

A Study on the Detailed Analysis of the Prominent Errors Committed by the Gen Z L2 Learners at the Tertiary Level and the Use of Trink AI for the Elimination of Its Recurrence

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Abstract

The paper aims at finding out the kinds of errors committed by the L2 learners in 'writing skills' at the tertiary level in a heterogeneous classroom. The experiment is performed at Loyola College of Arts and Sciences, Chennai, Tamil Nadu, India. The sample population of the study amounts to sixty learners, comprising of male and female learners and fifty-nine L2 facilitators from across the country. The study presents a comparative study of the frequency of the select errors by senior and junior L2 facilitators while examining the reasons for its recurrence. The study also presents the grading of the errors based on the frequency of its occurrence. The research equally attempts to ascertain the relevance of 'Trinka AI' in the elimination of the recurring errors from the learner's point of view and renders a thematic perception on excessive dependence on technology and its deleterious effect on the learners' writing skills from the facilitator's perspective.

Keywords: L2 learners, Errors, Gen Z, Trink AI, SLA.

Introduction

Errors are inevitable in the learning of English as a second language. Errors also serve as an indicator of the progression in language learning and the transition from 'fluency' to 'accuracy.' An L2 learner would definitely commit errors in the process of language learning. The study is of the view that L2 learner's position in the scale of 'Interlanguage' is consciously understood by the recognition of errors. Rectification of recognized errors by the L2 learner is a clear indication of progression in the process of SLA.

The recognition and rectification of errors by the L2 facilitator is equally significant in the process of L2 learning and could be considered as Needs Analyses in the process of SLA. Efforts taken by the facilitator to rectify the errors of L2 learners in terms of methodology and Testing is an advancement

of the process of SLA. The study views that errors indicate the characteristics of 'Interlanguage' and there is a need to eliminate the errors for transition from 'fluency' to 'accuracy.' The theory of 'Error Analyses' in tune with 'Cognitivism' and 'Social interactionism' is applied for analysis of select errors, the reasons for its occurrence and formulation of strategic solutions to prevent its recurrence.

Errors and its Nature

According to Francis Peter: Error is a term used to refer to a deviation in L2 learners' language from accepted norms of usage in the language. TL Errors are attributed to:

Overt Generalization

Influence of Mother Tongue

Deficient teaching and learning process

Recurring Errors committed by L2 Learners in Writing skills:

The study identifies the following errors committed by the Gen Z L2 learners:

- Grammatical Errors
- Lexical Errors
- Syntactical Errors
- Semantic Errors
- Lack of Coherence in Writing

Research Questions:

The research questions of the study are as follow:

What are the recurring errors committed by the Gen Z L2 learners in writing skills?

What are the methods through which the errors are rectified?

Does Trink AI effectively rectify the errors of Gen Z L2 learners pertaining to writing at the Tertiary level in a heterogeneous classroom?

Is the use of Trink AI for the rectification of errors for the Gen Z ESL learners, learner centric in nature?

What are the challenges encountered by the L2 learners in the use of Trink AI for the rectification of errors?

Delimitations of the Study:

The study incurs the following delimitations:

The experiment is conducted at the tertiary level only. It does not take into account the primary and advanced level.

The study employs the use of Trink AI only and not any other software.

The research pertains to a specific set of errors namely: Grammatical errors, Lexical errors, Syntactical errors and Semantic errors.

The research is delimited to the Institutional level for administrative reasons pertaining to 'Testing' and 'Rating.'

Review of Literature

International Status

The Role of the Facilitator in Error Correction

The study (1949) views that L2 learners could overcome the errors with the assistance of 'teacher plans' that warrants 'language experience' through 'social significance.'

Pupil will wish to overcome their errors if the teacher plans so that pupils have language experiences in which the social significance of language is operative.

Practical Applications of Error Analysis and Contrastive Analysis in ESL

Howells (1982), is of the view that the L2 learner needs to be involved in 'identifying, 'analyzing' and 'understanding' their erroneous productions in L2 and the 'teacher' should perform a needs analysis of the 'individual' and the 'group.'

Struggles and Solutions towards helping students Improve as Writers

Bride and Shawni (2000), had distilled that errors that could pertain to EAL abilities, Inhibition skills, Orthographic Proximity, hypothesis of language transfer, Inhibition skills, ‘Morphological errors’ and ‘Code Switching’ errors.

