could enhance the teaching and self-learning of English for Thai EFL/ESL students.

Keywords: error analysis, error classification, email pragmatics, errors in English writing

ACKNOWLEDGEMENTS

I would like to express my gratitude and thankfulness to my advisor Assistant Professor Dr. Ketvalee Porkaew for encouraging me in this study. Her kindness, valuable guidance, and patience have been priceless.

I also would like to express my sincere appreciation to my committee member, Assistant Professor Dr. Monnipha Somphong, for her beneficial comments and advice.

In addition, I would like to express my thankfulness to Ms. Nattarin Kitinan-arkharadej, cabin crew manager of a Thai airline company, for providing me with a great opportunity to study and gather all information from the cabin crew department.

I would like to extend my gratitude to Dr. Alan James Benjamin Clarke from the Language Institute of Thammasat University for his valuable suggestions and kind assistance as my inter-rater.

My deep gratitude and heartfelt thanks also go to my father, mother, my family, my friends, and Alvin Saw Wei Chuin, for always supporting and staying beside me. All of your love, understanding, and support are precious to me. I would like to thank Thinattaya Thaisuko and Napat Phumsiri for encouraging me in whatever way that could. Finally, I would like thank all of the CEIC teachers, staff, and classmates for providing me with knowledge, support, and friendship.

Ms. Jarucha Settanon

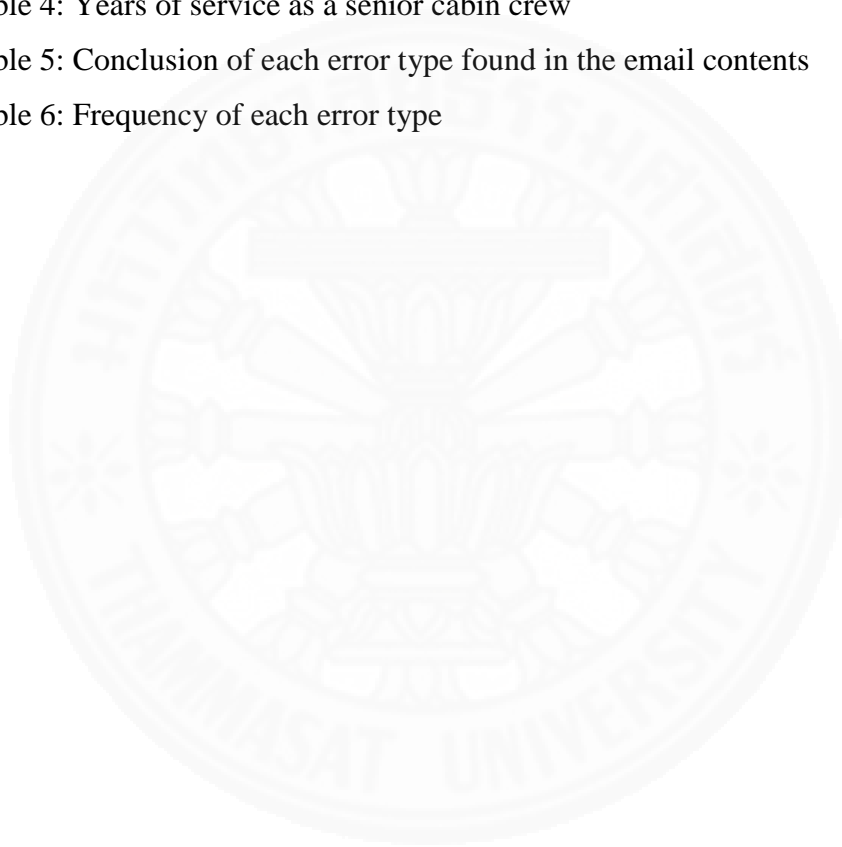
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CHAPTER 1

INTRODUCTION

1.1 Background

English has now become a major language for airlines in order to communicate with passengers and among staff themselves. In Thailand, even though English is not an official language, to work internationally especially in airline companies, having an ability to communicate in English is required. A cabin crew is a position that requires good ability in English. People who apply for a cabin crew position are required to demonstrate their English proficiency, which will be assessed from TOEIC (Test of English for International Communication) score. They are expected to have a good command of both speaking and listening English skills. However, as a major part of training courses are conducted in English, it is necessary for cabin crew to be capable of not only speaking and listening but also reading and writing English skills.

Electronic mail or email is a method of exchanging digital messages between people using digital devices such as computers and mobile phones (Wikipedia). It is now widely used in the world of business for communication. At a Thai Airline company, the target airline for this study, a senior cabin crew or a purser is the in-charge person on each flight who is responsible for the whole cabin—cabin crew team and passengers—and is required to submit a flight report via email as soon as each flight reaches its originating destination every day to the cabin crew department. It is a normal practice of senior cabin crew to write emails in English. The senior cabin crew themselves need professional writing skill in order to provide flight information to the cabin crew department and other concerned departments. As all information in emails is to be delivered to concerned parties within Thailand and other international stations, the details must be accurate, concise and formal. According to Chapman (2007) cited in Chalardlumsakul (2015), email content should be concise, conclusive, and error free. Any email content that contains misspellings or grammatical errors can be considered unprofessional, which would affect the image of the writer and can negatively impact any business as it can cause misunderstanding.

Subsequently, making errors in emails might be a cause of miscommunication between a sender and a receiver, which can lead to wrong decision making and unsuccessful problem solving. Making errors is common among language learners, especially grammatical errors. Errors can be found in both spoken and written form, 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 misspellings 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 (Corder, 1967). The writing skill of senior cabin crew in email could demonstrate how professional they are; therefore, it can produce successful communication and problems can be solved appropriately and in a timely manner.

1.2 Statement of the problem

Since the researcher is now working as a cabin crew executive in a Thai Airline company handling training and responsible for daily emails, there are many errors found in writing—verb tense, word order, subject-verb agreement, part of speech, and organization—submitted by senior cabin crew. To illustrate the point, certain emails written by senior cabin crew are shown as follows:

‘I tried to change battery, restart, hard reset but HHC still down and never opened’

‘I found that the situation was happened during we were checking the cabin before landing’

‘I did not see any staff raised the voice to hurry up and snatched her bag, she just guild the hand to point the empty compartment’

Grammatical errors, inappropriate word choice, word order, and misspellings are examples of commonly found errors in these emails. Therefore, the researcher would like to investigate the types of errors in senior cabin crew’s emails. The

findings could be great feedback to provide suitable training for the next batch of senior cabin crew of this Thai Airline company.

1.3 Objectives of the study

1.3.1 To explore the types of writing errors in email created by senior cabin crew.

1.3.2 To investigate which type of writing errors is most commonly found in email created by senior cabin crew.

1.4 Research Questions

1.4.1 What are the types of writing errors in email created by senior cabin crew?

1.4.2 What is the most commonly found type of writing error in email created by senior cabin crew?

1.5 Significance of the study

The findings of this study will be a useful source of feedback on senior cabin crew's writing competence for the Thai airline company. The company might use the findings to promote the crew's writing skill in order to assist in a successful communication by providing the necessary training. The most common writing errors found in this study can be considered as the first essential point to educate the senior cabin crew in their professional writing skills.

1.6 Scope of the study

The scope of this study will be limited to emails submitted through the email system by senior cabin crew in the year 2016-2017. The permission to collect those target emails was requested for approval from a cabin crew manager of the Thai Airline company. The authorization to access the email system was granted.

1.7 Definition of terms

The definition of terms in this study is as follows:

Error refers to an ungrammatical construction, which occurs systematically due to the lack of knowledge of the target language. Also, learners cannot recognize and correct the errors by themselves (Ellis & Barkhuizen, 2005 as cited in Srinual, 2013). In this study, the errors are all incorrect forms of English grammar written by senior cabin crew in their emails. Their emails were submitted to the cabin crew department and their English grammar had never been corrected.

Error Analysis refers to a kind of linguistic analysis that mainly studies the error occurrences made by a student or learner (Khansir, 2012 as cited in Namkaew, 2015). In this study, error analysis was used to analyze errors from emails sent by senior cabin crew to the cabin crew department.

Error Classification refers to the categorizing of errors into types. In this study, the error classification was adapted from the surface strategy taxonomy suggested by Dulay, Burt, and Krashen (1982), which consists of the following:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For example: I want to go*(to) New York. (Correction: I want to go to New York)

This example shows the omission of preposition “to” in an utterance.

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item that should not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both L1 and L2 learners: double

markings, regularizations, and simple additions. These errors are good indicators that some basic rules have been acquired, but that refinements have not yet been made.

Dulay et al. also state that there are three types of addition errors: 1) double marking, 2) regularization 3) simple addition.

For example:

1) Double marking: Why *didn't* mommy *don't* make dinner? (Correction: Why didn't mommy make dinner?)

This example shows the past tense but the auxiliary is produced twice.

2) Regularization: The fishes doesn't live in the water. (Correction: The fishes don't live in the water)

This example shows regularization of the third person singular, which requires subject-verb agreement.

3) Simple addition: Apart from those two addition errors, the remaining addition errors will be categorized in this category—the use of an item which should not appear in a well-formed utterance.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something incorrect. Three types of misformation have been reported in the literature: (1) regularizations; (2) archi-forms; and (3) alternating forms.

For example:

1) Regularization: He falled from the tree. (Correction: He fell from the tree)

The example shows a regularization error in the past tense form.

2) Archi-forms: What does (is) putting on the table? (Correction: What is he putting on the table?)

The example shows an error archi-forms of auxiliary does/is.

3) Alternating forms: He put a (some) gas in. (Correction: He put some gas in)

The example shows an error of quantifier use.

4. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of morpheme or morphemes in an utterance.

For example: What that is? (Correction: What is that?)

The example shows the misordering of auxiliary in simple question.

5. Other errors

Apart from the four error categories, misspelling, incorrect of capitalization, wrong space, and incorrect punctuation will be categorized into other errors.

For example: Everything was solved and pax was satisfied (Correction: Everything was solved and passenger was satisfied).

The example shows the wrong spelling of the word satisfied

Cabin crew refers to members of aircrew who work on board the aircraft and employed by airlines. Their duties are to ensure adequate safety and security to passengers including providing service according to each assigned position and the airline policy. In this study, the term refers to a group of people who work on board the aircraft under rules and regulations including standard operating procedures where the researcher is their supervisor.

Senior cabin crew refers to members of an aircrew employed by an airline working as a leader of cabin crew on board the aircraft. Their duties are to be in-charge of the cabin, instruct normal cabin crew to perform their duties according to the assigned positions, and control all activities in the cabin of the aircraft. In this study, the term refers to a group of people who work on board the aircraft as a leader in the cabin. They are required to work under rules and regulations including standard operating procedures where the researcher is their supervisor. Senior cabin crew have one important responsibility: to submit a flight report via email to the cabin crew department once their flight reaches its originating destination every day.

A **flight report** refers to the source of information regarding the details both in normal and abnormal situations on the flight. In this study, a flight report is a piece of information sent by senior cabin crew to the cabin crew department.

Email refers to a common method of communication among two parties. It is a file transfer among two servers on a specific port number (Albrecht, C. <http://www.gsaig.gov/assets/File/other-documents/Forensics-EmailAnalysis.pptx.pdf> as cited in Devendran, V.K., Shahriar, H. and Clincy, V., 2015, p.111-117). In this study, email is a tool to transfer information from senior cabin crew to the cabin crew department.

1.8 Limitations of the study

3.6.1 Since the study focuses on five types of errors, the findings will be limited to those five error types only. It might be possible that there were more types of error found beyond the error classification used in this study.

3.6.2 This study is limited to three types of flight reports: unusual onboard situations, complaints defending, and explanations of self-disciplinary issues. It might be possible that there were more errors found in the other different types of flight reports beyond the focus of this study.

1.9 Organization of the study

This study will be organized into five chapters as follows:

Chapter 1

This chapter contains the background information of the researcher's motivation to do the study, statement of the problem, objectives of the study, research questions, definition of terms, scope of the study, significance of the study, and limitations of the study.

Chapter 2

This chapter provides information about theories and previous studies related to this study. Moreover, it also includes a review on the use of pragmatic email and some barriers to effective communication for Thai people who work for international companies since they are pertinent to the study.

Chapter 3

This chapter provides information about the methodology of the study. It includes the participants of the study, instruments of the study, procedures, data analysis, pilot test, inter-rater reliability.

Chapter 4

This chapter provides the results and discussion of the study. It describes the error analysis data regarding five categories: omission, addition, misformation, misordering and other errors.

