

## Do We Have ‘ASEAN English’? An Investigation of ASEAN English Grammatical Features

1. Wannapa Trakulkasemsuk, Ph.D., World Englishes, Syntax, Corpus Linguistics, School of Liberal Arts, KMUTT, wannapa.tra@kmutt.ac.th
2. Thanis Bunsom, Assistant Professor, English literature, School of Liberal Arts, KMUTT, thanis.bun@kmutt.ac.th

### Abstract

Scholarly works have revealed certain distinctive grammatical features of different English varieties in ASEAN. Roughly speaking, there seem to be some shared features to claim for characteristics of ‘ASEAN English’. However, no such study clearly investigates or compares all varieties at once. This research, therefore, investigated the grammatical features through English essays of 27 participants with tertiary educational background from 10 countries in the region. The participants were required to write a 150-word essay about their countries of origin. We checked the essays, categorized deviant grammatical features, identified the frequencies of the features and compared them across all the participants. Findings suggest that Englishes of the participants can be neatly classified into two groups: the outer and the expanding circle (Kachru’s three circle models of world Englishes). The participants of countries belonging to the outer circle have much proximity to the native norm in English writing. In contrast, the participants from the expanding circle possess several distinct grammatical points. This can be argued that it is a result from the status of English in the countries and the integration of English in their education system. Results from this study counter our previous expectations that ‘a distinct variety of ASEAN English’ has prevalently existed, especially in terms of grammatical features. The findings could be beneficial to Thailand’s educational policy makers as to what English variety should be promoted for our students.

**Keywords:** ASEAN, ASEAN English, ASEAN English users, grammatical features, essays

## Background

With the approaching commencement of ASEAN Economic Community (AEC), anxiety and concern over the future of the ten member nations have been raised and discussed. In addition to the issues of historical, political and cultural discrepancies, the fact that various languages of ASEAN countries exist have certainly become one of the greatest challenges for the successful integration and survival of the community. While English has undoubtedly played and will play significant roles in politics and economic cooperation in the region, it is not fluently spoken by all the population.

However, given linguistic diversity that could potentially present challenges to the integration of the member countries, all the member countries have agreed that English will be the official language of the community. Certainly, the decision to single out English lies in the fact that the language is universal and is the second most spoken by people all over the world. According to several sources (such as Eurobarometer and US Census Bureau among others), approximately 6,000,000, 000 people speak English as a first language while 10,000, 000, 000 people speak it as a second language. In addition, as many as 60,000,000,000 people are learning English and taking examinations of English as a foreign language. Needless to say, the growing number signifies very clearly the ultimate significance of English as the world language.

At the “Global Conference on Educating the Next Generation of Workforce: ASEAN Perspectives on Innovation, Integration and English”, organised by the Ministry of Education of Thailand through the Office of the Education Council, in collaboration with British Council Thailand in June 2013”, Secretary-General of ASEAN, H.E Le Luong Minh delivered a message that summed up the indispensability of English in the community:

*“With the diversity in ASEAN reflected in our diverse histories, races, cultures and belief systems, English is an important and indispensable tool to bring our Community closer together. Used as the working language of ASEAN, English enables us to interact with other ASEAN colleagues in our formal meetings as well as day-to-day communications. From these interactions, we are able to get to know better our regional neighbours, their interests, their concerns, as well as their dreams and aspirations. Through English, we are*

*raising our awareness of the ASEAN region and, with the many characteristics we share and hold dear, further strengthening our sense of an ASEAN Community.”*

(<http://www.asean.org/news/asean-secretariat-news/item/asean-sg-english-is-indispensable-to-asean-community>)

According to the address, it can be inferred that not only will English be a communication tool for the people in formal and informal settings, both inside and outside Southeast Asia, but it will also serve as the new language of our regional, mutual identity. English will be the language that connects the people together and allows them to develop understanding of one another in spite of their racial, historical and cultural differences. In summation, English will be the key to the growth and progress of the AEC and its member countries. It is not therefore too far-fetched to say that our future as a strong, stable and prosperous community relies a great deal on our abilities to exploit this universal language.

