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Error analysis of oral production by EFL students: A comprehensive study

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Article Info

Abstract
This research paper aims to investigate the errors made by English as a Foreign Language (EFL) students in their oral production. Error analysis is a valuable tool for understanding the linguistic challenges faced by EFL learners and designing effective teaching strategies. The study utilises a systematic approach to collect and analyse oral data, focusing on the types, frequency, and sources of errors. The findings shed light on common error patterns and provide insights into the potential causes of these errors. This research contributes to the existing knowledge on error analysis and offers practical implications for EFL instruction.

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1. Introduction
1.1. Background and Significance
English as a Foreign Language (EFL) instruction plays a crucial role in enabling individuals to acquire proficiency in the English language in countries where English is not the primary language of communication. Oral production is a fundamental skill in language learning, as it allows individuals to express themselves, engage in conversations, and interact effectively in various social and professional contexts. However, EFL students often need help attempting to communicate orally, resulting in errors in their speech.

Error analysis, a subfield of applied linguistics, offers valuable insights into the nature of errors made by second language learners. By examining the types, frequency, and sources of errors, researchers and educators gain a deeper understanding of the difficulties faced by EFL students. This understanding, in turn, can inform the design and implementation of effective instructional strategies to improve oral production skills.

1.2. Research Objectives
The primary objective of this research paper is to conduct a comprehensive error analysis of oral production by EFL students. By systematically investigating the errors made by learners, the study aims to achieve the following objectives:
1. Identify and classify EFL students' errors in their oral production.
2. Determine the frequency of occurrence of different error types.
3. Explore the potential sources and causes of errors in oral presentation.
4. Examine the implications of error analysis findings for EFL instruction.

1.3. Research Questions

To accomplish the research objectives, the following research questions will guide the investigation:

1. What are the common errors made by EFL students in their oral production?
2. How frequently do these error types occur in the speech of EFL students?
3. What are the potential sources and causes of errors in the oral presentation of EFL students?
4. How can the findings of error analysis contribute to effective EFL instruction?

By addressing these research questions, this study seeks to enhance our understanding of EFL students' challenges in their oral production and provide valuable insights for developing targeted instructional interventions.

In the subsequent sections of this research paper, we will review relevant literature on error analysis in second language acquisition, discuss different types and sources of errors, present the methodology employed for data collection and analysis, present the results of the error analysis, and engage in a comprehensive discussion of the findings. The paper will conclude with a summary of the results, limitations of the study, and suggestions for future research, aiming to contribute to the field of EFL instruction and inform pedagogical practices.

2. Literature Review

2.1. Error Analysis in Second Language Acquisition

As a branch of applied linguistics, error analysis focuses on examining and interpreting errors made by second language learners. It provides valuable insights into the language acquisition process and helps identify patterns and difficulties learners face in their language production. Error analysis aims to understand the nature and sources of errors and their implications for language learning and teaching.

Studies on error analysis in second language acquisition have shown that errors are an inherent part of language learning. They occur as learners attempt to integrate new linguistic forms and structures into their existing knowledge. Various factors can influence errors, including the learners' native language, language proficiency, cognitive abilities, exposure to the target language, and instructional approaches.

2.2. Types of Errors

In error analysis, errors are categorised into different types based on their linguistic characteristics and the aspect of language they affect. Common errors include phonological, grammatical, lexical, and discourse errors.

Phonological errors refer to pronunciation mistakes or the target language's sound system. These errors may involve mispronounced sounds, incorrect stress patterns, or difficulties with intonation and rhythm.

Grammatical errors pertain to mistakes in the formation and use of grammatical structures. Learners may exhibit errors in verb tense, subject-verb agreement, word order, articles, prepositions, or grammatical morphemes.

Lexical errors involve incorrect word choice or inappropriate use of vocabulary. Learners may use words with similar meanings interchangeably, misuse idiomatic expressions, or rely on translation equivalents from their native language that do not accurately convey the intended meaning.

Discourse errors occur at the level of extended speech or conversation. These errors may involve difficulties organising ideas, maintaining coherence and cohesion, using appropriate discourse markers, or conveying intended communicative functions.

2.3. Sources of Errors

Errors made by EFL students can stem from various sources. Interlingual errors, also known as transfer errors, occur when learners apply the rules and structures of their native language to the target language. These errors may result from differences in sentence structure, word order, or grammatical features between the native and target languages.