Chapter 5

This chapter provides the conclusions and recommendations of the study. It summarizes the findings and provides suggestions for further possible studies related to this study.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the relevant theories and previous studies. It consists of four parts:

2.1 Errors analysis and error classification

2.2 Related previous research studies

2.3 Email pragmatics

2.4 Barriers to effective communication for Thai people who work for international company

2.1 Error analysis

2.1.1 Definition of error analysis

Error analysis in second language learners was established in the 1960s by Corder and colleagues (Corder, 1967).

Dulay, Burt, and Krashen (1982) state that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teachers and mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors (p.138).

Ellis and Barkhuizen (2005, as cited in Namkaew, 2015) state that Error Analysis (EA) consists of a set of procedures for identifying, describing, and explaining learner errors (p.51). In addition, error analysis is a device to precisely measure the correctness. Thus, the study of errors in a written text or spoken language is called error analysis.

Corder (1974, p.125 as cited in Khansir, 2012) state that the study of errors is part of the investigation of the process of language learning. In this respect, it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications about the nature of the learning process.

Dulay et al. (1982, as cited in Khansir, 2012) mention that the term 'error' refers to systematic deviation from a selected norm or set of norms. Error analysis is useful in second language learning because this will reveal the problem areas to teachers, syllabus designers and textbook writers. It can be used to design remedial exercises and focus more attention on the trouble spots.

Crystal (1999, p.108 as cited in Sawalmeh, 2013) states that error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language.

In the view of Aloba (2010, p.85 as cited in Aloba, 2015), errors in relation to language and in this case English language can be defined as a deviation from the standard norms that is unacceptable to the speakers of the language (p.632).

James (1998, p.1 as cited in Sompong, 2014) identifies a language error as an unsuccessful bit of language. He adds that language learners cannot correct their errors until they have additional knowledge on the topic. These errors occur in the course of the learner's study because they haven't acquired enough knowledge. Once they acquire additional knowledge, they will be able to correct their errors and the more errors the learners correct, the more conscious of language they will become. Moreover, it was pointed out that error is unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

Richards et al. (1992, cited in Erdogan, 2005) state that the studies regarding errors are carried out in order to (i) identify strategies which learners use in language teaching, (ii) identify the causes of learner errors, and (iii) obtain information on common difficulties in language leaning as an aid to teaching or in the development of teaching materials.

Erdogan (2005) also summarizes in his study that error analysis could assist teachers to gain feedback on the writing skills of students in order to support the use of appropriate teaching materials for a successful teaching process.

2.1.2 Error classification

There are many theorists who propose different classifications of errors. Kaeoluan (2009, cited in Namkaew, 2015) proposes that to classify errors is difficult as learning a language is related to a synergy of a learner's internal action and extrinsic environment. Srinual (2013, cited in Namkaew, 2015) proposes that classifying of errors and listing the repetitiveness of the errors in each type are the two processes of describing errors. Corder (1973, cited in Erdogan, 2005) classifies errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of the elements. Dulay et al. (1982) reviewed the literature in order to present the most useful and commonly used bases for descriptive classification of errors. They are (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. Discussion of the descriptive taxonomies is guided by two major purposes: to present error categories which rely solely on observable (rather than inferred) characteristics for their definition; and to report the findings or research conducted to date with respect to error types observed.

(1) Linguistic categories

These linguistic taxonomies classify errors according to the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

- Morphology

For example: Indefinite article incorrect: a ant (Correction: an ant), an little ant (Correction: a little ant), Possessive case incorrect: the man feet (Correction: the man's feet), Comparative adjective/adverb incorrect: He got up more higher (Correction: He got up higher)

- Syntax

For example: Noun phrase: Omission of the article (e.g. He no go in hole.), use of wrong possessive (e.g. The little boy hurt its leg.), Nominalization: Simple verb used instead of -ing (e.g. by to cook it), preposition 'by' omitted (e.g. The dove helped him putting leaf on the water.), Number: He got some leaf (Correction: He got a leaf), Use of pronouns: Omission of subject pronoun (e.g. (He) pinch the man.), Omission of object pronouns (e.g. I don't know (it) in English).

(2) Surface strategy taxonomy

According to Dulay et al. (1982) p.151, surface strategy taxonomy highlights the ways surface structures are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. Below are the definitions for each error category:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others, Dulay et al. (1982).

For example:

1.1 Omission of Major Constituents:

- Head noun: a dirty..., the skinny...
- Subject: ...play baseball, ...no eating that
- Main verb: Billy (has) no milk
- Direct object: Give (it) the little birds to eat, He like (it)

1.2 Omission of Grammatical Morphemes:

- Preposition: to, on, in; I want to go (to) New York, I fall down (in) the water, Go put your pajama (on)
- Article: the; (The) giant wakes up, (The) book drop, (The) doggie eat it
- Short plural: -s; more cookie(s), It's got some flower(s)
- Long plural: -es; I have two necklace(es), Those two house (es)

- Auxiliary: do, is/are; How (do) you take it out?, Man (does) no go in there, (is/are) no eating that
- Auxiliary: is, am; Fish (is) swim, I (am) not crying
- Copula: is, am; This man (is) not brother
- Progressive: -ing; Fish swim(ing), I'm play(ing) with it
- Irregular past tense: fell, came, ate; Good Beech fall (fell) down
- Third person singular: It don't (doesn't) fit in here
- Infinitive marker: to; I like (to) do it, I want (to) draw it

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both L1 and L2 learners: double markings, regularizations, and simple additions. These errors are good indicators that some basic rules have been acquired, but that the refinements have not yet been made, Dulay et al. (1982). Below are examples of the errors:

2.1 Double markings

- Past tense: She didn't (went)(goed)
- Present tense: He doesn't eats
- Negation: He don't got *no* wing, She didn't give him *none*
- Equational predicate: Is this *is* a cow?
- Object: That's *the* man who I saw *him*
- Past tense (The auxiliary is produced twice): Why *didn't* mommy *don't* make dinner?

2.2 Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

For example, “sheeps” and “putted” are both regularizations in which the regular plural and past tense markers -s and -ed respectively, have been added to items, which do not need markers, Dulay et al. (1982).

- Third person singular -s: The fishes *doesn't* live in the water
- Past tense (irregular): The train is gonna *broke* it
- Article a: (a) this
- Preposition: (in) over here

2.3 Simple addition

Simple addition errors are the “grab bag” subcategory of additions. If an addition error is neither a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors—the use of an item which should not appear in a well-formed utterance.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something incorrect. There are three types of misformation have been reported in the literature: (1) regularizations; (2) archi-forms; and (3) alternating forms, Dulay et al. (1982).

3.1 Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

For example:

- Reflexive pronoun: hisself (himself)
- Regular past: I falled (fell)
- Plural: Childs (Children)
- Third person singular: He gots (got) a flower

3.2 Archi-forms: the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. It has been called an archi-form, Dulay et al., (1982).

For example:

- Auxiliary: does/is; What does (is) he putting on the top?
- Prepositions: at/to, on/in; Daddy took me at (to) the train
- Subject pronoun: he/she; the mother's over there and he's (she's) nervous.
- Possessive pronoun: she, she's/her, him's/his; That's she's house, She name is Maria.
- Negative: no/not; Man no go in there, I no have it

3.3 Alternative forms: As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the alternation of various members of a class with each other, Dulay et al., (1982).

For example:

- Quantifiers: Put a (some) gas in, I see a (some)teeth
- Pronouns: Masculine for feminine (he for she), Plural for singular (they for it), Accusative for nominative case (her for she)
- Participle form is alternated with the past irregular: I seen her yesterday, He would have saw them

4. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of morphemes in an utterance, Dulay et al., (1982).

For example:

- He is all the time late.
- Auxiliary in simple question: What that is? (What is that?)
- Auxiliary in embedded question: I know what is that (I know what that is)
- Adverb: I eat sometimes candy (I eat candy sometimes)

5. Other Errors

Apart from the four error categories, spelling errors, incorrect capitalizations, wrong space, and incorrect punctuation will be categorized into Other Errors

For example:

- Spelling errors: Everything was solved and pax was *satisfied* (satisfied)
- Incorrect capitalization: On behalf of Senior cabin crew of flight 351-350 on 11 *dec* (Dec or DEC) 2016
- Incorrect punctuation: Therefore; I write this email to inform you the situation in this flight. (Therefore, I write this email ...)

(3) Comparative analysis

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions (Dulay et al., 1982, p.163). For example, if one were to use a comparative taxonomy to classify the errors of a Korean student learning English, one might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language.

(4) Communicative effect taxonomy

Communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't (Dulay et al., 1982, p.189). These are divided into two major parts: global errors and local errors.

Global Errors: Errors that affect overall sentence organization significantly hinder communication.

For example:

- Wrong order of major constituents e.g. English language use many people
- Missing, wrong, or misplaced sentence connectors e.g. (If) not take this bus, we late for school, He will be rich until (when) he marry.
- Missing cues to signal obligatory exceptions to pervasive syntactic rules e.g. The student's proposal (was) looked into (by) the principal.

- Regularization of pervasive syntactic rules to exceptions e.g. We amused that movie very much. (That movie amused us very much.)

Local Errors: Errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers. The global/local distinction can be extended to the classification of errors in terms of those that sound more “un-English” to a listener or reader than others.

For example:

(a) Why like we each other? and (b) Why we like each other?

Both of these can be understood without too much trouble, but Burt and Kiparsky’s judges found the first more “un-English” than the second (Dulay et al., 1982, p.192)

2.2 Related previous research studies

Sawalmeh (2013) conducted an error analysis of written English essay with students in a preparatory year program in Saudi Arabia. He aimed to investigate the errors in the corpus of thirty-two essays written by thirty-two Arabic-speaking Saudi learners of English. The instrument used for his study was participants’ written essays in English language. All of the errors in the essays were identified and classified into different categorizations. The results showed that the Arabic speakers in this study committed ten common errors. These errors were: (1) verb tense, (2) word order, (3) singular/plural form, (4) subject-verb agreement, (5) double negatives, (6) spelling, (7) capitalization, (8) articles (9) sentences fragments and (10) prepositions. Sawalmeh made recommendations for further research while there were pedagogical implications for ESL/EFL teachers with regard to teaching strategies that would reduce future problems regarding writing English essays among Arab learners.

Erdogan (2005) conducted an error analysis of foreign language teaching. He aimed to point out the significance of learners’ errors for they provide evidence of how language is learned and what strategies or procedures the learners are employing in the discovery of language. He found that the errors that learners make are a major element in the feedback system of the teaching-learning process. He summarized that it is important that the teacher should be able to not only detect and describe the errors from a linguistic view, but also understand the psychological reasons for their

occurrences. Therefore, the diagnoses and treatment of errors is one of the fundamental skills of the teacher.

Namkaew (2015) conducted error analysis of English simple past tense and past progressive tense by graduate students. She aimed to investigate the types and causes of errors as well as to find out the frequency of error types in English simple tense and past progressive tense using error analysis. The participants of the study were 25 graduate students studying in a government university. The instruments were a questionnaire, writing tasks, a gap filling task, and an interview. The data in her study were analyzed by applying surface strategy taxonomy to classify the types of errors and interlingual and intralingual errors to describe the cause of errors. She found that there were six types of errors in past simple tense while there were two types of errors found in past progressive for the writing tasks. In the gap filling tasks, there were three types of errors found in past simple tense and four types of errors found in past progressive tense. In conclusion, Namkaew summarized that since the misuse of tense appeared with the most tokens in committing errors, it can signify that English tense gains less attention from students. This might be because English tense is the most difficult part to learn; therefore, it is not interesting for students to pay attention to. Another result from her study is misformation was found as the most frequent error in both tenses of this study. The misformation error consists of disagreement with grammatical person and number, inflection, the misuse of tense, the use of inappropriate items in a verb phrase, and word function error. She summarized that in order to encourage Thai students to improve their English skills, teachers should provide more activities and new teaching techniques to draw students' attention and allow them to participate more than only reading from the book and memorizing grammar rules.

Vimuktananda (2012) conducted error analysis of voyage reports written by pilots of Thai Airways international public company. The participants were eleven Thai male pilots and the research instruments were eleven voyage reports. She stated in one part of the findings that a voyage report is considered as one of the reports that is packed with aviation jargon; therefore, the findings may not be applicable to other industries. The findings may be generalized to pilots of THAI Airways International PCL. Until all airlines operators have set the same standards for Language

proficiency, the findings in the research may serve as fundamental information. There are many previous studies regarding pilots and cabin crew communication skills showing that the main expected requirement on English language skills is speaking and listening, as both of them are necessary to communicate with many international passengers. However, Vimuktananda (2012) found that the writing skill is an essential skill for pilots as well since they have to write reports to explain situations that happened on board the aircraft. In her findings, the error most frequently found was tense and agreement followed by spelling. Moreover, there was one significant finding: the use of technical terms or jargon was found in the voyage report writing and Vimuktananda was not a specialist in those terms. Thus, she suggested that if any researcher is fluent in the technical language of a particular field, it would be easier for them to analyze the errors.