The Use of English for Effective Science Writing Strategies by Non- Native speakers of English. A comparative Analysis of English and Lithuanian Transport Terms

Marina et al (2009), had viewed that there is a need for researchers and students to write independently in English with relevant ‘guidelines’ and ‘recommendations. In addition, the study divulges that non- native speakers of English commit ‘lexical errors’ for naming the ‘same pieces of reality’ which could pertain to ‘linguistic relativity.’

Error Analysis: A Tool to Improve English skills of Undergraduate Students in Mohammed Ali Jinnah University, Islamabad, Pakistan

The study (2016), focused on making the learners comfortable with the use of English as a second language at Mohammed Ali Jinnah University, Islamabad, Pakistan in the year 2016. The writing component of undergraduate learners to identify the prominent errors committed by them in writing tasks. The study aimed at ‘identifying’, ‘categorizing’, ‘analyzing.’

The Timelessness of Error Analysis in modern language teaching Contexts

Hinkel (2018), had viewed that Given the great variety of language-teaching contexts around the world, it does not seem likely that EA is going to shed its reputation as outdated and outmoded any time soon. The simple fact of the matter is that EA carried out in the old-fashioned way and without technological and other types of resources is still subject to the same shortcomings and limitations that originally led to its margin realization a few decades ago.

Inhibition skills and Morphological Code-Switching Errors

Barbara and Robin (2020), had viewed that: “Inhibition skills contributed to explain morphological and code-switch errors, but not phonological and orthographic errors in English texts. These findings align with the contrastive typological framework and phonological and orthographic proximity hypothesis of language transfer.”

Error Analysis and Language Learning Disabilities

Fumero and Wood (2022), had divulged that L2 learners with Language Learning Disabilities were prone to verb errors in writing skills while compared to their peers without learning disabilities.

Error Analysis in EFL writing of Malaysian writing

Abdullah Kwan (2021) had conducted a study on the nature of errors committed by Malaysian EFL learners in ‘writing’ skills. The research deciphered that the learners were

errored in the use of ‘Present tense’, ‘Past participle’ and omission of auxiliary verbs.

Self-Correction through Corpus Based Tasks

Yiyang and Hulin (2021) had proved in the experiment that corpora could be successfully employed by L2 learners to ‘identify patterns’, ‘shape writing habits’, and ‘test linguistic hypothesis’ in the quantitative study L2 learners had opined that the use of BAWE corpus for ‘Error Correction’ was resourceful in revising word from errors (93%) and Collocation and phrase errors (62.7%).

English first additional language writing errors of Isizulu’-speaking learners in Fet writing classes in ‘Kwazulu-Natal’

Ntombela and Ngubane (2022), had viewed that L2 learners are prone to committing errors pertaining to ‘sentence construction’, ‘vocabulary’ ‘spelling,’ ‘word formation’, ‘verbs’, and ‘noun phrases. In specific the researchers had added that L2 learners should be trained in the writing of simple, compound and complex sentences. Moreover, L2 learners would benefit from the teaching of ‘transactional’ writing.

Grammatical Errors in Essay Writing in South Eastern University of Sri Lanka

Aqil R.M.F (2022), et al had viewed that L2 learners are prone to errors pertaining to ‘Word Choice’, ‘Word Order’, ‘Spellings’, ‘Plurality’, Subject ‘Verb Agreement’, ‘Preposition, Articles’, ‘Verb Tenses’, ‘Apostrophe Usage’ and ‘Capitalization.’

They advocate the need for Learners’ intrinsic motivation to remedy the situation.

The Influence of Mother Tongue on Writing skills of L2 learners at the Primary level

Mushtaq et al (2023), had distilled that ‘native language had an adverse effect on writing in target language.’ The influence creates room for ‘incorrect word order’, ‘sentence structure’, ‘spellings’ in L2. The researchers had employed Ellis’ ‘Contrastive Analysis’ model to attribute to the cause of the errors by the L2 learners the native language as Punjabi and Urdu.

Influence of L1 in the Writing Skills of L2 in middle school students:

Sadia et al (2023) had revealed through the experimental study that the ‘native language had an adverse effect on writing in target language.’ According to the study most learners employed ‘incorrect word order’, ‘sentence structure’, and ‘spellings’ in the writing skills of L2. The research employed Ellis’ ‘Contrastive Analysis’ model to identify specific ‘syntactic’ and ‘grammatical faults’ that influence the transfer from ‘Urdu’ or ‘Punjabi’ to English.