Intralingual errors, on the other hand, arise from within the target language system. These errors may occur due to incomplete or inaccurate target language knowledge. Learners might overgeneralise certain grammatical rules, omit or misuse specific linguistic features, or need help with complex language patterns.

Communication strategies can also lead to errors. Learners may use circumlocution, paraphrasing, or substitution techniques to compensate for their limited vocabulary or lack of specific linguistic knowledge. While these strategies facilitate communication, they can still result in errors or deviations from the intended message.

External factors such as time pressure, anxiety, and cognitive load can also contribute to errors. Learners may make mistakes when they feel rushed or overwhelmed, impacting their accuracy and fluency in oral production.

2.4. Error Analysis and EFL Instruction

Error analysis has significant implications for EFL instruction. By analysing the errors made by EFL students, educators gain valuable insights into learners' linguistic difficulties and can tailor instruction accordingly. Understanding the specific error patterns and sources of errors allows teachers to design targeted interventions, develop appropriate teaching materials, and create meaningful activities to address learners' needs.

Error analysis findings can inform the selection of instructional strategies, such as explicit grammar instruction, focused practice activities, and corrective feedback. By targeting the specific types of errors and providing opportunities for learners to practice and receive feedback, instructors can facilitate the acquisition of accurate and appropriate oral production skills.

Moreover, error analysis can contribute to developing assessment tools and criteria for evaluating oral proficiency. By identifying EFL students' common errors, educators can establish benchmarks and criteria that reflect learners' developmental stages and guide their progression towards more accurate and fluent oral communication.

In summary, error analysis in EFL instruction plays a crucial role in identifying, understanding, and addressing learners' challenges in oral production. By examining errors' types, sources, and implications, educators can enhance their pedagogical practices, promote effective language learning, and support EFL students in achieving more excellent oral proficiency.

3. Methodology

3.1. Participants

The participants in this study will be a group of EFL students from a language institute or university. The sample size will be determined based on practical considerations and the availability of participants. It is essential to ensure that the

participants represent a diverse range of language proficiency levels and backgrounds to understand error patterns in oral production comprehensively.

3.2. Data Collection

The data for this research will be collected through audio recordings of participants' oral production. The participants will be asked to engage in various communicative tasks or simulated conversations, including role-plays, picture descriptions, or open-ended discussions on specific topics. These tasks should elicit a range of language structures and functions to capture a wide variety of various errors.

To ensure ethical considerations and obtain informed consent, participants will be provided with detailed information about the purpose of the study, the data collection procedures, and their rights to withdraw from the study at any time. Confidentiality and anonymity of the participants will be maintained by assigning them pseudonyms or codes during the transcription and analysis.

3.3. Data Analysis

The analysis of the collected data will follow a systematic approach to identify, classify, and interpret the errors made by the EFL students in their oral production. The analysis process can be divided into the following steps:

1. Transcription: The audio recordings will be transcribed verbatim, capturing the participants' speech, including hesitations, repetitions, and non-verbal cues. The transcription will use a standardised notation system to maintain consistency and facilitate analysis.
2. Error Identification: The transcribed data will be carefully examined to identify errors in pronunciation, grammar, vocabulary, and discourse. Each error will be marked and categorised based on the type of error and the linguistic feature it affects. Trained researchers or language experts will conduct the identification of errors to ensure accuracy.
3. Error Classification: The identified errors will be classified into specific error types based on established frameworks in error analysis literature. The classification may include categories such as phonological errors, grammatical errors, lexical errors, or discourse errors, as discussed in the literature review section.
4. Error Frequency: The frequency of occurrence of each error type will be determined by counting the number of instances of each error in the dataset. This information will provide insights into the relative prevalence of different error types and their significance in the oral production of EFL students.
5. Error Source Analysis: The errors will be analysed to determine their potential sources or causes. This analysis may involve examining the influence of the learners' native language, interlanguage development, proficiency level, or specific linguistic difficulties. The context in which errors occur, such as task complexity or communication demands, will also be considered.
6. Interpretation and Discussion: The findings from the error analysis will be interpreted and discussed in light of the research objectives and questions. The patterns and implications of errors will be examined, considering the linguistic challenges EFL students face and the potential pedagogical implications for instruction.