Arakkitisakul (2008) conducted an error analysis of present perfect tense with freshman students at North Bangkok college. Arakkitisakul aimed to investigate the knowledge of present perfect tense commonly used by the subjects of the study and to find out the sources of errors in the tense. Sixty freshman students participated in this study. The instruments for this study were a multiple-choice test, a cloze test, an error identification test, a fill in the blank test, a translation test and an interview test. He found that the ability to use subject and verb agreement in the present perfect tense was at a moderate level as the percentage of correct answers was about 67% and it was the highest score for the whole test. Meanwhile, the lowest rank was the ability to use present perfect tense for communication in speaking at only 23%. He concludes that the first language (Thai) interference in speaking and writing are still the main problems for Thai students because the percentage of correct answers was below 50%. However, the other aspect of present perfect tense was also not at a high level as the average did not reach 80%. The source of errors may come from EFL teaching and studying style in which teachers do not have their students practice using English for communication or a lack of practice with the present perfect tense. He also summarizes that the teachers and the educators should work hand in hand to improve the present perfect tense learning, as this is one of the important elements that could lead to successful language learning.

2.3 Email pragmatics

The most general way to communicate among people especially in a work place is using a computer to send email to convey information. All the information sent to a receiver should be concise with appropriate wording and show respect to the reader. Over the past decade, researchers have become increasingly interested in examining the usage of e-mail by second language learners. Early studies looked at the effective use of e-mail in instructional settings (Warschauer, 1995 St. John & Cash, 1995 as cited by Ford, 2013). For example, Ford (2013) studied the use of pragmatic email, which compared the writing email style of his two target groups — native students and non-native students—by requesting them to write email according to his instructions and return it to him. The findings revealed that non-native speaker students tend to be more polite when writing email than the native speaker students. Moreover, he found a low perlocutionary effect, which relates to a speech act viewed at the level of its consequences, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise affecting the listener. The results suggested that email pragmatics can be taught; therefore, it could be of benefit for students to learn and practice their email writing.

2.4 Barriers to effective communication

Since many international companies do business in Thailand, it is a great opportunity of Thai people to work in a professional workplace. As a result, it is necessary for Thai people to be capable of effective communication. All communication skills are required by particular positions in each company.

According to Witchaiyutphong (2011), one of the findings regarding the writing skill of Thai employees is that they had a limited vocabulary, which affected their writing. Another writing barrier is the use of correct grammar. This barrier has prevented Thai employees from conveying precise and correct information to a receiver. In addition, there was one more barrier found in the study, which is a cross-cultural, i.e., Thai people mostly think in Thai phrases and then translate into English writing. By reviewing this study, the researcher gained a clearer picture of the possible causes of language errors in Thai cabin crew, especially in writing skill. The recommendations for further study included testing the most common errors in vocabulary.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology of this study, which aims to serve the two objectives of the research:

- I. To explore the types of writing errors in email created by senior cabin crew.
- II. To investigate which type of writing errors is most commonly found in email created by senior cabin crew.

The chapter is divided into six parts:

- 3.1 Research participants
- 3.2 Research instrument
- 3.3 Procedures
- 3.4 Pilot test
- 3.5 Data analysis
- 3.6 Inter-rater reliability

3.1 Research participants

The participants of this study were cabin crew of a Thai airline company. These cabin crew held senior positions and had worked with the airline company for more than one year. Their average age was 33 years and their educational background was bachelor's degree at minimum according to the requirements of the airline company. Their necessary qualification required before applying for a cabin crew position of this airline was a TOEIC (Test of English for International Communication) score of 650.

3.2 Research instrument

The researcher instrument in this study was the use of email. Twenty-five emails written by the participants during 2016-2017 were used in this study. Those emails were related to any unusual onboard situations, explanations about complaint cases sent by passengers, and explanations about disciplinary issues. The length of each email was approximately 3-9 lines.

3.3 Procedures

This part describes the process of the data collection. The researcher received approval from the cabin crew manager of a Thai Airline company to access the email system; then, the researcher selected twenty-five emails of twenty-five senior cabin crew randomly according to the length of emails, years of service of the particular senior cabin crew who submitted the emails, issues of the emails, and year of submission. In order to determine whether the error classification adapted from Duley et al (1982) was practical with the data in the present study, one more email was chosen randomly based on the mentioned criteria to conduct a pilot test. The demographic data of the participants were collected after the error analysis was done. Their database was collected from the cabin crew department with the permission of the cabin crew manager.

3.4 Pilot test

In order to find an appropriate frame of work of this study, a pilot test was conducted before the error analysis was done. This was done following the surface strategy taxonomy of Dulay et al., (1982): omission, addition, misformation, misordering, other errors. Below are the table of errors analysis:

Example email:

Length: 3-4 sentences

Issue: an unusual onboard situation

Years of service as senior cabin crew: 9 years

Year of submission: 2016

I decided to give 1 copy to King power cashier, they already acknowledged it. I tried to change battery, restart, hard reset but HHC still down and never turned on again. I decided to closing stock for the flight by manual which already handed them to P'Um the copies.

Table 1: Pilot test detailed description regarding Surface Strategy Taxonomy

Number	Error	Reconstruction	Surface strategy taxonomy
1	I decided to give 1 copy to () King power cashier	I decided to give 1 copy to a King power cashier	Omission
2	they already acknowledged it	he/she already acknowledged it	Misformation
3	I tried to change () battery	I tried to change the battery	Omission
4	restart ()	restart the machine	Omission
5	() hard reset ()	perform hard reset	Omission
6	(perform) hard reset ()...	perform hard reset, ...	Other errors (missing of punctuation)
7	but HHC () still down	but HHC was still down	Omission
8	I decided to closing <i>stock</i> for the flight	I decided to close stock for the flight	Misformation
9	I decided to closing (close) () <i>stock</i> for the flight	I decided to close the <i>stock</i> for the flight	Omission
10	I decided to closing (close) (the) stock for the flight	I decided to close the sales for the flight	Other errors (spelling/different in meaning)
11	... by manual	... manually	Misformation
12	... which already handed them to P'Um the copies.	... The sales copies are handed to P'Um.	Misformation

Regarding the table, the total errors were 12. The most frequently found was omission with 6 errors, followed by misformation with 4 errors, and other errors with 2 errors. There were no addition and misordering errors found in this email.

By exploring the errors from the email according to the error classification of Dulay et al. (1982) — surface strategy taxonomy — in order to scope the researcher's framework, the results illustrated that all the categories were applicable to this study. Furthermore, the researcher added one more

category— Other errors—to the last category in case there were no suitable types of errors to be identified. Subsequently, the researcher was able to focus on the error classification as pertained to the research questions:

1. What are the types of writing errors in email created by senior cabin crew?

Most of the errors were grammatical, which could be categorized by the types of errors: omission, addition, misformation, misordering, and other errors.

2 What is the most commonly found type of writing errors in email created by senior cabin crew?

After the errors were classified, the frequency of each type of error was calculated and reported in order to answer the second research question.

Discourse errors were not included in this study since the present study focuses on writing structure not writing content.

3.5 Data analysis

After the data was collected, the next process was data analysis. The researcher analyzed errors by using the surface strategy taxonomy suggested by Dulay et al. (1982).

Surface Strategy Taxonomy

According to Dulay et al. (1982) p.151, a surface strategy taxonomy highlights the ways surface structures are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. Below are the definitions for each error category:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For example:

1.1 Omission of Major Constituents:

- Head noun: a dirty..., the skinny...
- Subject: ...play baseball, ...no eating that
- Main verb: Billy (has) no milk
- Direct object: Give (it) the little birds to eat, He like (it)

1.2 Omission of Grammatical Morphemes:

- Preposition: to, on, in; I want to go (to) New York, I fall down (in) the water, Go put your pajama (on)
- Article: the; (The) giant wakes up, (The) book drop, (The) doggie eat it
- Short plural: -s; more cookie(s), It's got some flower(s)
- Long plural: -es; I have two necklace(es), Those two house (es)
- Auxiliary: do, is/are; How (do) you take it out?, Man (does) no go in there, (is/are) no eating that
- Auxiliary: is, am; Fish (is) swim, I (am) not crying
- Copula: is, am; This man (is) not brother
- Progressive: -ing; Fish swim(ing), I'm play(ing) with it
- Irregular past tense: fell, came, ate; Good Beech fall (fell) down
- Third person singular: It don't (doesn't) fit in here
- Infinitive marker: to; I like (to) do it, I want (to) draw it

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both L1 and L2 learners: double markings, regularizations, and simple additions. These errors are good indicators that some basic rules have been acquired, but that refinements have not yet been made. Below are examples of these errors:

2.1 Double markings

- Past tense: She didn't (went)(goed)
- Present tense: He doesn't eats
- Negation: He don't got no wing, She didn't give him none
- Equational predicate: Is this is a cow?
- Object: That's the man who I saw him

- Past tense (The auxiliary is produced twice): Why didn't mommy don't make dinner?

2.2 Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

For example, “sheeps” and “putted” are both regularizations in which the regular plural and past tense markers -s and -ed respectively, have been added to items, which do not require markers.

- Third person singular -s: The fishes doesn't live in the water
- Past tense (irregular): The train is gonna broke it
- Article a: (a) this
- Preposition: (in) over here

2.3 Simple addition

Simple addition errors are the “grab bag” subcategory of additions. If an addition error is neither a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors—the use of an item which should not appear in a well-formed utterance.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors, the item is not supplied at all, in misformation errors the learner supplies something incorrect. There are three types of misformation that have been reported in the literature: (1) regularizations; (2) archi-forms; and (3) alternating forms.

3.1 Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

For example:

- Reflexive pronoun: hisself (himself)
- Regular past: I falled (fell)
- Plural: Childs (Children)
- Third person singular: He gots (got) a flower

3.2 Archi-forms: the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. It has been called an archi-form.

For example:

- Auxiliary: does/is; What does (is) he putting on the top?
- Prepositions: at/to, on/in; Daddy took me at (to) the train
- Subject pronoun: he/she; the mother's over there and he's (she's) nervous.
- Possessive pronoun: she, she's/her, him's/his; That's she's house, She name is Maria.
- Negative: no/not; Man no go in there, I no have it

3.3 Alternative forms: As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the alternation of various members of a class with each other.

For example:

- Quantifiers: Put a (some) gas in, I see a (some)teeth
- Pronouns: Masculine for feminine (he for she), Plural for singular (they for it), Accusative for nominative case (her for she)
- Participle form is alternated with the past irregular: I seen her yesterday, He would have saw them

4. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of morphemes in an utterance.

For example:

- He is all the time late.
- Auxiliary in simple question: What that is? (What is that?)
- Auxiliary in embedded question: I know what is that (I know what that is)
- Adverb: I eat sometimes candy (I eat candy sometimes)

5. Other errors

Apart from the four error categories, spelling errors, incorrect capitalizations, wrong spacing, and incorrect punctuation were categorized as Other errors.

For example:

- Spelling errors: Everything was solved and pax was satisfied (satisfied)
- Incorrect capitalization: On behalf of Senior cabin crew of flight 351-350 on 11 dec (Dec or DEC) 2016
- Incorrect punctuation: Therefore; I write this email to inform you the situation in this flight. (Therefore, I write this email ...)

After finishing the error analysis according to the error classification, the results were calculated as percentage to find a frequency of errors. The formula for error calculation for this study followed Sattayatham & Ratanapinyowong (2008) as cited in Vimuktananda (2012) as follows:

$$\text{Percentage of error} = \frac{\text{numbers of error (for each criteria)}}{\text{Total number of Error}} \times 100$$

3.6 Inter-rater reliability

In order to ensure the consistency and reliability of the classification of errors, three emails out of twenty-five emails chosen, or twelve percent, were randomly selected. Then, a British university lecturer of English was asked to be an inter-rater and to classify the errors from those three emails into types. It was found that the percentage of agreement on error analysis between the inter-rater and the researcher was 86. Therefore, the data from the researcher's error analysis alone were used in the present study.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter provides the results and discussion of the study. It describes the error analysis data regarding the five error categories of omission, addition, misformation, misordering and other errors. Each error type was analyzed in percentage and ranked by frequency. The chapter is divided into three main parts: errors analysis results and demographic profile of the participants.