Gender Based Approach and Process Approach in EA

Utami et al (2023), had opined that Genre based Approach and Process Approach is instrumental in enabling the effective writing skills of Indonesian L2 learners in comparison to the Product Approach. Further the researchers had defined the methodology

in terms of ‘teaching and learning’, ‘context building’, ‘text modeling’, ‘decomposition’ and ‘text independent assembly of text construct.’

AIED approach in Error Analysis

Macial- Borrego (2025) reminisces the views of Alderson, (2024) who had viewed that ‘AIED approaches’ propel active engaging and successful models that eliminate ‘Negative Transfer’ and ‘fossilization’ which enables the L2 learner to acquire the form of L2 and successful progression in the process of SLA.

The use of ‘Chatwell’ as an AI adaptive tool for enhancing the Mandarin Composition skills in L2 skills with Learning Difficulties

Wenwen et al (2025), had divulged that the use of ‘Chatwell’ as an AI tool is effective in reducing ‘grammatical errors’ by 72% and logical errors by 75%. The differently abled L2 learners highly benefited from the system and 89% of the L2 learners had rated the system as ‘highly accessible and effective.’

AI tools’ Enhancement on the English Writing skills among Non-Native Speakers at Aden, Yemen

Alwan et al (2025) had viewed that AI writing tools like Grammarly, Pro writing aid, Hemingway Editor would provide ‘real time automated feedback’ on writing tasks. The study equally emphasizes on ‘cultural sensitivity’ and ‘language variation.’ The study argues that AI tools are deficient in ‘coherence’ and ‘augmentation.’ ‘In the words of Alwan et al “AI tools’ Enhancement on the

English Writing skills among Non-Native Speakers at Aden, Yemen.” (p.5). The study further emphasizes that AI would assist in ‘Grammar and Syntax Correction’, ‘Writing style’, ‘coherence’ and ‘vocabulary usage’, ‘Integrating of Natural Language Processing’, ‘Encouraging of autonomy’, and ‘self- correction and Learning and ‘Developing critical Thinking.’

Grammarly and Hemingway editor in Error Rectification

Ghannam Hamoud et al (2025), had viewed that AI tools inclusive of Grammarly and Hemingway editor evidences the manner in which other AI tools aid in accelerating ‘non- native English’ learners’ writing through ‘real time feedback’ on ‘grammatical’, ‘syntactical’, ‘vocabulary’ related ‘coherence’ and ‘clarity’ issues. The experiment focused on challenges and advantages in the implementation of AI in ‘Writing education.’

Impact of AWF on adolescent L2 learners’ writing

Lee and Son (2025), had viewed that impact of AWF on adolescent L2 learners’ writing performance concentrating on skills of ‘organization,’ ‘content’, ‘vocabulary’, ‘grammar’ and ‘mechanics.’ The study insists that AI intervention enhanced L2 learners’ performance in these skills. Moreover, Qualitative data highlights that L2 learners did not use ‘Prompts’ to request feedback and did not accentuate ‘content development’ in their ‘weekly reflection comments.’)

Error Analysis: A Tool to Improve English skills of Undergraduate Students in Mohammed Ali Jinnah University, Islamabad, Pakistan:

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Morphological Errors: A study of the Written Expressions of Pakistani ESL students

Mahmood et al (2020) had studied the kinds of morphological errors committed by Pakistani learners at the intermediate level. The study had found that the learners are prone to errors related to subject-verb agreement, Verb/Tense inflection, Elided auxiliary verb, Elided preposition, substitution of adjective, Permutation errors and articles.

Analysis of Taiwanese English Learners Essay writing Errors

The study (2021) concentrates on the errors committed by Taiwanese undergraduate learners in English essay writing. The errors

were pertaining to tenses, parts of speech, prepositions, subject and verb agreement, Run-on sentences,

Error Analysis in EFL Malaysian writing

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National Status

Error Analysis and Second Language Pedagogy

Sharma and Tripathi (2018) had viewed that “though EA has been quite successful in second language pedagogy and ELT, it has been observed that the method is not fool proof. There are several reasons for it. We must bear in mind that in this process of an error analysis, there may be more than one possible way to reconstruct learner errors.” (Tarone & Swierzbin, 25)

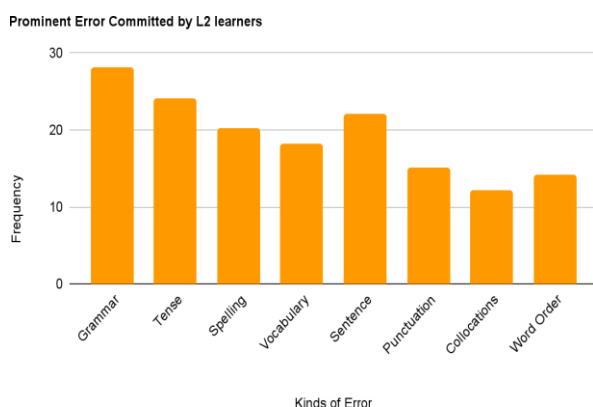
Errors and Literal Translation

Riyaz Hafsa (2020), had viewed that the learners create prepositional errors because they attempt a literal translation of the prepositions in Urdu and Kashmiri in English. In addition, they lack clarity about the appropriate use of Preposition and confuse one preposition with that of another.