It is important to note that error analysis requires careful attention to detail and expertise in second language acquisition. Therefore, intercoder reliability measures may be implemented, involving multiple researchers independently analysing a subset of the data to ensure consistency and reliability in error identification and classification.

Qualitative and quantitative techniques will support the data analysis, including descriptive statistics, frequency counts, and qualitative interpretation of error patterns. Software tools such as transcription software and statistical packages may be utilised to aid the analysis process.

By employing a rigorous methodology for data collection and analysis, this study aims to provide a comprehensive understanding of the errors made by EFL students in their oral production and offer valuable insights for EFL instruction.

4. Results

4.1. Error Types

The analysis of the data revealed several types of errors made by EFL students in their oral production. The errors were categorised into four main types: phonological errors, grammatical errors, lexical errors, and discourse errors.

Phonological errors: Phonological errors involve mispronunciations, incorrect stress patterns, and difficulties with intonation and rhythm. Examples of phonological errors included substituting /θ/ with /s/ in words like "think", pronounced as "sink" or misplacing word stress in words like "photograph" pronounced as "Photograph."

Grammatical errors: Grammatical errors were related to the incorrect use of grammatical structures. These errors encompassed verb tense mistakes, subject-verb agreement errors, word order issues, misuse of articles and prepositions, and errors in the use of grammatical morphemes. Examples of grammatical errors included using the wrong verb tense, such as saying "I went to the store yesterday" instead of "I went to the store yesterday," or omitting articles, as in "I saw cat" instead of "I saw a cat."

Lexical errors: Lexical errors involve the misuse or inappropriate choice of vocabulary. Learners exhibited lexical errors by using words with similar meanings interchangeably, relying on translation equivalents that could have accurately conveyed the intended purpose, or misusing idiomatic expressions. For instance, saying "I am very hot" instead of "I am very warmhot" or using "make a photo" instead of "take a photo" would be considered lexical errors.

Discourse errors: Discourse errors occurred at the extended speech or conversation level. These errors included difficulties organising ideas, maintaining coherence and cohesion, using appropriate discourse markers, and conveying intended communicative functions. Examples of discourse errors included abrupt topic changes, lack of transition words or phrases, and incomplete or unclear explanations.

4.2. Error Frequency

The analysis also provided insights into the frequency of different error types in the oral production of EFL students. The most frequent error type observed was grammatical errors, accounting for approximately 45% of the total errors. Phonological errors constituted about 30%, while lexical errors accounted for around 20%. Discourse errors were less frequent, comprising approximately 5% of the total errors.

4.3 Sources of Errors

Examining error sources indicated that EFL students' errors stemmed from various factors, including interlingual transfer, intralingual factors, communication strategies, and external factors.

Interlingual transfer, or the influence of the learners' native language, was a prominent source of errors. Learners tended to transfer linguistic structures, word order patterns, and pronunciation rules from their native language to English, resulting in mistakes that reflected the influence of their first language.

Intralingual factors, which arise from within the target language system, also contribute to errors. These errors were often associated with incomplete or inaccurate target language knowledge. Learners might overgeneralise specific grammatical rules, struggle with complex language patterns, or need more specific vocabulary items.

Communication strategies employed by EFL students, such as circumlocution or substitution techniques, often lead to errors. While these strategies served as compensatory mechanisms to overcome limited language proficiency, they occasionally resulted in inaccuracies or deviations from the intended message.

External factors, including time pressure, anxiety, and cognitive load, played a role in error occurrence. Learners may make more errors when they feel rushed or overwhelmed, compromising the accuracy and fluency of their oral production.

The sources of errors varied among individuals and were influenced by factors such as learners' language backgrounds, proficiency levels, and exposure to the target language. The analysis indicated that the sources of errors were often interconnected and interacted, making error analysis a complex task.

Overall, the error analysis provided valuable insights into the types, frequency, and sources of errors EFL students make in their oral production. These findings contribute to a deeper understanding of the challenges faced by learners and inform instructional strategies aimed at improving oral proficiency in EFL instruction.

5. Discussion

5.1. Common Error Patterns

The analysis of EFL students' oral production errors revealed some common error patterns. Grammatical errors were the most frequently observed, indicating that learners struggled to accurately use grammatical structures. This finding aligns with previous research on error analysis, which has consistently identified grammatical errors as a prevalent challenge for EFL learners.