4.1 Demographic profile of the participants

4.1.1 Participants by age and gender

4.1.2 Participants by background education

4.1.3 Participants by years of service as a senior cabin crew

4.2 Errors analysis results

4.2.1 Each type of error found

4.2.2 Frequency of each type of error

4.3 Discussion

4.1 Demographic profile of the participants

The demographic profile of the participants in this study are shown and explained as follows:

4.1.1 Participants by age and gender

The results from the demographic data on the ages of twenty-five senior cabin crew are shown in Table 2.

Table 2: Total number of senior cabin crew in the study and their ages

Gender	Male			Female		
	Age (year)	20-29	30-39	40 and above	20-29	30-39
Number	1	7	0	2	14	1

The group of twenty-five senior cabin crew consisted of 8 males and 17 females. They were in different age ranges: 21 were between 30-39 years old, 3 were between 30-39 years old, and 1 was 40 years old and above. The average age of this group of participants was 33 years.

4.1.2 Participants by educational background

The results from the demographic data on the educational background of the senior cabin crew are shown in Table 3.

Table 3: Educational background of senior cabin crew

Educational background	Bachelor's Degree		Master's Degree		Total
	Thailand	Abroad	Thailand	Abroad	
No. of senior cabin crew	20	1	4	0	25

Regarding the educational background, one senior cabin crew graduated with a bachelor's degree from abroad and twenty senior cabin crew graduated in Thailand. Four senior cabin crew graduated with a master's degree in Thailand and none of them graduated from abroad.

4.1.3 Participants by years of service as a senior cabin crew

The results from the demographic data on years of service in a senior cabin crew position are shown in Table 4.

Table 4: Years of service as a senior cabin crew

Years of senior cabin crew position	Number
1-3 years	15
4-6 years	4
7-9 years	3
10 years and above	3
Total	25

Regarding the years of service as a senior cabin crew, fifteen participants had 1-3 years of service as a senior cabin crew, four participants had 4-6 years of service

as a senior cabin crew, three participants had 7-9 years of service as a senior cabin crew, and the remaining three participants had 10 or more years of service as a senior cabin crew.

4.2 Error analysis results

The errors found in the emails were analyzed and classified according to the error classification mentioned in Chapter 3. The results of the error frequency are shown in Table 5.

Table 5: Conclusion of each error type found in the email contents

Total errors found	Omission	Addition	Misformation	Misordering	Other errors
390	119	21	151	6	93

As seen Table 5, the total number of errors found was 390. The most frequently found was misformation with 151 errors, the second ranked was omission with 119 errors, the third ranked was other errors with 93 errors, the fourth ranked was addition with 21 errors, and the fifth ranked was misordering with 6 errors. All frequency was calculated as a percentage according to the error calculation formula of Sattayatham & Ratanapinyowong (2008). The results are shown in Table 6.

Table 6: Frequency of each error type

Types of errors	Frequency	Percent
Misformation	151	38.72%
Omission	119	30.51%
Other errors	93	23.85 %
Addition	21	5.38%
Misordering	6	1.54%
Total	390	100%

The data obtained from the study were used to answer the research questions as follows:

4.2.1 What are the types of writing errors in email created by senior cabin crew?

The error types were identified by using the error classification as explained in Chapter 3. From Table 5, the types of writing errors in email created by senior cabin crew were: 1) misformation, 2) omission, 3) other errors, 4) addition, 5) misordering.

4.2.1.1 Misformation

According to the description by the surface strategy taxonomy, misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors, the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Some examples of misformation found in this study are cited below:

‘Since i was onboard I already *inform* Capt. that the cabin was very hot’

It is clear that the situation has already happened, so the word ‘inform’ in this sentence must be ‘informed’ in past simple tense.

Furthermore, there were errors regarding subject-verb agreement which could be considered as a misformation as follows:

‘On that day I remember this flight *were* delayed departure’

Since the subject ‘flight’ is a singular noun, the correct form of verb must be a singular verb as well.

4.2.1.2 Omission

According to the description by the surface strategy taxonomy, omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Some examples of omission of a preposition, an article and a verb found in this study are shown as follows:

‘Today during disembarkation from the aircraft pax came to complain about *computer’

An article ‘a’ is missing from the noun ‘computer’.

‘and he want someone to take responsible for that because his computer *very expensive’

A verb to be in the past tense form was missing after the noun ‘computer’.

4.2.1.3 Other errors

In the error classification used in this study, one more category was added to describe the errors other than the four categories of omission, addition, misformation, and misordering. These errors include a misspelling and wrong capitalization. Below are examples of this type of errors:

‘to confirm that *She* has been sitting the right seat’

The pronoun ‘she’ must not be capitalized according to a correct business writing form.

‘It was too small and wasn’t sharp enough to cut anything (even the *sacket* of coffee)’

The misspelling of the word ‘sacket’ must be revised to ‘sachet’

4.2.1.4 Addition

According to the description by the surface strategy taxonomy, addition errors are the opposite of omission. They are characterized by the presence of an item that must not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both L1 and L2 learners: double markings, regularizations, and simple addition. Some examples of addition errors, such as unnecessary nouns, unnecessary pronouns, and unnecessary verbs, in the study are illustrated as follows:

‘As the complaint of passenger on flight, I really didn't know what *it had* happen’

The pronoun ‘it’ is not necessary to be added as well as the verb ‘had’ is not necessary for a past simple tense.

4.2.1.5 Misordering

According to the description by the surface strategy taxonomy, misordering errors are characterized by the incorrect placement of morphemes in an utterance. Some examples of this type of errors are seen as follows:

‘Again welcome announcement by pre-record *also were* carried out’

The adverb ‘also’ must be ordered after a verb for a correct sentence structure.

4.2.2 What is the most commonly found type of writing errors in email created by senior cabin crew?

From Table 6, the most commonly found type of writing errors in emails was misformation with 38.72% followed by omission with 30.51%, other errors with 23.85%, addition with 5.38%, and misordering was the least found with 1.54%. It could be interpreted that misformation—the wrong form of the morpheme or structure—is the part of writing skill that senior cabin crew have significant difficulty with.

4.3 Discussion

The study results clearly indicated a major problem in senior cabin crew’s writing skill—incorrect use of morphemes and structure. According to the researcher’s experience with the emails of senior cabin crew, there were several times that the researcher had to email back to a particular senior cabin crew in order to gain more explanation both in English and sometimes in Thai. This may be because the overall structure was somewhat short and confusing by virtue of being complicated sentences. Nevertheless, there were a number of emails that had incorrect forms of morphemes and structure yet were understandable since the emails had been written in a simple organization. Errors that affect the overall organization of sentences hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication (Dulay et al., 1982).

A cause of errors for Thais when communicating especially in writing might be a language transfer. In analyzing errors in the emails, it was found that there were sentences that could be translated back to Thai literally.

For example:

‘During the flight have not any passengers complaint about the seat 26F.’

‘ระหว่างเที่ยวบินไม่มีผู้โดยสารท่านใดร้องเรียนเกี่ยวกับที่นั่ง 26F’

‘I tried to do my best every times after flt to keep our airline good image’

‘ดิฉันได้พยายามอย่างดีที่สุดทุกครั้งหลังจากเสร็จสิ้นเที่ยวบินเพื่อรักษาภาพลักษณ์องค์กร’

Lennon, P. (2008) states that contrastive analysis assumes that errors derive exclusively from first language interference. Error analysis studies have indicated that certain errors recur among language learners of various L1 backgrounds and seem to be more related to the intrinsic difficulty of the subsystem involved than cross-lingual influence. No matter what the learner’s first language is, whether it has prepositions or not, he/she will almost certainly find it very difficult to make no mistakes in English prepositions. The senior cabin crew might relate their English to similar Thai structure without any awareness of correctness as long as they could communicate with the reader.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter provides details regarding the conclusion of the study and further recommendations. It is divided into four parts:

- 5.1 Summary of major findings
- 5.2 Implications of the study
- 5.3 Conclusion
- 5.4 Recommendations for further study

5.1 Summary of major findings

This current study was conducted to study the errors in written English email of senior cabin crew at a Thai airline company. The main objectives of the study consisted of, firstly, to explore the types of writing errors in email created by senior cabin crew. Secondly, to investigate which type of writing errors is the most commonly found in email created by senior cabin crew.

The analysis of this study was achieved by using surface strategy taxonomy to describe and categorize the types of errors. The 25 participants were senior cabin crew from the cabin crew department of a Thai airline company. These senior cabin crew worked with a Thai Airline company in the senior cabin crew position for more than one year. They were selected randomly from their email length, years of service as senior cabin crew, issues of the emails, and year of email submission. The instruments were 25 emails of the participants. The content of the emails was related to one of these three: an unusual onboard situations, complaints defending, and explanations of self-disciplinary issues. The minimum length of the emails was three sentences while the maximum length was nine sentences. All the emails were analyzed and classified by using surface strategy taxonomy. The major findings are presented based on the two research questions as follows:

5.1.1 What are the types of writing errors in email created by senior cabin crew?

The types of writing errors in email created by senior cabin crew were: 1) misformation, 2) omission, 3) other errors, 4) addition, 5) misordering. These are shown in Table 2 of Chapter 4.

5.1.2 What is the most commonly found type of writing error in email created by senior cabin crew?

The most commonly found type of writing errors in emails was misformation at 38.72%. It could be interpreted that misformation—the wrong form of the morpheme or structure—is the part of writing skill which senior cabin crew have significant difficulty with. They were confused with the correct form of English grammar.

5.2 Implications of the study

The implications of the study are provided as follows:

5.2.1 Based on the results of the study, the wrong form of the morpheme or structure is the most difficult part of English for senior cabin crew. This could clarify the root cause of unsuccessful communication via email between senders, i.e., senior cabin crew, and readers or receivers, i.e., the cabin crew department.

5.2.2 The results could give the company a clearer picture of appropriate training courses to provide for senior cabin crew to improve their English writing skill in the near future.

5.3 Conclusion

From the research findings, it can be concluded that the participants made the most errors in misformation, which is the wrong use of morphemes or structure. They mostly used the present simple tense instead of past simple and past perfect tense; moreover, the use of the wrong subject-verb agreement and incorrect words by function were found as well. In addition, it was found that senior cabin crew use Thai structure in their English writing as could be translated back to Thai literally. Their English skills might have declined compared to their knowledge when they were university students. Also, all the flight reports sent by the participants or senior cabin crew via email were only read by a person in-charge without correcting errors in the writing. Consequently, their errors had never been corrected. They might assume by their own experiences in English writing that the structure and morphemes were correct and understandable. It has been claimed by Richard and Platt (1997) (cited in Arakkitsakul, 2008) that when learners repeatedly make errors without being corrected, those errors became permanent or fossilized and are difficult to correct. The participants might make the errors normally and could not realize or study more in order to recheck the correctness until this became their routine. In summary, it can be seen that making errors in the English writing of senior cabin crew repeatedly without any correcting by an expert affected their permanent knowledge. A proper specific English writing course, relating to structure and morpheme, should be proposed to a senior cabin crew group in order to promote their professional image as a leader and their career advancement. Lastly, when senior cabin crew can correct their writing skill, successful communication would be presented. The information could be extracted easily and problems could be solved in a timely manner.

5.4 Recommendations for further study

Based on the findings and conclusion of the study, the below suggestions are made for further study:

5.4.1 This study only aimed to analyze errors from passive sources been selected randomly from previously submitted email. Other choices of sources may be obtained in future research, e.g., using a questionnaire, letting participants write an essay on a specific topic.

5.4.2 This study focused on only four types of error. There are more frameworks to be focused on in further study, e.g., grammatical errors, lexical errors, and discourse errors.

5.4.3 Apart from this occupation, there are various interesting careers that always use English writing in their daily work that should be explored.

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APPENDIX A

Email 1:

FYI. Today after flight i couldn't access to eVR either from REDCREW Aims or RediCons as the system said I have no authorize to access no permission. In case of submit LOE for 02Jan2016 please understand me with this matter ka. If there any advise please let me know, thank you very much ka!