Aware of the significant roles of English in the approaching AEC, the research team took into consideration the well-known fact that the varieties of English as used and spoken in several parts of the world can pose challenges to the unfamiliar users. One can be certain that the inability to communicate in the acceptable English variety or in intelligible English will yield further complications. As British and American English are the most-accepted and the most studied varieties of the twenty first century, other varieties have not been enough explored in comparison by contemporary scholars and this could negatively affect both speakers and their attitudes towards lesser known varieties. In Southeast Asia where English is used primarily by the elite, educated and upper/middle classes, it is difficult to conclude whether those speakers do conform to the British or American standard or they are comfortable with their localised vernaculars. The next issue to contemplate on is that the common or shared features of all the Southeast Asian localised Englishes, if they existed at all, are an unexplored area as no researcher had attempted to investigate them in such detailed profundity.

## **Objectives**

As a result of a limited number of research studies on Southeast Asian English varieties, the research team decided to investigate if there are the common or shared features of English varieties in ten Southeast Asian countries as demonstrated in written English.

## **Research Methodology**

### **I. Research Participants**

The participants in this study are 27 ASEAN English speakers from ten ASEAN member countries, namely, Burma, Brunei Darussalam, Cambodia, Indonesia Lao PDR, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. To represent each country, two to three participants were selected based on the following criteria:

1. The participants must never live in English speaking countries or countries in the inner circle of Krachu's model of world Englishes (The United Kingdom, the United States, Australia, New Zealand, Ireland, and Canada).
2. The participants must at least hold a diploma, a bachelor degree, or are studying in university. Also, they have learnt English through formal education system.
3. The participants must not have English as their major field of study in any level of education they have had.

### **II. Source of data**

To uncover grammatical features of ASEAN Englishes, written texts were collected to serve the purpose of this study. We decided to focus the essay on the participants' personal information and their countries as suggested by Lengo (1995) that learners' performance varies by the task given and learners may have more control over linguistic forms for one task and not the others. We believed that writing about oneself and one's country will ease the writing of the participants. As a result, the written samples were obtained from the essay entitled 'Me and My Country. The participants were required to write in accordance with the following criteria:

1. The written passage must be 150-200 words in length.
2. The written passage must be original; that is, no revision is allowed to ensure that they are participants' actual ability.

### **III. Data Collection and Data Analysis**

The following procedures were applied for the data collection and analysis:

- i. 30 participants (27 of whom responded to the call) were selected based on the aforementioned criteria.
- ii. They were requested to compose a written passage of 150-200 words under the title “Me and My Country”.
- iii. The 27 written passages were verified by the researchers to see whether they fit the criteria.
- iv. The data were encoded with numbers instead of the participants’ names to maintain their confidentiality.
- v. The data were read, analysed and cross-examined by the researchers to identify non-standard use of grammatical aspects of each participant.
- vi. Non-standard grammatical features were categorised and put in the summary table.
- vii. Descriptive statistics were used to calculate the percentage of the frequency of the non-standard use.
- viii. The percentage was deployed to provide the overview of the common grammatical features of the written passages.

### **Findings**

As the original analysis of the written texts contains over 75 pages, it could not be included in the article. For an example of the text and the analysis, please see Appendix. The overall findings of grammatical features of each ASEAN country are shown in Table 1 below.

**Table 1:** Summary of non-standard grammatical features

	Country	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/ Singularity	Article/ Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitali-sation	Total
<b>outer circle</b>	<b>Brunei</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
	<b>Malaysia</b>	0.00	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.00	0.00	0.00	0.02	0.00	<b>0.05</b>
	<b>Philippines</b>	0.00	0.00	0.00	0.00	0.04	0.00	0.00	0.00	0.00	0.04	0.00	0.00	0.04	<b>0.12</b>
	<b>Singapore</b>	0.00	0.00	0.02	0.00	0.05	0.00	0.02	0.07	0.00	0.05	0.00	0.05	0.05	<b>0.30</b>
<b>expanding circle</b>	<b>Burma</b>	0.03	0.00	0.00	0.04	0.01	0.00	0.03	0.11	0.09	0.05	0.05	0.03	0.01	<b>0.44</b>
	<b>Cambodia</b>	0.01	0.00	0.02	0.05	0.03	0.03	0.07	0.13	0.08	0.07	0.05	0.05	0.05	<b>0.63</b>
	<b>Indonesia</b>	0.07	0.02	0.02	0.05	0.16	0.13	0.16	0.23	0.07	0.05	0.02	0.04	0.13	<b>1.14</b>
	<b>Laos</b>	0.00	0.33	0.48	0.15	0.07	0.15	0.15	0.41	0.33	0.15	0.00	0.52	0.15	<b>2.89</b>
	<b>Thai</b>	0.05	0.35	0.40	0.35	0.40	0.20	0.75	0.40	0.20	0.05	0.05	0.55	0.40	<b>4.15</b>
	<b>Vietnam</b>	0.10	0.24	0.02	0.18	0.08	0.00	0.10	0.12	0.12	0.06	0.10	0.29	0.00	<b>1.39</b>
	<b>Total</b>	<b>0.26</b>	<b>0.94</b>	<b>0.97</b>	<b>0.81</b>	<b>0.85</b>	<b>0.52</b>	<b>1.29</b>	<b>1.47</b>	<b>0.89</b>	<b>0.52</b>	<b>0.26</b>	<b>1.53</b>	<b>0.82</b>	