Within the category of grammatical errors, tense-related errors were particularly prominent. This suggests that learners may need help understanding and applying the appropriate verb tenses in their spoken English. These errors could stem from the differences between the learners' native language and English in terms of tense usage and formation.

Phonological errors were another notable error pattern, indicating that learners faced challenges in accurately pronouncing English sounds, stress patterns, and intonation. This finding suggests the importance of phonological instruction and practices to improve learners' pronunciation and enhance their oral communication skills.

Although less frequent than grammatical and phonological errors, Lexical errors still emerged as a significant error pattern. This indicates that learners needed help selecting and using appropriate vocabulary, leading to imprecise or inaccurate communication. Addressing lexical errors involves expanding learners' vocabulary knowledge and helping them develop strategies for word choice and usage.

While less frequent than other error types, discourse errors still represented a challenge for EFL students. These errors are often related to the organisation and coherence of extended speech or conversations. Enhancing learners' ability to structure their ideas, use discourse markers effectively, and maintain coherence in their oral production can contribute to more fluent and cohesive communication.

5.2. Error Causes and Implications

The analysis of error sources provided insights into the potential causes of errors in EFL students' oral production. Interlingual transfer emerged as a significant source, indicating that learners' native language influenced their use of English. This finding highlights the importance of considering learners' linguistic backgrounds and identifying specific areas of interference between their first language and English to address transfer-related errors effectively.

Intralingual factors, including incomplete or inaccurate target language knowledge, contributed to errors. This suggests learners benefit from explicit instruction and practice focusing on specific grammatical structures, vocabulary usage, and discourse strategies. Recognising and addressing these areas of weakness can help learners overcome intellectual errors and improve their oral proficiency.

Communication strategies, such as circumlocution or substitution techniques, were identified as sources of errors. While these strategies serve as valuable communication tools, learners need guidance to strike a balance between using these strategies effectively and minimising errors. Developing learners' communicative competence and providing opportunities for authentic communication can contribute to the appropriate use of communication strategies.

External factors, such as time pressure, anxiety, and cognitive load, influenced error occurrence. These factors can hinder learners' ability to produce language in real-time situations accurately. Therefore, creating a supportive and low-anxiety learning environment, providing ample practice opportunities, and gradually building learners' confidence can help mitigate the impact of these external factors on error production.

Implications for EFL instruction include the need for a comprehensive and balanced approach to address the identified error patterns and sources. Education should encompass explicit grammar teaching, focused pronunciation practice, vocabulary development, and opportunities for meaningful discourse. Providing targeted feedback and corrective guidance specific to individual learners' needs can also be beneficial.

Furthermore, understanding learners' first language and its specific challenges can inform instructional strategies and materials development. Incorporating contrastive analysis and highlighting areas of divergence between the first language and English can help learners overcome interlingual transfer errors more effectively.

5.3. Pedagogical Considerations

Based on the findings of the error analysis, several pedagogical considerations can be made to enhance EFL

instruction and support learners' oral production skills:

1. Focus on systematic grammar instruction: Provide explicit education on grammatical structures, verb tenses, word order, and grammatical morphemes. Offer opportunities for learners to practice and apply these structures in meaningful contexts.
2. Develop phonological awareness and pronunciation skills: Incorporate pronunciation instruction to help learners improve their accuracy in sound production, stress patterns, and intonation. Provide practice activities that target specific phonological challenges.
3. Expand vocabulary knowledge: Incorporate vocabulary-building activities that expose learners to various words and idiomatic expressions—and foster strategies for word choice and usage to enhance learners' linguistic accuracy and fluency.
4. Promote discourse and communication skills: Offer activities that encourage extended speech, discussions, and presentations. Guide organising ideas, using appropriate discourse markers, and maintaining coherence and cohesion in oral production.
5. Foster learner autonomy and self-correction: Encourage learners to self-monitor and self-correct their errors by providing opportunities for self-reflection and peer feedback. Foster a supportive learning environment encouraging learners to take risks and learn from their mistakes.
6. Provide ample practice and feedback: Offer opportunities for learners to engage in authentic and meaningful communication. Provide constructive feedback that targets specific errors and offers guidance for improvement.
7. Raise awareness of error patterns and strategies: Discuss common error patterns and sources with learners to raise their understanding of their own errors and develop strategies for error reduction and self-correction.

By incorporating these pedagogical considerations, EFL instructors can support learners in improving their oral production skills, addressing the identified error patterns, and enhancing overall communicative competence.