Number	Error	Reconstruction	Surface strategy taxonomy
1	Today after flight	Today after the flight	Omission
2	i couldn't access	I couldn't access	Other errors (capitalization)
3	I couldn't access to eVR	I couldn't access eVR	Addition
4	Either from REDCREW Aims	From either REDCREW Aims	Misordering
5	I have no authorize	I have no authorization	Misformation
6	to access no permission	to access	Addition
7	to access no permission	to access it	Omission
8	In case of	Regarding	Misformation
9	Submit LOE for	the submission of LOE for	Misformation
10	2-Jan-16	2-Jan-16	Other errors (punctuation missing)
11	If there any advise	If there is any advise	Omission
12	If there any advise	If there is any advice	Misformation
13	If there any advise()please let me know	If there is any advice, please let me know	Other errors (missing of punctuation)
14	If there any advise please let me know,	If there is any further advice you could give me on this matter	Omission

15	thank you very much ka!	Thank you very much.	Other errors (capitalization)
16	thank you very much ka!	Thank you very much.	Other errors (wrong punctuation)
17	thank you very much ka!	Thank you very much.	Addition

Total errors =17 (Omission= 4, Addition=3, Misformation=4, Misordering=1, Other errors=5)



Email 2:

I would like to explain about the delay and aircraft condition of Flight 504 to Hong Kong. Since I was onboard I already inform Capt. that the cabin was very hot. Capt. said we must wait. Capt. allow to start board at 15.05 Gate 6 Bay 91 and last pax on board at 15.25 with TOB 177 passengers. When I got load sheet at 15.30 and at that time Capt. inform me that we have problem about overheat of air-condition and need engineer to fix it which take time about 15 minutes. After I got info from Capt. I made announcement to inform pax why the flight was delay.

Number	Error	Reconstruction	Surface strategy taxonomy
1	...Flight 504 to Hong Kong. Since...	...Flight 504 to Hong Kong. Since...	Other errors (no punctuation)
2	Since I was onboard	Since I was onboard	Other errors (capitalization)
3	I already inform Capt.	I already informed Capt.	Misformation
4	Capt. said we must wait	Capt. said we must wait	Other errors (no space)
5	Capt. allow to start board	Capt. allowed to start board	Misformation
6	Capt. allow to start board	Capt. allowed to start boarding	Misformation
7	and last pax on board at 15.25	and last pax was on board at 15.25	Omission
8	...TOB 177 passengers()When...	...TOB 177 passengers. When...	Other errors (missing of punctuation)
9	When I got...	When I got...	Other errors (capitalization)
10	When I got()load sheet at 15.30	When I got a load sheet at 15.30	Omission
11	...at that time Capt. inform me...	...at that time Capt. informed me...	Misformation
12	we have()problem about	we have a problem about	Omission
13	we have problem about overheat of air-condition	we have a problem about overheating of air-condition	Misformation
14	...and need engineer to fix it	...and needed engineer to fix it	Misformation

15	...and need()engineer to fix it	...and needed an engineer to fix it	Omission
16	which()take time about 15 minutes	which would take about 15 minutes	Omission
17	which take time about 15 minutes	which would take about 15 minutes	Addition
18	which take time about 15 minutesAfter i got	which would take about 15 minutes. After I got...	Other errors (No punctuation)
19	After i got info from Capt	After I got info from Capt	Other errors (capitalization)
20	After I got info from Capt	After I got information from Capt	Misformation
21	After I got info from Capt. i made announcement	After I got info from Capt., i made announcement	Other errors (mission of punctuation)2
22	After I got info from Capt. i made announcement	After I got info from Capt., I made announcement	Other errors (capitalization)
23	After I got info from ()Capt., I made announcement	After I got info from the Capt., I made announcement	Omission
24	I made () announcement	I made an announcement	Omission

Total errors=25 (Omission=7, Addition=1, Misformation=8, Misordering=0, Other errors=9)

Email 3:

First of all I and my team would like to say apologize for our incomplete cleanliness for the cabin and passengers unsatisfied about the seat.

During the flight have not any passengers complaint about the seat 26 F but when we finished our flight we found a seed of pumpkin and Chinese snack around this area and on the seat. We used a vacuum cleaner to cleaning and a machine does not work quite good therefore my P3 used her finger to collect the rubbish on the seat and on the floor.

Number	Error	Reconstruction	Surface strategy taxonomy
1	First of all()I and my team	First of all, I and my team	Other errors (mission of punctuation)
2	I and my team would like to say apologize	My team and I would like to say apologize	Misordering
3	I and my team would like to say apologize	I and my team would like to apologize	Addition
4	for our incomplete cleanliness	for the cleanliness	Omission
5	for our incomplete cleanliness	for the cleanliness	Addition
6	for our incomplete cleanliness	For the cleanliness	Addition
7	...and () passengers unsatisfied about the seat.	...and the passengers unsatisfied about the seat.	Omission
8	...and (the) passenger's unsatisfied about the seat.	...and the passenger's unsatisfied about the seat.	Other (possessive)
9	...and passengers unsatisfied about the seat.	...and the passenger's dissatisfaction about the seat.	Misformation
10	...and passengers unsatisfied about the seat.	...and the passenger's dissatisfaction with the seat.	Misformation
11	During the flight()have not any passengers complaint about the seat 26 F	During the flight, have not any passengers complaint about the seat 26 F	Other errors (mission of punctuation)

12	During the flight, ()have not any passengers complaint about the seat 26 F	During the flight, there have not any passengers complaint about the seat 26 F	Omission
13	During the flight have not any passengers complaint about the seat 26 F	During the flight, there were not any passengers complaint about the seat 26 F	Misformation
14	During the flight have not any passengers complaint about the seat 26 F	During the flight, there were no any passengers complaint about the seat 26 F	Misformation
15	During the flight have not any passengers complaint about the seat 26 F	During the flight, there were no any passengers complained about the seat 26 F	Misformation
16	about the seat 26 F	about seat 26 F	Addition
16	...but when we finished our flight ()we found	...but when we finished our flight, we found	Other errors (missing of punctuation)
17	we found a seed of pumpkin	we found pumpkin seeds	Misformation
18	and Chinese snack around this area and on the seat.We	and Chinese snack around this area and on the seat. We	Other errors (wrong space)
19	We used a vacuum cleaner to cleaning	We used a vacuum cleaner to clean	Misformation
20	...and a machine	...and the machine	Misformation
21	...and a machine does not work quite good	...and the machine did not work quite good	Misformation
22	...and a machine does not work quite good	...and the machine did not work well	Misformation
23	...good therefore my P3	...good; therefore, my P3	Other errors (wrong punctuation)
24	my P3 used her finger to collect the rubbish	my P3 used her hand to collect the rubbish	Misformation

Total errors=24 (Omission=3, Addition=4, Misformation=11, Misordering=1, Other errors=6)

Email 4:

I tried to do my best every times after flt to keep our airline good image. I check from fwd to aft every times after my college done the cabin cleaning but some time I might be missing. I do apologize for this situation and will pay more carefully for my next flt.

Number	Error	Reconstruction	Surface strategy taxonomy
1	I tried to do my best	I try to do my best	Misformation
2	I tried to do my best every times	I try to do my best every time	Addition
3	...every time after flt	...every time after flight	Misformation
4	after flt	after a flight	Omission
5	...to keep our airline () good image	...to keep our airline in a good image	Omission
6	...to keep our airline good image	...to keep our airline in a good image	Omission
7	I check from fwd to aft every times	I check from forward to aft every time	Misformation
8	I check(ed) from fwd to aft every times	I checked from fwd to aft every time	Addition
9	after my college done the cabin cleaning	after my colleague done the cabin cleaning	Other errors (misspelling)
10	but some time I might be missing	but sometimes I might be missing	Misformation
11	I might be missing	I might miss something	Omission
12	I might be missing	I might miss something	Addition
13	I might be missing	I might miss something	Misformation
14	and will pay more carefully	and will pay more careful attention	Misformation

15	and will pay more carefully	and will pay more careful attention	Omission
15	and will pay(be) more carefully for my next flt	and will be more careful for my next flt	Addition
16	and will pay (be) more carefully (careful) for my next flt	and will be more careful for my next flight	Misformation

Total errors = 16 (Omission=4, Addition=4, Misformation=7, Misordering=0, Other errors=1)



Email 5:

On that day I remember this flight were delayed departure about half hour because flight from SIN were delayed arrival to DMK. During boarding as per normal boarding P1 played pre record announcement about no smoking and no using electric devise normally. I did it twice. Again welcome announcement by pre record also were carried out. During cabin check both take off and landing all crews member including me well perform on checking and giving information about no one can use mobile phone during take off and landing. I believed that if crew saw any guest was using mobile phone at that time crew will approached that guest immediately, except guest was pretending that he or she did not use it when we pass by them.

Number	Error	Reconstruction	Surface strategy taxonomy
1	On that day() I remember	On that day, I remember	Other errors (missing of punctuation)
2	I remember this flight were delayed departur	I remembered this flight were delayed departure	Misformation
3	I remember(ed) this flight were delayed departure	I remembered this flight was delayed departure	Misformation
4	I remember(ed) this flight were(was) delayed ()departure	I remembered this flight was delayed for departure	Omission
5	about half () hour	about half an hour	Omission
6	because () flight from SIN were delayed arrival to DMK	because the flight from SIN were delayed arrival to DMK	Omission
7	because (the) flight from SIN were delayed arrival to DMK	because the flight from SIN was delayed arrival to DMK	Misformation
8	because (the) flight from SIN were (was) delayed () arrival to DMK	because the flight from SIN was delayed on arrival to DMK	Omission
9	During boarding()	During boarding,	Other errors (missing of punctuation)
10	During boarding(,) as per normal boarding P1 played pre record	During boarding, P1 played pre record announcement	Addition

	announcement		
11	P1 played () pre record announcement	P1 played the pre record announcement	Omission
12	P1 played (the) pre record announcement	P1 played the pre-record announcement	Other errors (missing of punctuation)
13	...and no using electric devise normally	...and no using electronic devices normally	Other errors (misspelling)
14	...and no using electric devise (electronic devices) normally	and no electronic devices using normally	Misordering
15	Again()welcome announcement by pre record	Again, welcome announcement by pre record	Other errors (missing of punctuation)
16	Again(,) ()welcome announcement by pre record	Again, the welcome announcement by pre record	Omission
17	Again(,) (the)welcome announcement by pre record	Again, the welcome announcement by pre-record	Other errors (missing of punctuation)
18	Again(,) (the)welcome announcement by pre(-)record also were carried out	Again, the welcome announcement by pre-record (also)was (also) carried out	Misformation
19	Again(,) (the) welcome announcement by pre(-)record also were(was)carried out	Again, the welcome announcement by pre-record was also carried out	Misordering
20	During cabin check	During checking cabin	Misformation
21	both take off and landing	both take-off and landing	Other errors (missing of punctuation)
22	all crews member including me	all crew members including me	Misformation
23	all crews member (crew members) including me ()well perform on checking and giving information	all crew members including me were well perform on checking and giving information	Omission
24	all crews member (crew members) including me (were) well perform on checking and giving	all crew members including me were well-performed on checking and giving information	Misformation

	information		
25	during take off and landing	during take-off and landing	Other errors (missing of punctuation)
26	any guest was using mobile phone	any guest is using mobile phone	Misformation
27	...any guest was (is) using () mobile phone...	...any guest is using a mobile phone...	Misformation
28	at that time()crew will	at that time, crew will	Other errors (missing of punctuation)
29	crew will approached that guest immediately	crew will approach that guest immediately	Misformation
30	except () guest was pretending	except the guest was pretending	Omission
31	when we pass by them	when we passed by them	Misformation

Total errors=31 (Omission= 8, Addition=1, Misformation=11, Misordering=2, Other errors=9)

Email 6:

On 28 Nov 2016. Pax seat at 12E want to buy Singha Beer. Crew try to explain the policy for selling alcoholic drinks on board that can't sell to pax sitting in exit rows as row 12,14 and show the restriction placard to pax and offer him to move to hot seat area at FWD zone so that we can sell alcohol drink to him. Anyway, pax still don't satisfy and want the company to send some email for the explanation why our company doesn't sell alcoholic drinks to pax sit at exit rows. I already send this feedback via eVR.