### **Burma**

It is demonstrated that the Burmese participants write in accordance with the standard norms. The three subjects make a small number of mistakes in articles/quantifiers, prepositions and tense, with Subject 2 making the most number of errors.

### **Brunei Darussalam**

The analysis of Bruneian English shows that all of the Bruneian participants strictly conform to the norm standards and writing conventions of English.

### **Cambodia**

In accordance with the results, the three Cambodian subjects are slightly different in their production of written passages. While the first subject makes several errors in his/her use and omission of articles and quantifiers, the other two subjects hardly do so. A small number of errors in pronouns are found in the third subject and to a lesser extent, the second subject. Syntactically, the first subject writes a couple of run on sentences as well as a sentence with dangling modifier.

### **Indonesia**

The analysis indicates that the two Indonesian subjects do not have problems with English tenses or pronouns with very few grammatical and syntactic errors (fragment, comma splices, part of speech and others). However, the first subject appears to have made a substantial errors in his/her use of articles/quantifiers, the second one makes obvious mistakes in his/her use of capitalisation.

### **Laos**

The three Laotian subjects produce quite a number of errors, especially in the shared areas of article/quantifiers, parts of speech and prepositions. The second subject, however, writes a series of run on sentences with comma splices and several misuses of punctuations.

### **Malaysia**

The Malaysian subjects demonstrate the consistent use of standard writing conventions with rare errors in singularity/plurality and verb forms made by Subject 2.

### **The Philippines**

The analysis illustrates that the two Filipino subjects conform to the convention of English writing with only two errors: subject-verb agreement and subject-verb agreement.

### **Singapore**

The analysis of the Singaporean participants illustrates that they follow the rules and conventions of English writing. Random mistakes in subject-verb agreement, part of speech, tense and capitalisation are equally distributed among the three subjects.

### **Thailand**

According to the passages written by the Thai participants, we can see several grammatical aspects that do not conform to the standard norms. The most frequent features shared by all the three writers are the singularity/plurality of nouns, the omission or the misuse of definite/indefinite articles as well as the visible confusion of punctuations such as commas and periods. The first subject, however, produces more non-standard features in other areas, including syntax and typography such as comma splices, run on sentences and capitalisation.

### **Vietnam**

The two Vietnamese subjects produce an interesting result for our study. While the first subject produces a very small number of errors in plurality/singularity, definite article and clause fragmentation, the second one writes several run-on sentences with confusion over punctuations, possessives and punctuations.

### **Discussions**

A summary of the findings in terms of grammatical features (Table 1) shows that Englishes in ASEAN countries can be divided into two main groups which relatively conform to Kachru's three concentric circles for classification of English users. English grammatical features in the outer circle countries are highly similar to standard native speakers' English. On the contrary, English grammatical features in the expanding circle seem to deviate from the standard native norms. The differences in grammatical features can be explained by a continuum showing language development of non-native speakers of English<sup>1</sup> as proposed by Bickerton (1975, cited in Wardhaugh1992). That is educated English users in the outer circle use the acrolectal varieties, while educated English users in the expanding circle use the mesolectal varieties.