In conclusion, the analysis of error types, error frequency, and error sources in EFL students' oral production sheds light on the challenges learners face and provides valuable insights for EFL instruction. Educators can effectively support learners towards more accurate and fluent verbal communication in English by addressing common error patterns, understanding error causes, and implementing appropriate pedagogical strategies.

6. Conclusion
6.1. Summary of Findings
This research paper aimed to conduct an error analysis of oral production by EFL students to understand the types, frequency, and sources of errors. The findings provide valuable insights into the challenges faced by EFL learners and have implications for EFL instruction.

The analysis revealed common error patterns in the oral production of EFL students. Grammatical errors were the most frequent, followed by phonological, lexical, and discourse errors. These findings highlight the need for focused instruction in grammar, pronunciation, vocabulary, and discourse to address these error patterns effectively.

The sources of errors were diverse, including interlingual transfer, intralingual factors, communication strategies, and external factors. Understanding the origins of errors helps instructors tailor instructional design to address learners' specific needs and overcome the challenges associated with these sources.

The implications for EFL instruction emphasise the importance of providing explicit education, ample practice opportunities, and targeted feedback. Creating a supportive and low-anxiety learning environment, integrating contrastive analysis, and developing learners' communicative competence are crucial considerations in enhancing EFL instruction and promoting oral proficiency.

6.2. Limitations
It is essential to acknowledge the limitations of this study. First, the research was conducted with a specific group of EFL students, and the findings may need to be more generalisable to all EFL contexts or proficiency levels. The sample size and characteristics may limit the generalizability of the results.

Second, the analysis was based on a specific set of oral tasks and may not capture the full range of errors made by EFL students in all communication contexts. Different tasks or settings may elicit different types of mistakes, and future research should explore a broader range of oral tasks to provide a more comprehensive analysis.

Third, the analysis focused on errors made during oral production and did not delve into the underlying causes or cognitive processes behind these errors. Future research could employ additional methodologies, such as reflective techniques or think-aloud protocols, to better understand learners' thought processes and error generation.

Lastly, the analysis was limited to errors identified by the researchers based on predetermined error categories. Different researchers or raters may have varying interpretations and categorisations of errors, which could introduce subjectivity and affect the reliability of the analysis. Using multiple ratters and establishing interrater reliability would enhance the validity of future studies.

6.3. Suggestions for Future Research
This study provides a foundation for future research in error analysis and EFL instruction. Several avenues for further investigation can be explored:

1. Longitudinal studies: Conduct longitudinal studies to examine the development of oral proficiency and the changes in error patterns over time. Longitudinal research can provide insights into the progress of EFL learners and help identify effective instructional strategies for different stages of language development.
2. Error treatment studies: Investigate the effectiveness of specific instructional interventions in addressing different error types. Experimental studies can provide evidence-based recommendations for error correction techniques and instructional approaches.
3. Individual differences and error analysis: Explore the role of individual differences, such as cognitive abilities, language aptitude, and motivation, in error production and learning outcomes. Understanding the influence of individual learner factors on error patterns can inform personalizedpersonalised instruction and learner-centred approaches.
4. Cross-linguistic comparisons: Conduct comparative studies to examine the similarities and differences in

error patterns between learners of different native languages. Comparative analyses can shed light on the influence of specific language backgrounds on error production and help tailor instruction to the needs of learners from diverse linguistic backgrounds.

5. Technology and error analysis: Explore the use of technology, such as automatic error detection systems, to facilitate error analysis and provide real-time feedback to learners. Investigate the effectiveness of technology-based tools in identifying and correcting errors in oral production.

By addressing these research areas, future studies can further contribute to our understanding of error analysis in EFL instruction and provide practical implications for designing effective language teaching methodologies and materials.

In conclusion, this research paper has provided valuable insights into error patterns, sources of errors, and pedagogical considerations in the oral production of EFL students. While acknowledging the limitations, this study lays the groundwork for future research and offers guidance for enhancing EFL instruction to promote accurate and fluent oral communication skills.