Number	Error	Reconstruction	Surface strategy taxonomy
1	On 28 Nov 2016.	On 28 Nov 2016,	Other errors (wrong punctuation)
2	Pax seat at 12E	Pax at seat 12E	Misordering
3	Pax seat at (at seat) 12E want to buy Singha Beer	Pax seat at 12E wanted to buy Singha Beer	Misformation
4	Crew try to explain the policy	Crew tried to explain the policy	Misformation
5	the policy for selling alcoholic drinks on board	the policy for alcoholic drinks selling on board	Misordering
6	That () can't sell () to pax	That crew can't sell...	Omission
7	That (crew) can't sell () to pax	That crew can't sell the (alcoholic drinks) to pax	Omission
8	That (crew) can't sell (the) () to pax	That crew can't sell the alcoholic drinks to pax	Omission
9	to pax () sitting in exit rows	to pax who sitting in exit rows	Omission
10	to pax (who) sitting in exit rows	to pax who sit in exit rows	Misformation
11	to pax (who) sitting (sit) in exit rows	to pax who sit at exit rows	Misformation
12	exit rows as row 12,14	exit rows 12,14	Addition
13	exit rows as row 12,14	Exit rows number 12 and 14	Omission
14	and () show the restriction placard to pax	and crew show the restriction placard to pax	Omission
15	and (crew) show the restriction placard to pax	and crew showed the restriction placard to pax	Misformation

16	and offer him to move to hot seat area at FWD zone	and offered him to move to hot seat area at FWD zone	Misformation
17	so that we can sell alcohol drink to him	so that we could sell alcohol drink to him	Misformation
18	so that we can (could) sell () alcohol drink to him	so that we could sell the alcohol drink to him	Omission
19	Anyway, pax still don't satisfy	Anyway, pax still didn't satisfy	Misformation
20	and want the company to send some email	and wanted the company to send some email	Misformation
21	and want (wanted) the company to send some email	and wanted the company to send an email	Misformation
22	to send some (an) email for the explanation why	to send an email to explain why	Misformation

Total errors= 24 (Omission=7, Addition=1, Misformation=13, Misordering=2, Other errors=1)

Email 7:

When i started to board pax into a/c, P4 was using lavatory. Then the first pax who arrived, i asked him for checking hus boarding pass so he gave it to me (his boarding pass roll with his ID card). While i'm unroll boarding pass to check his flight number, he didn't wait and walked to sit on 1A. At that time there were many pax walk into a/c and i had to check their boarding pass by myself i decided to place pax (1A) boarding pass on top galley. He turned back to me with curious face and i informed him that please wait for few second i will return you the boarding pass. Then i had to waited until all Hot seat pax (about 7-8 persons) got into a/c and return boarding pass to pax 1A. This is for your record caused i am afraid that pax will misunderstood about my intention.

Number	Error	Reconstruction	Surface strategy taxonomy
1	When i started to board	When I started to board	Other errors (capitalization)
2	When I (I) started to board	When I started boarding	Misformation
3	When i (I) started to board (boarding) pax into () a/c	When I started boarding pax into the a/c	Omission
4	P4 was using () lavatory	P4 was using a lavatory	Omission
5	Then the first pax who arrived,	Then the first pax arrived,	Addition
6	i asked him for checking	I asked him for checking	Other errors (capitalization)
7	i asked him for checking hus boarding pass	I asked him for checking his boarding pass	Other errors (misspelling)
8	his boarding pass roll with his ID card	his boarding pass was rolled with his ID card	Omission
9	While i'm unroll boarding pass to check his flight number	While I was unrolling boarding pass to check his flight number	Other errors (capitalization)
10	While i'm unroll boarding pass to check his flight number	While I was unrolling boarding pass to check his flight number	Misformation
11	sit on 1A	sit at 1A	Misformation
12	At that time()	At that time,	Other errors (missing of punctuation)

13	there were many pax walk into a/c	there were many pax walking into a/c	Misformation
14	there were many pax walk into () a/c	there were many pax walk into the a/c	Omission
15	i had to check	I had to check	Other errors (capitalization)
16	their boarding pass	their boarding passes	Misformation
17	I (I) had to check their boarding pass(passes) by myself () i decided	I had to check their boarding passes by myself so i (I) decided	Omission
18	I (I) had to check their boarding pass (passes) by myself i decided...	I had to check their boarding passes by myself so I decided...	Other errors (capitalization)
19	to place pax (1A) boarding pass on top galley	to place pax' (1A) boarding pass on top galley	Omission
20	to place pax' (1A) boarding pass on top galley	to place pax' (1A) boarding pass on galley top	Misordering
21	with () curious face	with a curious face	Omission
22	and i informed him	and I informed him	Other errors (capitalization)
23	i will return you the boarding pass	I will return you the boarding pass	Other errors (capitalization)
24	i (I) will return you the boarding pass	I will return him the boarding pass	Misformation
25	Then i had to waited	Then I had to waited	Other errors (capitalization)
26	Then i (I) had to waited	Then I had to wait	Misformation
27	about 7-8 persons	about 7-8 people	Misformation
28	got into () a/c	got into the a/c	Omission
29	and return boarding pass to pax 1A	then return boarding pass to pax 1A	Misformation
30	and (then) return boarding pass to pax 1A	then returned boarding pass to pax 1A	Misformation
31	and (then) return (returned) () boarding pass to pax 1A	then returned the boarding pass to pax 1A	Omission
32	This is for your record caused (because) i am afraid	This is for your record because I am afraid	Misformation
33	This is for your record caused (because) i am	This is for your record because I am afraid	Other errors (capitalization)

	afraid		
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Total errors=34 (Omission=9, Addition=1, Misformation=12, Misordering=1, Other errors=11)

Email 8:

During service, He asked aft cart for "Bake French Toast" but it was not available for this flight. Our cabin crew tried to said sorry and informed them for it. After that, he wrote down this message and send to me. I said apologize for inconvenience to him again. Therefore; I write this email to inform you the situation in this flight. Please refer to the attached file. Should you require further information please feel free to contact me.

Number	Error	Reconstruction	Surface strategy taxonomy
1	He asked aft cart for "Bake French Toast"	he asked aft cart for "Bake French Toast"	Other errors (capitalization)
2	he asked () aft cart for "Bake French Toast"	he asked crew at aft cart for "Bake French Toast"	Omission
3	he asked (crew at) aft cart for "Bake French Toast"	he asked crew at aft cart for "Baked French Toast"	Misformation
4	Our cabin crew tried to said sorry	Our cabin crew tried to say sorry	Misformation
5	and informed them for it.	and informed him for it.	Misformation
6	and send to me	and sent to me	Misformation
7	I said apologize for () inconvenience to him again	I said apologize for the inconvenience to him again	Omission
8	Therefore; I write this email to inform you	Therefore, I write this email to inform you	Other errors (wrong punctuation)
9	Should you require () further information	Should you require any further information	Omission
10	Should you require (any) further information () please feel free to contact me	Should you require any further information, please feel free to contact me	Other errors (missing of punctuation)

Total errors=10 (Omission=3, Addition=0, Misformation=4, Misordering=0, Other errors=3)

Email 9:

After our service completed, I went back to observe the aft galley and found that there is one passenger were standing closely to D2L and placed her belonging (small bag, passport and some small items inside) on "DOOR HINGE" on top of GUST LOCK. After I were there and observed for a while that our two crew were trying to explain to her to move back to her seat due to safety reason and no space for crews for working. She also still rejected our explanation.

Number	Error	Reconstruction	Surface strategy taxonomy
1	After our service () completed	After our service was completed	Omission
2	and found that there is one passenger were standing closely to D2L	and found that there was one passenger were standing closely to D2L	Misformation
3	and found that there is (was) one passenger were standing closely to D2L	and found that there was one passenger standing closely to D2L	Addition
4	and placed her belonging	and placed her belongings	Misformation
5	on ()"DOOR HINGE"	on the "DOOR HINGE"	Omission
6	on top of () GUST LOCK	on top of the GUST LOCK	Omission
7	After I were there	After I was there	Misformation
8	no space for crews	no space for crew	Misformation
9	for working	to work	Misformation

Total errors=9 (Omission=3, Addition=1, Misformation=5, Misordering=0, Other errors=0)

Email 10:

I think that this situation is misunderstand between his parents and crews who are served the meal and miscommunicate as well. When p2 and p3 serviced pbm to 21A and 21B, the passenger asked crew that is it vegetarian? Crew said that it is chicken ham and tuna sandwich. The passengers quite not understand what we said so, other Indian passenger translated to them again. Then, his parent (who are 21a21b passengers) deny to get their meals just need a cup of water and gave crews boarding pass to stamp.

Number	Error	Reconstruction	Surface strategy taxonomy
1	I think that this situation is () misunderstand	I think that this situation is a misunderstanding	Omission
2	I think that this situation is (a) misunderstand	I think that this situation is a misunderstanding	Misformation
3	his parents and crews	his parents and crew	Misformation
4	crews (crew) who are served the meal	crew who were serving the meal	Misformation
5	and () () () miscommunicate as well	and it was a miscommunication as well	Omission
6	and (it) () () miscommunicate as well	and it was a miscommunicate as well	Omission
7	and (it) (was) () miscommunicate as well	and it was a miscommunicate as well	Omission
8	and (it) (was) (a) miscommunicate as well	and it was a miscommunication as well	Misformation
9	When p2 and p3 () serviced (serving) pbm to 21A and 21B	When p2 and p3 were serving pbm to 21A and 21B	Omission
10	When p2 and p3 (were) serviced pbm to 21A and 21B	When p2 and p3 were serving pbm to 21A and 21B	Misformation
11	the passenger asked () crew that	the passenger asked a crew that	Omission
12	() Crew said that it is chicken ham and tuna sandwich	The crew said that it is chicken ham and tuna sandwich	Omission

13	The passengers quite not understand	The passengers quite not understood	Misformation
14	what we said so	what the crew said so	Misformation
15	other Indian passenger	other Indian passengers	Misformation
16	other Indian passenger (passengers) () translated to them again	other Indian passengers translated had to them again	Omission
17	Then, his parent	Then his parent	Other errors (wrong punctuation)
18	Then his parent	Then his parents	Misformation
19	who are 21a21b passengers	who were 21a21b passengers	Misformation
20	deny to get their meals	denied to get their meals	Misformation
21	deny to get their meals () () just need a cup of water	deny to get their meals, just need a cup of water	Other errors (missing of punctuation)
22	deny to get their meals, () just need a cup of water	deny to get their meals, they just need a cup of water	Omission
23	deny to get their meals, they just need a cup of water	deny to get their meals, they just needed a cup of water	Misformation
24	and gave crews boarding pass to stamp	And gave crew boarding pass to stamp	Misformation
25	and gave () crew boarding pass to stamp	and gave the crew boarding pass to stamp	Omission
26	and gave (the) crew () boarding pass to stamp	And gave the crew their boarding pass to stamp	Omission
27	and gave (the) crew (their) boarding pass to stamp	and gave the crew their boarding passes to stamp	Misformation

Total errors=29 (Omission=13, Addition=0, Misformation=14, Misordering=0, Other errors=2)

Email 11:

Today during disembarkation from the aircraft pax came to complain about computer that he put inside his bag was wet and he want someone to take responsible for his computer so i checked the compartment and i found that just only area of his bag was wet and i found his girlfriend bag was wet also.

Number	Error	Reconstruction	Surface strategy taxonomy
1	Today during disembarkation from the aircraft ()	Today during disembarkation from the aircraft,	Other errors (missing of punctuation)
2	pax came to complain about () computer	pax came to complain about a computer	Omission
3	and he want someone	and he wanted someone	Misformation
4	to take () responsible for his computer	to take a responsible for his computer	Omission
5	to take (a) responsible for his computer()	to take a responsible for his computer.	Other errors (missing of punctuation)
6	so i checked the compartment	So i checked the compartment	Other errors (capitalization)
7	so (So) () i checked the compartment	So, I checked the compartment	Other errors (missing of punctuation)
8	So (So) i checked the compartment	So, I checked the compartment	Other errors (capitalization)
9	i found that just only area of his bag was wet	I found that just only area of his bag was wet	Other errors (capitalization)
10	i (I) found that () just only area of his bag was wet	I found that there was just only area of his bag was wet	Omission
11	i (I) found that (there) ()just only area of his bag was wet	I found that there was just only area of his bag was wet	Omission
12	i (I) found that (there) (was) just only () area of his bag was wet	I found that there was tjust only the area of his bag was wet	Omission
13	I (I) found that (there) (was) just only (the) area of his bag () was wet	I found that there was just only the area of his bag that was wet	Omission
14	and i found his girlfriend bag was wet also	and I found his girlfriend bag was wet also	Other errors (capitalization)

15	and i (I) found () his girlfriend bag was wet also	and I found that his girlfriend bag was wet also	Omission
16	and i (I) found (that) his girlfriend()bag was wet also	and I found that his girlfriend's bag was wet also	Omission

Total errors=16 (Omission=8, Addititon=0, Misformation=1, Misordering=0, Other errors=7)

Email 12:

As the complaint of passenger on flight, I really didn't know what it had happen, because during boarding I always position at the FWD galley with P4. I was walked to the AFT just only when I do headcount and when demonstration was made.

When we done our service I went back to fwd galley, have some lunch and stay at my position with P4 until the triple chime (time left about 10 mins before triple chime).

Everything was normally no one complaint and my crew didn't say anything to me.