The findings found in this study seem not to support previous research studies discussing grammatical features in ASEAN countries (Deterding, 2007; Lee & Lim, 2000; Deterding & Kirkpatrick, 2006; Ploywattanawong & Trakulkasemsuk, 2014). In those



studies, distinct grammatical features of all ASEAN English varieties, either in the outer or the expanding circle, are reported. The main reason that makes the findings from this study different might be the level of education of the subjects. Most of the studies on the outer circle Englishes may usually discuss the less formal or the colloquial varieties. In other words, they study Englishes used for intra-national communication. In addition, levels of education of the subjects in those studies are not clearly stated. Since the aim of this study is to understand Englishes that might be used for international communication and as a working language of ASEAN workers, we see that education levels are important. We assume that ASEAN workers with higher job opportunity and mobility in the ASEAN community are those workers with sound education. Therefore, it is worthwhile to explore English used by this group of ASEAN people.

Since grammar can be learnt easily through formal education, findings from this study can be explained based on the educational system of the ASEAN countries. In the outer circle, English is the second or official language of the countries. Mostly, English is a language used as a medium of instruction in schools (Schneider, 2011). Therefore, English users in the outer circle countries are exposed to English both in terms of social purposes and educational purposes. As English is used in education, standard grammatical competence is required. As a result, educated English users from the outer circle do not significantly produce deviated grammatical features.

In contrast, the status of English in the expanding circle is as a foreign language. Therefore, in the educational system, English is only a compulsory subject in schools (Darasawang & Watson Todd, 2012; Kirkpatrick, 2010; Trakulkasemsuk, 2012). Thus, English users in this circle certainly have a limited exposure to the use of English. Also, without the real practice of using standard English (i.e. reading textbooks, writing homework or assignments in English and so on), the majority of English learners, despite being highly educated, generally do not acquired standard English grammar.

### **Shared and non-shared grammatical features among ASEAN Englishes**

First, it could be concluded that there is no shared distinct grammatical features among all educated ASEAN English users. Englishes in the outer circle strictly conform to the standard grammatical norms of native English. However, if one considers Englishes in

the expanding circle, some shared non-standard grammatical features can be observed (i.e. comma splice, run-on sentence, part of speech, subject-verb agreement, plurality and singularity, article and determiner, preposition, punctuation, and capitalisation).

Certainly, the shared non-standard grammatical features of the expanding circle ASEAN countries may be caused by the users' first languages. These non-standard features might be suitable in informal communication. However, when it comes to more formal genres (i.e. writing in the workplace), the non-standard grammatical features might not be well-accepted. Thus, an implication to English teaching in terms of grammar and writing would be that teachers teaching in the expanding circle countries may have to pay more attention to the correct use of standard English grammar. If the education authority of such countries sees that English is an important tool for the graduates to succeed in ASEAN job market, they should reconsider their teaching of English to help their graduates compete with others from the outer circle countries.

1. Bickerton's continuum ranges from basilect, mesolect, to acrolect. The basilectal English is a variety that has no standard and very unsystematic. The basilectal English is said to be very difficult to understand. On the other end of the continuum, the acrolectal English is the standard variety of English used by non-native speakers. It is the prestigious variety to use in international communication. The mesolectal English is the intermediate variety between the basilectal and the acrolectal ones. It shows some standard and systematic ways of use. However, it possesses lots of non-standard features. The mesolectal variety can be viewed as learners' language.

### **Pedagogical implications**

Scholars in the field of World Englishes, English as an International Language, or English as a Lingua Franca has long been arguing for distinct features of a variety or common core features among varieties (Crystal, 1997; Kachru, 1986, 1992, 1998, 2005; Jenkins, 2003, 2009; McKay, 2002, 2003, 2004). It is usually discussed that English is now used for international communication. Therefore, that English language teaching is still relying on only native models might not be very appropriate. In fact, getting English learners to expose to many different models may help them better. This idea might be true if we can possibly study all different standards. From several different pieces of literature, it seems that we, ASEAN English users, are establishing some sorts of ASEAN English standard. However, the findings of this study demonstrate an opposite conclusion.

To suggest the direction of ELT based on the findings of this study, the standard native model(s) is still the most powerful one in ELT in ASEAN. Certainly, the emerged English varieties, English in the outer circle, have their own right to claim their own standard. Still, educated people from ASEAN keep conforming to the native varieties. If we consider the working situations in ASEAN, local people should be able to work well in their local settings without English. People who will be affected most should be those with a certain level of education and aim to move and work successfully in international settings. In order to compete in terms of language ability, English teachers still need to help students master the competent use of standard English.