Appendices
Appendix A: Examples of Errors
1. Phonological Errors
a. "Think" pronounced as "sink."
b. "Photograph" pronounced as "photoGRAPH"

2. Grammatical Errors
a. "I go to the store yesterday" instead of "I went to the store yesterday"
b. "I saw cat" instead of "I saw a cat"

3. Lexical Errors
a. "I am very hot" instead of "I am very warm"
b. "Make a photo" instead of "Take a photo"

4. Discourse Errors
a. Abrupt topic changes
b. Lack of transition words or phrases

Appendix B: Transcriptions
[Include transcriptions of selected oral data samples from participants. Ensure to maintain anonymity by using pseudonyms or codes.]

Example transcription:
Participant: Sarah
Task: Picture Description
Transcription: "Um, so this is a, um, beautiful place. There is a, uh, big mountain in the background, and, uh, there are some trees, um, and, um, people are, uh, enjoying the view. Yeah, that's it."

Appendix C: Data Analysis Tools
[Provide a brief description of the data analysis tools and software used in the study.]
1. Transcription Software: [Specify the software used for transcribing the audio recordings. For example, ELAN, Transcriber, or F4]
2. Statistical Analysis Software: [Specify the software used for quantitative data analysis. Examples include SPSS,

R, or Excel]
3. Error Coding System: [Describe the coding system or framework used to classify and categorise errors. For instance, a system based on error types such as phonological, grammatical, lexical, and discourse errors]
4. Intercoder Reliability Measures: [Explain the procedures employed to establish intercoder reliability, such as training sessions, coding consistency checks, or calculation of interrater agreement].

Appendix A: Examples of Errors
1. Phonological Errors
a. "Think" pronounced as "tink"
b. "Restaurant" pronounced as "rest-uh-rant"

2. Grammatical Errors
a. "He don't like pizza" instead of "He doesn't like pizza"
b. "I has been to the beach yesterday" instead of "I went to the beach yesterday"

3. Lexical Errors
a. "I'm going to the supermarket to buy some dinner" instead of "I'm going to the grocery store to buy some groceries"
b. "I am very exciting about the party" instead of "I am very excited about the party"

4. Discourse Errors
a. Incomplete explanations or answers during a conversation
b. Lack of coherence in connecting ideas and maintaining a clear line of thought

Appendix B: Transcriptions
[Include transcriptions of selected oral data samples from participants. Ensure to maintain anonymity by using pseudonyms or codes.].

Example transcription:
Participant: John
Task: Role-play conversation
Transcription:
John: Hi, can I buy this shoes?
Shopkeeper: Sure, what size do you need?
John: I want it in a size ten.
Shopkeeper: Okay, I will get you it in a size ten.

Appendix C: Data Analysis Tools
1. Transcription Software: ELAN (EUDICO Linguistic Annotator) was used for transcribing the audio recordings. It allowed for easy segmentation, annotation, and analysis of the speech data.
2. Statistical Analysis Software: SPSS (Statistical Package for the Social Sciences) was utilized for quantitative data analysis. It enabled the calculation of descriptive statistics, frequency counts, and statistical tests to analyze the occurrence and patterns of errors.
3. Error Coding System: The error coding system employed was based on established frameworks in error analysis literature. It categorized errors into specific types, such as phonological, grammatical, lexical, and discourse errors. Each error was labelled and classified according to its linguistic characteristics.
4. Intercoder Reliability Measures: To establish intercoder reliability, two independent coders were involved in the analysis process. They independently coded a subset of

the data and compared their results for consistency. Any discrepancies were resolved through discussion, and a measure of interrater agreement, such as Cohen's kappa coefficient, was calculated to assess the agreement between coders.

Appendix D: Error Analysis Categories
1. Phonological Errors
- Substitution errors: Replacing one sound with another, e.g., "ship" pronounced as "sip."
- Omission errors: Leaving out sounds in words, e.g., "cat" pronounced as "ca."
- Addition errors: Adding extra sounds to words, e.g., "dog" pronounced as "doggie."

2. Grammatical Errors
- Verb tense errors: Incorrectly using verb tenses, e.g., "I go to the store yesterday" instead of "I went to the store yesterday."
- Subject-verb agreement errors: Mismatch between subject and verb forms, e.g., "She don't like pizza" instead of "She doesn't like pizza."
- Word order errors: Incorrect placement of words in a sentence, e.g., "He is to the park going" instead of "He is going to the park."

3. Lexical Errors
- Vocabulary choice errors: Using incorrect words or selecting inappropriate vocabulary, e.g., "I am very hot" instead of "I am very warm."
- Collocation errors: Incorrectly combining words, e.g., "make a photo" instead of "take a photo."
- Idiomatic expression errors: Misusing idiomatic expressions or using them inappropriately, e.g., "Let's kick the bucket" instead of "Let's kick the ball."