Number	Error	Reconstruction	Surface strategy taxonomy
1	As the complaint of passenger on flight	According to the complaint of passenger on flight	Misformation
2	As (According to) the complaint of () passenger on flight	According to the complaint of a passenger on flight	Omission
3	As (According to) the complaint of (a) passenger on () flight	According to the complaint of a passenger on the flight	Omission
4	I really didn't know what it had happen	I really didn't know what happened	Addition
5	I really didn't know what it had happen	I really didn't know what happened	Misformation
6	I really didn't know what it had happen,	I really didn't know what happened	Other errors (unnecessary punctuation)
7	because during boarding I always position at the FWD galley with P4	because during boarding I always positioned at the FWD galley with P4	Misformation

8	I was walked to the AFT	I walked to the AFT	Addition
9	just only when I do () headcount	just only when I did () headcount	Misformation
10	just only when I do (did) headcount	just only when I did a headcount	Omission
11	and when () demonstration was made	and when a safety demonstration was made	Omission
12	When we done our service ()	When we done our service,	Other errors (missing of punctuation)
13	I went back to fwd galley,	I went back to fwd galley	Other errors (unnecessary punctuation)
14	() have some lunch and stay at my position with P4	...to have some lunch and stay at my position with P4	Omission
15	(to) have some lunch and stay at my position with P4	To have some lunch and stayed at my position with P4	Misformation
16	until the triple chime ()	until the triple chime sign had turned on	Omission
17	time left about 10 mins...	It was 10 mins left...	Misformation
18	...before () triple chime ()	... before the triple chime ()	Omission
19	...before (the) triple chime ()	...before the triple chime sign	Omission
20	Everything was normally ()	Everything was normal ()	Misformation
21	Everything was normally (normal) ()	Everything was normal,	Other errors (missing od punctuation)
22	no one complaint	no one complained	Misformation

Total errors=22 (Omission=8, Addition=2, Misformation=8, Misordering=0, Other errors=4)

Email 13:

During De-Brief at Office, I have asked all of my team to share any cases on board. P4 has told me that there was a women passenger, she sat the wrong seat because we got information that There is "No passengers sit at Exit Row seat. " and then P4 cross check again at 'Cabin service document' and P4 immediately asked her boarding pass politely to confirm that She has been sitting the right seat and she didn't give her boarding pass BUT she told to P4 that her seat is certainly 12C.

Number	Error	Reconstruction	Surface strategy taxonomy
1	During De-Brief at Office	During De-Briefing at Office	Misformation
2	I have asked all of my team to share any cases on board	I asked all of my team to share any cases on board	Addition
3	P4 has told me that	P4 told me that	Addition
4	there was a women passenger, she sat the wrong seat	there was a women passenger (sat) she sat the wrong seat	Other errors (unnecessary punctuation)
5	there was a women passenger, she sat the wrong seat	there was a women passenger sat () the wrong seat	Addition
6	there was a women passenger, she sat () the wrong seat	there was a women passenger sat at the wrong seat	Omission
7	there was a women passenger, she sat (at) the wrong seat	there was a women passenger sat at a wrong seat	Misformation
8	because we got () information that	because we got an information that	Omission
9	There is "No passengers sit at Exit Row seat. "	there is "No passengers sit at Exit Row seat. "	Other errors (in correct capitalization)
10	There (there) is "No passengers sit at Exit Row seat. "	there is No passengers sit at Exit Row seat.	Other errors (unnecessary punctuation)
11	There (there) is "No passengers sit at Exit Row seat. "	there is no passengers sit at Exit Row seat.	Other errors (in correct capitalization)
12	There (there) is "No (no) passengers sit at Exit Row seat. "	There is no passenger sit at Exit Row seat.	Misformation

13	There (there) is "No (no)passengers sit at Exit Row seat. "	There is no passenger seated at Exit Row seat.	Misformation
14	There (there) is "No (no)passengers sit at Exit Row seat. "	There is no passenger seated at Exit Row seat	Other errors (unnecessary punctuation)
15	and then P4 cross check again at 'Cabin service document'	and then P4 cross checked again at 'Cabin service document'	Misformation
16	and then P4 cross check (checked) again at 'Cabin service document'	and then P4 cross checked again in 'Cabin service document'	Misformation
17	and P4 immediately asked () her boarding pass politely	and P4 immediately asked for her boarding pass politely	Omission
18	to confirm that She has been sitting the right seat	to confirm that she has been sitting the right seat	Other errors (wrong capitalization)
19	to confirm that She (she) has been sitting () the right seat	to confirm that she was sitting () the right seat	Misformation

Total errors=21 (Omission=4, Addition=4, Misformation=7, Misordering=0, Other errors=6)

Email 14:

He wanted to buy some water, we informed him that we do not accept INR 500 and 1,000 note. So he asked to pay by credit card, we told him, we do not accept credit card. So he want to pay by Hongkong dollas in coins, we also do not accept coins in any other currencies accept Thai coins. He got upset and want to give feedback to company because we can not accept any choice that he can pay so we apologize for that and give him a cup of water.

Number	Error	Reconstruction	Surface strategy taxonomy
1	So () he asked to pay by credit card	So, he asked to pay by credit card	Other errors (missing od punctuation)
2	So () he want to pay by Hongkong dollas in coins	So, he want to pay by Hongkong dollas in coins	Other errors (missing od punctuation)
3	So, he want to pay by Hongkong dollas in coins	So, he wanted to pay by Hongkong dollas in coins	Misformation
4	So, he want (wanted) to pay by Hongkong dollas in coins	So, he wanted to pay by Hongkong dollas in coins	Other errors (misspelling)
5	we also do not accept coins in any other currencies	we also did not accept coins in any other currencies	Misformation
6	...accept Thai coins	... except Thai coins	Other errors (misspelling)
7	He got upset and want to give feedback	He got upset and wanted to give feedback	Misformation
8	He got upset and want (wanted) to give () feedback to () company	He got upset and wanted to give a feedback to company	Omission
9	He got upset and want (wanted) to give (a) feedback to () company	He got upset and wanted to give a feedback to the company	Omission
10	because we can not accept any choice	because we did not accept any choice	Misformation
11	because we can not (did not) accept any choice	because we did not accept any choices	Misformation
12	that he can pay	that he could pay	Misformation
13	() so we apologize for that	..., so we apologize for that	Other errors (missing of

			punctuation)
14	..., so we apologize for that	..., so we apologized for that	Misformation
15	and give him a cup of water.	and gave him a cup of water.	Misformation

Total errors=15 (Omission=2, Addition=0, Misformation=8, Misordering=0, Other errors=5)

Email 15:

In my flight today, there was only 1 scissors loading. It was too small and didn't sharp enough to cut anything (even the sacket of coffee). The scissors is an important service equipment that CC need to use and this is a cost for CC's responsibility. Please check and change the defect to the good one.

Number	Error	Reconstruction	Surface strategy taxonomy
1	It was too small and didn't sharp enough to cut anything	It was too small and wasn't sharp enough to cut anything	Misformation
2	even the sacket of coffee	even the sachet of coffee	Other errors (misspelling)
3	The scissors is an important service equipment	A pair of scissors is an important service equipment	Omission
4	and this is a cost for CC's responsibility	and this is a CC's responsibility	Addition
5	Please check and change the defect to the good one	Please check and change the defect to a good one	Misformation

Total errors=5 (Omission=1, Addition=1, Misformation=2, Misordering=0, Other errors=1)

Email 16:

GS at CNX boarded wrong 5 pax on board

1. 2 pax to HGH

2. 1 pax to REP

3. 2 pax not on pax manifest and headcount on board is 106

but GS said pax remove his sequence and reprint their boarding pass therefore SCC asked pax and pax said never reprint boarding pass. Then flight was delayed 25 minutes.

Number	Error	Reconstruction	Surface strategy taxonomy
1	GS at CNX () boarded wrong 5 pax on board	GS at CNX had boarded wrong 5 pax on board	Omission
2	2 pax () () not on pax manifest	2 pax' name () not on pax manifest	Omission
3	2 pax' name () not on pax manifest	2 pax' name was not on pax manifest	Omission
4	and () headcount on board is 106	and the headcount on board is 106	Omission
5	and (the) headcount on board is 106	and the headcount on board was 106	Misformation
6	but GS said () pax remove his sequence	But GS said () pax remove his sequence	Other errors (capitalization)
7	But (But) GS said () pax remove his sequence	But GS said that pax remove his sequence	Omission
8	but (But) GS said (that) pax () remove his sequence	But GS said that pax had remove his sequence	Omission
9	but (But) GS said (that) pax (had) remove his sequence	But GS said that pax had removed his sequence	Misformation
10	and reprint their boarding pass	and reprinted their boarding pass	Misformation
11	and reprint (reprinted) their boarding pass	and reprinted his boarding pass	Misformation
12	...therefore SCC asked pax	... Therefore, SCC asked pax	Other errors (capitalization)
13	...therefore SCC asked pax	... Therefore, SCC asked pax	Other errors (missing of punctuation)

14	and pax said () never reprint () boarding pass	and pax said he never reprint boarding pass	Omission
15	and pax said (he) never reprint () boarding pass	and pax said he never reprinted boarding pass	Misformation
16	and pax said (he) never reprint(ed) () boarding pass	and pax said he never reprinted the boarding pass	Omission
17	Then () flight was delayed 25 minutes	Then the flight was delayed 25 minutes	Omission

Total errors=17 (Omission=9, Addition=0, Misformation=5, Misordering=0, Other errors=3)



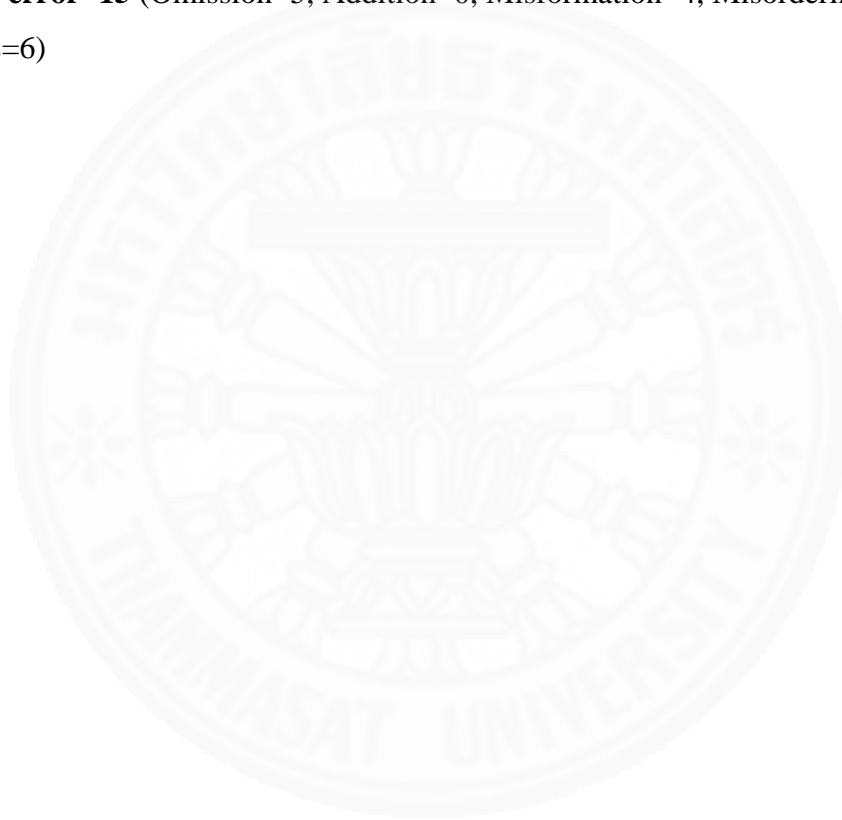
Email 17:

He told cabin crew, that he booked the ticket with value pack (sandwich +baggage)
 But cabin crew didn't get any information on his meal ,also we didn't see his name on
 passengers manifest ka, So we didn't give any food to passenger because he doesn't
 have itinerary to show to cabin crew ka. Please sent email to explain why he cannot
 get his meal onboard.