The researchers think that even though the educated speaker subjects from the outer circle in this study demonstrate their use of standard English, they should be able to use and understand their local varieties. However, the results of this study signify that when a successful English learner/speaker possesses more than one variety, he/she can then develop his/her language repertoires. This allows them to select standard English as their language for communication to other people from different languages.

Attitudes towards Englishes still play an important role in ELT and the use of English. Although it is found that the less standard varieties in the outer circle ASEAN countries share some distinct features among themselves as well as with the expanding circle ASEAN countries, those distinct features might not be fully developed as a set of preferable norms. In communication, one might argue that intelligibility is more important than correct grammar or pronunciation. In professional settings, however, it is undeniable that ability to use correct or standard English is valued. Studies on learners' attitudes mostly show that non-native English learners prefer and aim to achieve the native-like English, either British or American (Friedrich, 2003; He and Miller, 2011; Jenkins, 2007; Matsuda, 2003; Shim, 2002; Yoshikawa, 2005).

English users' selection of standard variety together with their preference lead to a conclusion that the major model of English teaching in the region should still be the Standard one(s). It would be a pleasant idea if English teachers could provide learners with experience and knowledge of other possible varieties. In this dynamic world, it is always possible for English learners to encounter non-standard models. Thus, the

ability to adjust and accept others is also a crucial factor in successful international communication.

### **Recommendations**

The subjects in this study were limited to educated English users/learners who have learned English through formal education. Thus, the results might not include the majority of ASEAN people and their Englishes. Also, the method of data collection might be another important cause to the limitation of this study. As it seemed impossible for the researchers to collect the colloquial English samples used in all the ten countries (there can be a huge numbers of sub-varieties and complexity in terms of social factors), we had to scope our study to only the educated ones. In addition, it is difficult to say that our subjects were the best representatives of all the English speakers in the countries, especially those from the multilingual countries like Singapore and Malaysia. Thus, we tried to deal with this limitation by choosing the subjects of the major ethnic groups in each country (i.e. Chinese Singaporean and Malay Malaysian).

To cope with the limitations of this study, there are some suggestions for further studies of the same kind. First, the same study can be conducted with a higher number of subjects. If possible, an interview with the subjects can be done to learn more about other factors affecting the way they use English. The data collection method can also be improved. That is natural use of English in writing should be considered.

Since attitude can be an important point in the users' choice of varieties, research in terms of attitudes towards the standard and non-standard ASEAN features in general settings and professional settings can be worth doing.

As non-native English users pretty much rely on the native model, studies of linguistics features such as grammar and pronunciation can be easy but cannot tell much about the users' identity. Research can be expanded to a semantic, pragmatic, and discourse level to learn more about the users' communication styles and norms that can provide additional information on users' identity.

## References

- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- Darasawang, D. and Watson Todd, R. (2012). The effect of policy on English teaching at secondary schools in Thailand. In L. Ee-Ling & A. Hashim (Eds.), *English in Southeast Asia: Features, policy, and language in use* (pp. 207-220). Amsterdam, Holland: John Benjamins.
- Deterding, D. (2007). *Dialects of English: Singapore English*. Edinburgh: Edinburgh University Press.
- Deterding, D and Kirkpatrick, A. (2006). Emerging Asian Englishes and intelligibility. *World Englishes*, 25 (3-4), 391 – 410.
- Eurobarometer (2012, June). Europeans and their languages. Retrieved from [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_386\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf)
- Friedrich, P. (2003). English in Argentina: Attitudes of MBA students. *World Englishes*, 22(2), 173-184.
- He, D. and Miller, L. (2011). English teacher preference: the case of China’s non-English-major students. *World Englishes*, 30(3), 428-443.
- Jenkins, J. (2003). *World Englishes*. London: Routledge.
- Jenkins, J. and Murata, K. (2009). *Global Englishes in Asian contexts: Current and future debates*. Basingstoke: Palgrave Macmillan.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. New York: Oxford University Press.
- Kachru, B. (1986). *The alchemy of English: The spread, functions and models of non-native Englishes*. Oxford: Pergamon Press.
- Kachru, B. (1992). *The other tongue: English across cultures*. Urbana: University of Illinois Press.
- Kachru, B. (1998). English as an Asian Language. *Links & Letters*, 5, 89-108.
- Kachru, B. (2005). *Asian Englishes: Beyond the canon*. Hong Kong: Hong Kong University Press.
- Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model*. Hong Kong: Hong Kong University Press.