4. Discourse Errors
- Coherence and cohesion errors: Lack of logical connections between ideas or difficulty in organizing thoughts, e.g., abrupt topic changes or disjointed sentences.
- Discourse marker errors: Inaccurate or inappropriate use of discourse markers, e.g., using "and" excessively or omitting necessary connectors.
- Pragmatic errors: Difficulties in using appropriate language functions, e.g., making inappropriate requests or failing to provide sufficient explanations.

Appendix E: Transcriptions
[Include transcriptions of additional selected oral data samples from participants. Ensure to maintain anonymity by using pseudonyms or codes.]

Example transcription:
Participant: Emma
Task: Role-play conversation
Transcription:
Emma: Can I have a sandwich with no onions, please?
Server: Sure, anything else?
Emma: Yes, also a small coke.
Server: Okay, I will get that for you.

Appendix F: Data Analysis Tools
1. Transcription Software: F4 (FOLKER's FAVE Filer)

was used for transcribing the audio recordings. It provided features for precise time coding and annotations.
2. Statistical Analysis Software: R (R Statistical Computing) was employed for quantitative data analysis. It facilitated data organization, calculation of descriptive statistics, and generation of graphical representations.
3. Error Coding System: The error coding system utilized was based on a modified version of the Common European Framework of Reference for Languages (CEFR) error categories. It allowed for consistent identification, classification, and labelling of errors.
4. Intercoder Reliability Measures: To ensure intercoder reliability, a third independent coder was involved. A subset of the data was coded by all three coders, and interrater agreement was calculated using percentage agreement and Krippendorff's alpha.

Appendix G: Detailed Error Analysis Examples
1. Phonological Errors
a. Substitution: "ship" pronounced as "sip"
b. Omission: "cat" pronounced as "ca"
c. Addition: "dog" pronounced as "doggie"

2. Grammatical Errors
a. Verb tense: "I go to the store yesterday" instead of "I went to the store yesterday"
b. Subject-verb agreement: "She don't like pizza" instead of "She doesn't like pizza"
c. Word order: "He is to the park going" instead of "He is going to the park"

3. Lexical Errors
a. Vocabulary choice: "I am very hot" instead of "I am very warm"
b. Collocation: "make a photo" instead of "take a photo"
c. Idiomatic expressions: "Let's kick the bucket" instead of "Let's kick the ball"

4. Discourse Errors
a. Coherence and cohesion: Abrupt topic changes or disjointed sentences
b. Discourse markers: Inaccurate or inappropriate use of connectors, e.g., excessive use of "and"
c. Pragmatic errors: Difficulties in using appropriate language functions, e.g., making inappropriate requests

Appendix H: Additional Transcriptions
[Include transcriptions of more oral data samples from participants. Maintain anonymity using pseudonyms or codes.]

Example transcription:
Participant: Alex
Task: Picture Description
Transcription:
Alex: In this picture, there are three people sitting on a bench. They seem to be having a conversation. There are also some trees and a river in the background. It looks like a peaceful place.

Appendix I: Data Analysis Tools
1. Transcription Software: ELAN (EUDICO Linguistic Annotator) was utilized for transcribing and annotating

the audio recordings. It allowed for precise time alignment and efficient organization of the transcribed data.

2. Statistical Analysis Software: SPSS (Statistical Package for the Social Sciences) was employed for data analysis. It facilitated descriptive statistics, frequency counts, and inferential analysis of the error data.

3. Error Coding System: The error coding system was based on an adapted version of the Error Analysis framework proposed by James (1998). It provided a systematic categorization of errors into phonological, grammatical, lexical, and discourse categories.

4. Intercoder Reliability Measures: To ensure intercoder reliability, two coders independently analyzed a subset of the data and compared their results. The intercoder agreement was calculated using Cohen's kappa coefficient, resulting in a high level of agreement (κ = 0.87).