Number	Error	Reconstruction	Surface strategy taxonomy
1	He told cabin crew, that	He told cabin crew that	Other errors (unnecessary punctuation)
2	he booked the ticket with () value pack	he booked the ticket with a value pack	Omission
3	He told cabin crew, that he booked the ticket with value pack (sandwich +baggage)()	He told cabin crew that he booked the ticket with value pack (sandwich +baggage).	Other errors (missing of punctuation)
4	But cabin crew didn't get any information on his meal ,also	But cabin crew didn't get any information on his meal.	Other errors (unnecessary punctuation)
5	,also we didn't see his name on passengers manifest ka,	Also, we didn't see his name on passengers manifest ka,	Other errors (capitalization)
6	,also we didn't see his name on passengers manifest ka,	Also, we didn't see his name on passengers manifest ka,	Other errors (correct form of punctuation)
7	,also we didn't see his name on passengers manifest ka,	Also, we didn't see his name on passenger manifest ka,	Misformation
8	So we didn't give any food to () passenger	so we didn't give any food to () passenger	Other errors (wrong capitalization)
9	So we didn't give any food to () passenger	so we didn't give any food to the passenger	Omission
10	because he doesn't have () itinerary to show to cabin crew	because he didn't have () itinerary to show to cabin crew	Misformation
11	because he doesn't (didn't) have () itinerary to show to cabin crew	because he didn't have any itinerary to show to cabin crew	Omission

12	Please sent email	Please send email	Misformation
13	Please sent (send) email to () () explain why he cannot get his meal onboard	Please send email to him () explain why he cannot get his meal onboard	Omission
14	Please sent (send) email to (him) () explain why he cannot get his meal onboard	Please send email to him to explain why he cannot get his meal onboard	Omission

Total error=15 (Omission=5, Addition=0, Misformation=4, Misordering=0, Other errors=6)



Email 18:

As passenger on seat 7D claimed that he has booked "VALUE PACK" package for his seat, baggage and meal. But crew didn't serve his meal, then I asked for his boarding pass and found that there is no meal code on his boarding pass. Then P4 check on the passenger manifest found that there are code for VALUE PACK package BUT no meal code as you can see the picture in attached file. I did apologize to passenger and suggest him to give us a feedback on the issue. In additional, I would like to have your advice if we can make a claimed for passenger or not.

Number	Error	Reconstruction	Surface strategy taxonomy
1	As passenger on seat 7D claimed that	As passenger at seat 7D claimed that	Misformation
2	he has booked () "VALUE PACK" package for his seat, baggage and meal	he has booked a "VALUE PACK" package for his seat, baggage and meal	Omission
3	But crew didn't serve his meal ()	But crew didn't serve his meal to him	Omission
4	and found that there is no meal code on his boarding pass	and found that there was no meal code on his boarding pass	Misformation
5	Then P4 check on the passenger manifest	Then P4 checked on the passenger manifest	Misformation
6	Then P4 check(ed) on the passenger manifest () efound that	Then P4 checke on the passenger manifest and found that	Omission
7	there are () code for VALUE PACK package BUT no meal code	there was () code for VALUE PACK package BUT no meal code	Misformation
8	there are (was) () code for VALUE PACK package BUT no meal code	there was a code for VALUE PACK package BUT no meal code	Omission
9	and suggest him to give us a feedback on the issue	and suggested him to give us a feedback on the issue	Misformation
10	In additional,	In addition,	Misformation
11	if we can make a claimed for passenger	if we can make a claim for passenger	Misformation

Total errors=11 (Omission=4, Addition=0, Misformation=7, Misordering=0, Other errors=0)

Email 19:

After Safety equipments and Security checks, P2 reported me that there were 10 infant seatbelts as usual. Anyway on flight 765, there was one passenger traveling with one infant onboard. Then P3 provided her an infant seatbelt and informed her of leaving it either on seat or in the seat pocket or returning it to any of cabin crew after landing. However, neither she returned it to anyone of us during disembarking nor left it before leaving as P3 informed. After P2 reported that all passengers disembarked and no foreign objects, he told me that he could not find the infant seatbelt, which the passenger used during the flight. Consequently, all of us tried our best to find it but useless as it could not be found.

Number	Error	Reconstruction	Surface strategy taxonomy
1	After Safety equipments and Security checks	After Safety equipment and Security checks	Misformation
2	Anyway on flight 765,	Anyway, on flight 765,	Other errors (missing of punctuation)
3	and informed her of leaving it either on seat or in the seat pocket	and informed her to leaving it either on seat or in the seat pocket	Misformation
4	or returning it to any of cabin crew after landing	or return it to any of cabin crew after landing	Misformation
5	...as P3 () informed	... as P3 had informed	Omission

Total errors=5 (Omission=1, Addition=0, Misformation=3, Misordering=0, Other errors=1)

Email 20:

On behalf of Senior cabin crew of flight 351-350 on 11 dec 2016. We refused pax to use lavatory A because we got information from our engineer and previous flight that this lavatory is not properly worked and we have to locked lav.A for flight crew only.(based on CLL and cockpit CCL). So we locked this lavatory for the flight crew used only! due to flight crew safety reason. All cabin crew used AFT lavatory. Our cabin crew unlocked lavatory A only cleaned up lav. for flight crew.

Number	Error	Reconstruction	Surface strategy taxonomy
1	on 11 dec 2016	on 11 Dec 2016	Other errors (capitalization)
2	on 11 dec 2016. We refused pax	on 11 dec 2016, we refused pax	Other errors (missing of punctuation)
3	on 11 dec 2016. We refused pax	on 11 dec 2016, we refused pax	Other errors (wrong capitalization)
4	we refused pax to use () lavatory A	we refused pax to use the lavatory A	Omission
5	because we got () information from our engineer	because we got an information from our engineer	Omission
6	...and () previous flight that	...and the previous flight that	Omission
7	and we have to locked lav.A for flight crew only	and we had to locked lav.A for flight crew only	Misformation
8	and we have (had) to locked lav.A for flight crew only	and we had to lock lav.A for flight crew only	Misformation
9	so we locked this lavatory for the flight crew used (using) only!	so we locked this lavatory for the flight crew using only(!)	Misformation
10	so we locked this lavatory for the flight crew used (using) only!	so we locked this lavatory for the flight crew using only	Other errors (unnecessary punctuation)

Total errors=10 (Omission=3, Addition=0, Misformation=3, Misordering=0, Other errors=4)

Email 21:

Today (18 DEC 16), I operated 582-583. One of the pax bought duty free item No.466. When pax open tha package, he found out that there is a crack on the marble so he requested to swap the item to No.465. Everything was solved and pax was satified. I just want to inform the department incase duty free warehouse want to know what happened to the item. I already leave notes on the item and the stock.

Number	Error	Reconstruction	Surface strategy taxonomy
1	One of the pax bought () duty free item No.466	One of the pax bought a duty free item No.466	Omission
2	When pax open tha package	When pax opened tha package	Misformation
3	When pax open(ed) tha package	When pax opened the package	Other errors (misspelling)
4	he found out that	he found that	Addition
5	there is a crack on the marble	there was a crack on the marble	Misformation
6	and pax was satisfied	and pax was satisfied	Other errors (misspelling)
7	incase duty free warehouse want to know what happened to the item	incase duty free warehouse wants to know what happened to the item	Misformation
8	I already leave notes on the item and the stock	I already left notes on the item and the stock	Misformation

Total errors=8 (Omission=1, Addition=1, Misformation=4, Misordering=0, Other errors=2)

Email 22:

I wrote this email in order to protect if there's any complaint regarding to our crew service. During checking the readiness of the cabin before landing, pax on seat 6A handed P4 a cup to trash. Unfortunately, the weather is not so good as the weather forecast with suddenly turbulence caused some water split on pax 6C's lap top computer. P4 immediately said apologize to him and arranged the hand tower to absorb the spillage (not so much to damage the lap top). Pax seems a bit satisfied and seems understand it was the accident.

Number	Error	Reconstruction	Surface strategy taxonomy
1	...regarding to our crew service	...regarding our crew service	Addition
2	pax on seat 6A handed P4 a cup to () trash ()	pax at seat 6A handed P4 a cup to trash	Misformation
3	pax on (at) seat 6A handed P4 a cup to () trash ()	pax at seat 6A handed P4 a cup to a trash ()	Omission
4	pax on (at) seat 6A handed P4 a cup to (a) trash ()	pax on at seat 6A handed P4 a cup to a trash bag	Omission
5	the weather is not so good as the weather forecast	the weather was not so good as the weather forecast	Misformation
6	caused some water split	caused some water splashed	Other errors (misspelling)
7	some water split (splashed) on pax 6C's lap top computer	some water splashed to pax 6C's lap top computer	Misformation
8	to absorb the spillage	to absorb the spillage	Other errors (misspelling)
9	not so much to damage the lap top	not so much damage to the lap top	Misordering
10	Pax seems a bit satisfied	Pax seemed a bit satisfied	Misformation
11	and seems understand it was the accident	and seemed understand it was the accident	Misformation
12	and seems (seemed) understand it was the accident	and seemed understood it was the accident	Misformation

Total errors=12 (Omission=2, Addition=1, Misformation=6, Misordering=1, Other errors=2)

Email 23:

Due to today I've operated flight and checked duty free stock with my P4 as usual but there're some products missing which is not tally to the inventory printed by LSG. The following is the 2 items missing from cart.

Number	Error	Reconstruction	Surface strategy taxonomy
1	Due to today I've operated () flight	Due to today I've operated a flight	Omission
2	and checked () duty free stock with my P4 as usual	and checked the duty free stock with my P4 as usual	Omission
3	but there're some products missing	but there were some products missing	Misformation
4	which is not tally to the inventory printed by LSG	which were not tally to the inventory printed by LSG	Misformation
5	The following () is the 2 items () () missing from cart	The following detail is the 2 items () () missing from cart	Omission
6	The following (details) is the 2 items () () missing from cart	The following details are the 2 items () () missing from cart	Misformation
7	The following (details) is (are) the 2 items () () missing from cart	The following details are the 2 items which () missing from cart	Omission
8	The following (details) is (are) the 2 items (which) () missing from cart	The following details are the 2 items which were missing from cart	Omission

Total errors=8 (Omission=5, Addition=0, Misformation=3, Misordering=0, Other errors=0)

Email 24:

At 0025 (TH LT) pax 8C fainting after came to use toilet at FWD gally, CC made announcement for medical assistance and pax seat 8D indentified himself as a doctor and advice pax to sit at first row and ask CC give a warm water. He said no need to use any equipment, give casualty rest and monitor. CC monitor vital until landing and advise pax to meet a doctor at airport

Number	Error	Reconstruction	Surface strategy taxonomy
1	At 0025 (TH LT) pax 8C fainting	At 0025 (TH LT) pax 8C was fainted	Misformation
2	after came to use () toilet at FWD gally	after came to use the toilet at FWD gally	Omission
3	after came to use (the) toilet at FWD gally	after came to use the toilet at FWD galley	Other errors (misspelling)
4	CC made () announcement for medical assistance	CC made the announcement for medical assistance	Omission
5	CC made (the) announcement () for medical assistance	CC made the announcement to require for medical assistance	Omission
6	and pax () seat 8D indentified himself as a doctor	and pax at seat 8D indentified himself as a doctor	Omission
7	and pax (at) seat 8D indentified himself as a doctor	and pax at seat 8D identified himself as a doctor	Other errors (misspelling)
8	and advice pax to sit at () first row	and advised pax to sit at first row	Misformation
9	and advice (advised) pax to sit at () first row	and advised pax to sit at the first row	Omission
10	and ask CC () give a () warm water	and asked CC () give a () warm water	Misformation
11	and ask(ed) CC (to) give a () warm water	and asked CC to give a () warm water	Omission
12	and ask(ed) CC (to) give a () warm water	and asked CC to give a cup of warm water	Omission
13	CC monitor vital ()	CC had monitored vital ()	Misformation
14	CC monitor (had monitored) vital ()	CC had monitored vital sign	Omission

15	until landing	until landed	Misformation
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Total errors=16 (Omission=8, Addition=0, Misformation=6, Misordering=0, Other errors=2)

Email 25:

Please find attached roster of November 2016. The original roster is 69.24 hrs. After I swap my roster, I maintain my roster at 71.39 hrs. But the roster has been changed by flight operation on Nov 21 from Hdy/Hkt to DM3, therefore my currently roster is 66.09 hrs.

Number	Error	Reconstruction	Surface strategy taxonomy
1	I maintain my roster at 71.39 hrs	I maintained my roster at 71.39 hrs	Misformation
2	...to DM3, therefore my...	...to DM3; therefore, my...	Other errors (wrong punctuation)

Total errors=2 (Omission=0, Addition=0, Misformation=1, Misordering=0, Other errors=1)

BIOGRAPHY

Name	Ms. Jarucha Settanant
Date of Birth	June 16, 1983
Educational Attainment	2001: Bachelor of Arts (English), Khon Kaen University
Work Position	Cabin Crew Executive AirAsia Bangkok
Publications	-
Reference style	APA
Work Experiences	2006-present: Cabin Crew Executive Air Asia Bangkok 2005-2006: Ground Service Handling China Airlines Bangkok