- Lee, E. M., & Lim, L. (2000). Diphthongs in Singaporean English: Their realisations across different formality levels, and some attitudes of listeners towards them. In A. Brown, D. Deterding, & E. L. Low (Eds), *The English language in Singapore: Research on pronunciation* (pp. 100–111). Singapore: Singapore Association for Applied Linguistics.
- Lengo, N. (1995). What is an error? *English Teaching Forum*, 33(3), 20-24.
- Matsuda, A. (2003). The ownership of English in Japanese secondary school. *World Englishes*, 22(4), 483-496.
- McKay, S. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford: Oxford University Press.
- McKay, S.L. (2003). EIL curriculum development. *RELC Journal*, 34(1), 31-47.
- McKay, S.L. (2004). Western culture and the teaching of English as an international language. *Forum*, 42(2), 10-15.
- Ploywattanawong, P. and Trakulkasemsuk, W. (2014). Attitudes of Thai graduates toward English as a lingua franca of ASEAN. *Asian Englishes*, 16(2), 141-156.
- Schneider, W. E. (2011). *English around the world*. New York: Cambridge University Press.
- Shim, R. J. (2002). Changing attitudes toward TEWOL in Korea. *Journal of Asian Pacific Communication*, 12(1), 143-158.
- Shin, H.B. & Kominski, R.A. (2010). Language use in the United States. Retrieved from <http://www.census.gov/hhes/socdemo/language/data/acs/ACS-12.pdf>
- Trakulkasemsuk, W. (2012). Thai English. In L. Ee-Ling & A. Hashim (Eds.), *English in Southeast Asia: Features, policy, and language in use* (pp. 101-113), Amsterdam, Holland: John Benjamins.
- Wardhaugh, R. (1992). *An introduction to sociolinguistics*. Oxford: Blackwell.
- Yoshikawa H. (2005). Recognition of World Englishes: changes in Chukyo University students' attitudes. *World Englishes*, 24(3), 351-360.

**Appendix:** Example of text analysis

Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
<b>BM 1</b>	I am xxx, a second year PhD student, from Myanmar.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Currently, I am studying and doing research for my doctoral degree dissertation at Chulalongkorn University, Bangkok, Thailand.	√	√	√	√	√	√	√	√	√	√	√	√	√
	My research interests focus on the improvement of visual quality of perceived videos for wireless applications.	√	√	√	√	√	√	√	√	√	√	√	√	√
	In 1983, I was born in Yangon which is the former capital of Myanmar.	√	√	√	√	√	√	√	√	√	√	√	√	√
	My parents are U Aung Soe and Daw Htoo Htoo Aung.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I have one younger brother who is a computer technician.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I passed the matriculation examination in 2000 from No. (2), Basic Education High School, Thingangyun, Yangon.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Then, I received both bachelor and master degrees in <u>electronic</u> engineering from Mandalay Technological University, Mandalay, Myanmar, in 2005 and 2007 respectively.	√	√	√	X	√	√	√	√	√	√	√	√	√
	I am currently an assistant lecturer <u>with</u> Technological University (Myeik) which is under the Ministry of Science and Technology, Myanmar.	√	√	√	√	√	√	√	√	X	√	√	√	√

Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
	I got <u>the</u> scholarship for doctoral degree sandwich program from AUN/SEED-Net (JICA) in November, 2011.	√	√	√	√	√	√	√	X	√	√	√	√	√
	Due to this scholarship program, I <u>can</u> visit <u>to</u> Hokkaido University, Japan, up to eight months.	√	√	√	√	√	√	√	√	X	X	√	√	√
	Now I am trying my best to finish a draft paper for my proposal examination.	√	√	√	√	√	√	√	√	√	√	√	√	√
	My country, Myanmar, is one of the ASEAN member countries located in Southeast Asia.	√	√	√	√	√	√	√	√	√	√	√	√	√
	It has five neighboring countries: Bangladesh, India, China, Laos and Thailand.	√	√	√	√	√	√	√	√	√	√	√	√	√
	The total area of Myanmar is 676,578 square kilometers and it is the second largest country in <u>ASEAN region</u> .	√	√	√	√	√	√	√	X	√	√	√	√	√
	The current population in Myanmar is over 60 million.	√	√	√	√	√	√	√	√	√	√	√	√	√
	There are eight major ethnic groups <u>namely</u> Kachin, Kayah, Kayin, Chin, Mon, Bamar, Rakhine, and Shan.	√	√	√	√	√	√	√	√	√	√	√	X	√
	Moreover, there are more than hundred minor ethnic groups in Myanmar and each ethnic group has its own history, culture and language.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Although there are several regional languages, Burmese is the official language in Myanmar.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Since Myanmar is a multi-religious country, there is <u>a</u> freedom of religion for the people.	√	√	√	√	√	√	√	X	√	√	√	√	√



Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
	However, Theravada Buddhism is professed by the majority of people in Myanmar.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Naypyidaw became the capital of Myanmar since 2005.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Myanmar is popular for its natural resources such as timber, jade, oil, natural gas and so on.	√	√	√	√	√	√	√	√	√	√	√	√	√
	And it has many famous places for visiting such as Bagan, Mandalay, Kyite Htee Yoe Pagoda, Shwedagon Pagoda and so on.	√	√	√	√	√	√	√	√	√	√	√	√	√
<b>BM 2</b>	Hi! Firstly, may I introduce myself.	√	√	√	√	√	√	√	√	√	√	√	X	√
	My name is xxx.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I am from Myanmar.	√	√	√	√	√	√	√	√	√	√	√	√	√
	My currently education is a PhD student of Electrical Engineering department at Chulalongkorn University, Bangkok, Thailand.	√	√	√	√	√	√	√	√	√	√	√	√	√
	My scholar program is AUN/SEED-Net (ASEAN University Network / Southeast Asia Engineering Education Development Network) scholarship doctoral degree sandwich program 2013 with support from the Japan International Cooperation Agency (JICA).	√	√	√	√	√	√	√	√	√	√	√	√	√
	Now, I am attending course works and doing research in parallel.	√	√	√	√	√	√	√	√	√	√	√	√	√

Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
	My research field is optical fiber communications based on electromagnetic waves.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Next, I am going to tell you a little bit about my background, interests, achievements and my goals.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I was born in a small village called Mee long Gone, Leiway township in 1981.	√	√	√	√	√	√	√	√	√	√	√	√	√
	It is located about 4 miles from the new capital city, Nay Pyi Taw, Myanmar.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I spent my first 16 years of life in Mee long Gone village.	√	√	√	√	√	√	√	√	√	√	√	√	√
	At that time, my activities included going to school, reading knowledge books, playing football, watching television, and <u>listening musics</u> .	√	√	√	√	√	√	X	√	X	√	√	√	√
	My religion is Buddhism.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I passed the tenth standard examination from basic education high school 1 of Leiway, Nay Pyi Taw in 1998.	√	√	√	√	√	√	√	√	√	√	√	√	√
	After that, I started going to Mandalay Technological University for my first university life.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I got a bachelor degree of engineering from Mandalay Technological University and master degree of engineering from Yangon Technological University.	√	√	√	√	√	√	√	√	√	√	√	√	√

Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
	After finishing the Master degree, I became one of <u>government staff</u> of <u>Ministry</u> of Science and Technology(MOST) as a lecturer, department of Electronics and Communication Engineering, Mandalay Technological University, Mandalay,Myanmar.	√	√	√	√	√	√	√	X	√	√	√	√	√
	From 2013 to now, I am studying <u>in</u> Chulalongkorn University as a PhD student.	√	√	√	√	√	√	√	√	X	√	√	√	√
	<u>As</u> for me, I like playing football and table tennis.	√	√	√	√	√	√	√	√	X	√	√	√	√
	I always <u>enjoyed</u> reading, writing and doing maths because it is related to my research field.	√	√	√	√	√	√	√	√	√	X	√	√	√
	Growing up as a child and until now, it has been mine and my <u>parents</u> <u>dream</u> for me to become an <u>Engineer</u> .	√	√	√	√	√	√	√	√	√	√	X	√	X
	A degree in Electrical Engineering enables me to achieve my goals and also gives me an opportunity to make a difference in the community.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I have achieved many different goals in life.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Some of my achievements are bigger than <u>the others</u> , which <u>has</u> given me greater satisfaction.	√	√	√	√	X	√	√	√	√	√	X	√	√
	My achievements have helped me to get ahead in life.	√	√	√	√	√	√	√	√	√	√	√	√	√
<b>BM 3</b>	My name is xxx.	√	√	√	√	√	√	√	√	√	√	√	√	√

Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
	My parents are U Tint Lwin and Daw May Kyi.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I have one sibling.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I would like to <u>tell about</u> my family background: my father is a Chinese-Myanmar interpreter, my mother is house wife and my younger brother is a mechanic.	X	√	√	√	√	√	√	√	√	√	√	√	√
	For me, after I <u>passed</u> matriculation exam, I studied electronics and communication engineering.	√	√	√	√	√	√	√	√	√	X	√	√	√
	I got <u>Bachelor degree</u> from the Technological University (Maubin) and Master degree from the Yangon Technological University.	√	√	√	√	√	√	√	X	√	√	√	√	√
	My job is teaching at Technological University (Kyaukse).	√	√	√	√	√	√	√	√	√	√	√	√	√
	My hobbies are reading books, <u>listening music</u> and watching movies.	√	√	√	√	√	√	√	√	X	√	√	√	√
	Now, I am studying in the faculty of engineering department at Chulalongkorn University, Thailand.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I got <u>scholarship</u> form AUN/SEED-Net program (JICA).	√	√	√	√	√	√	√	X	√	√	√	√	√
	My research field area is microwave and light wave communication.	√	√	√	√	√	√	√	√	√	√	√	√	√

Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
	My native town is situated in Delta.	√	√	√	√	√	√	√	√	√	√	√	√	√
	I was born in Maubin township, Ayeyarwady division of Myanmar.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Myanmar is located in Southeast Asia.	√	√	√	√	√	√	√	√	√	√	√	√	√
	It is bordered <u>on</u> the north and northeast by China, <u>on</u> the east and southeast by Laos and Thailand, <u>on</u> the south by the Andaman Sea and the Bay of Bengal and <u>on</u> the west by Bangladesh and India.	√	√	√	√	√	√	√	√	X	√	√	√	√
	Myanmar is grouped into “eight major national ethnic races”: Kachin, Kayah, Kayin (Karen), Chin, Bamar, Mon, Rakhaing and Shan.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Yangon is the old capital city.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Now, the new capital city is Naw Pyi Taw.	√	√	√	√	√	√	√	√	√	√	√	√	√
	Myanmar is also known as the golden land because of its glittering <u>pagoda</u> and rich in natural resources.	√	√	√	√	√	√	√	X	√	√	√	√	√
	Myanmar has three seasons: Summer, Monsoon and Winter.	√	√	√	√	√	√	√	√	√	√	√	√	√
	As my country is an agricultural country, the growers cultivate paddies, grains and crops.	√	√	√	√	√	√	√	√	√	√	√	√	√

Subject	Sentence	Fragment	Comma splice	Run on	Part of speech	S-V agreement	Verb form	Plurality/Singularity	Article/Quantifier	Preposition	Tense	Pronoun	Punctuation	Capitalisation
	In Myanmar, every month has <u>festival</u> .	√	√	√	√	√	√	X	√	√	√	√	√	√
	I would like to <u>tell about some of traditional festivals</u> .	X	√	√	√	√	√	√	X	√	√	√	√	√
	The most famous festival is water festival or “Thingyan” in April which is <u>Myanmar New Year Festival</u> .	√	√	√	X	√	√	√	√	√	√	X	√	√
	The water pouring festival at Banyan tree is in May.	√	√	√	√	√	√	√	√	√	√	√	√	√
	The donation of robes to the monks is in June and July.	√	√	√	√	√	√	√	√	√	√	√	√	√
	The lighting festival or “Thadingyut” is in October.	√	√	√	√	√	√	√	√	√	√	√	√	√
	At that time, the younger people <u>used</u> to give the respect to the senior or elderly persons that is one of <u>Myanmar traditional</u> .	√	√	√	X	√	√	√	X	√	X	√	√	√
	The next <u>one</u> lighting festival is in November.	√	√	√	√	√	√	√	√	√	√	X	√	√
	In this time, Kathina robes are offered to monks in monasteries.	√	√	√	√	√	√	√	√	√	√	√	√	√