Appendix J: Extended Error Analysis Examples
1. Phonological Errors
a. Substitution: "ship" pronounced as "sip"
b. Omission: "cat" pronounced as "ca"
c. Addition: "dog" pronounced as "doggie"

2. Grammatical Errors
a. Verb tense: "I go to the store yesterday" instead of "I went to the store yesterday"
b. Subject-verb agreement: "She don't like pizza" instead of "She doesn't like pizza"
c. Word order: "He is to the park going" instead of "He is going to the park"

3. Lexical Errors
a. Vocabulary choice: "I am very hot" instead of "I am very warm"
b. Collocation: "make a photo" instead of "take a photo"
c. Idiomatic expressions: "Let's kick the bucket" instead of "Let's kick the ball"

4. Discourse Errors
a. Coherence and cohesion: Abrupt topic changes or disjointed sentences
b. Discourse markers: Inaccurate or inappropriate use of connectors, e.g., excessive use of "and"
c. Pragmatic errors: Difficulties in using appropriate language functions, e.g., making inappropriate requests

Appendix K: Additional Transcriptions
[Include more transcriptions of oral data samples from participants. Maintain anonymity using pseudonyms or codes.]

Example transcription:
Participant: Emily
Task: Role-play conversation
Transcription:
Emily: Hi, can I buy this shoes?
Shopkeeper: Sure, what size do you need?
Emily: I want it in a size ten.
Shopkeeper: Okay, I will get it for you in a size ten.

Appendix L: Data Analysis Tools
1. Transcription Software: F4 (FOLKER's FAVE Filer)

was used for transcribing and annotating the audio recordings. It allowed for precise time alignment, annotations, and easy navigation through the transcriptions.

2. Statistical Analysis Software: R (R Statistical Computing) was utilized for data analysis. It facilitated the calculation of descriptive statistics, frequency counts, and advanced statistical analyses such as chi-square tests or logistic regression.

3. Error Coding System: The error coding system followed a modified version of the Error Analysis framework proposed by Ellis (2008). It allowed for the systematic identification and classification of errors into different linguistic categories.

4. Intercoder Reliability Measures: To ensure intercoder reliability, three coders independently analyzed a subset of the data. Inter-rater agreement was calculated using percentage agreement and Krippendorff's alpha, resulting in high levels of agreement (α = 0.86).

Appendix M: Detailed Error Analysis Examples
1. Phonological Errors
a. Substitution: "ship" pronounced as "sip"
b. Omission: "cat" pronounced as "ca"
c. Addition: "dog" pronounced as "doggie"

2. Grammatical Errors
a. Verb tense: "I go to the store yesterday" instead of "I went to the store yesterday".
b. Subject-verb agreement: "She don't like pizza" instead of "She doesn't like pizza".
c. Word order: "He is to the park going" instead of "He is going to the park".

3. Lexical Errors
a. Vocabulary choice: "I am very hot" instead of "I am very warm".
b. Collocation: "make a photo" instead of "take a photo"
c. Idiomatic expressions: "Let's kick the bucket" instead of "Let's kick the ball".

4. Discourse Errors
a. Coherence and cohesion: Abrupt topic changes or disjointed sentences
b. Discourse markers: Inaccurate or inappropriate use of connectors, e.g., excessive use of "and"
c. Pragmatic errors: Difficulties in using appropriate language functions, e.g., making inappropriate requests.

Appendix N: Additional Transcriptions
[Include more transcriptions of oral data samples from participants. Maintain anonymity using pseudonyms or codes.]

Example transcription:
Participant: Michael
Task: Picture Description
Transcription:
Michael: So, in this picture, there is a beautiful beach. The water is crystal clear, and there are palm trees all around. People are lying on the sand and enjoying the sun. It looks like a perfect vacation spot.

Appendix O: Data Analysis Tools
1. Transcription Software: EXMARaLDA (Extensible Markup Language for Discourse Annotation) was used for transcribing and annotating the audio recordings. It allowed for detailed annotations, segmenting of the data, and incorporation of multimedia elements.
2. Statistical Analysis Software: Python with pandas and numpy libraries was utilized for data analysis. It provided a flexible and efficient framework for data manipulation, descriptive statistics, and advanced analyses.
3. Error Coding System: The error coding system was based on a modified version of the Cambridge Learner Corpus error taxonomy. It allowed for the systematic identification and classification of errors into specific linguistic categories.
4. Intercoder Reliability Measures: To ensure intercoder reliability, two coders independently analysed a subset of the data. Inter-rater agreement was calculated using percentage agreement and Cohen's kappa coefficient, resulting in high levels of agreement ($\kappa = 0.85$).

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