Research Gap

The research gap identified by the study includes the presence of Gen Z L2 learners as the sample population and the

subset of select errors and the use of Trinka AI pertinent to the study.



Methodology

The experiment is performed in a class of heterogeneous L2 learners at the tertiary level at the Loyola College of Arts and Sciences, Chennai, India. The sample population amounts to sixty-five learners of the Gen Z generation. The learners were given an assignment on writing a short story bordering on the theme 'Humanity.' The learners were asked to use Trinka AI for the same in the language laboratory. The learners were also instructed in class about the steps involved in the use of Trinka AI. The pilot study was conducted with the distribution of two questionnaires one for the facilitators of ESL and another for the Gen Z L2 learners. Facilitator's sample includes fifty-nine responses from across the nation. The responses from the questionnaire were analyzed employing the python code.

Analysis and Interpretation

Table 1: Kind of Errors committed by the L2 learners: Learners' perspective

Kind of Errors	Frequency	Percentage (%)
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Grammar	28	18.30065359477124
Tense	24	15.686274509803921
Spelling	20	13.071895424836603
Vocabulary	18	11.76470588235294
Sentence Structure	22	14.37908496732026
Punctuation	15	9.803921568627452
Collocations	12	7.8431372549019605
Word Order	14	9.15032679738562

Fig 1: Kind of Errors committed by the L2 learners: Learners' perspective

Table 1 and figure 1 highlights the nature of errors committed by the L2 learners in grammatical errors. Further 15% of learners had revealed that they commit errors pertaining to the tenses. In addition, 13% of the L2 learners had expressed that they commit spelling errors. The table and figure further suggest that 11% of the L2 learners commit vocabulary related errors and 14% of learners commit errors pertaining to sentence structure. In addition, 9% of learners had said that they commit punctuation and lexical errors. In addition, 7% of the learners had revealed that they commit errors pertaining to collocation.

A Comparative Study of the Errors committed by the L2 Learners at the Tertiary Level based on the experience of the L2 Facilitators

Table 2: A Comparative Study of the Errors committed by the L2 Learners by the senior and junior Facilitators

Kinds of Errors	Senior L2 Facilitators	Junior L2 Facilitators (<5 Years)
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	(>=20 yrs)	
Grammatical Errors	4.71	3.71
Lack of coherence in Writing	4.71	3.85
Semantic Errors	4.28	3.42
Use of Improper Tense Form	4.71	3.57
Lexical Errors	4.50	3.57
Use of Wrong Prepositions	4.28	3.28
Use of wrong Idioms and Phrasal verbs	4.42	3.42
Use of wrong collocations	4.42	3.42

Fig 2.: A Comparative Study of the Errors committed by the L2 Learners by the senior and junior Facilitators

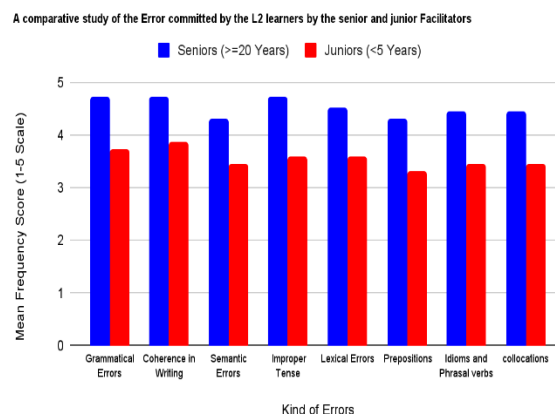


Table 2 and Figure 2, explain the L2 facilitators perception or Errors committed by the learners at the tertiary level in a heterogeneous classroom. Senior L2 facilitators with a mean score of 4.71 and Junior facilitators with a mean score of 3.71 had expressed the frequency of ‘Grammatical Errors’ committed by the L2 learners. ‘Lack of Coherence in Writing’ indicates a mean score of 4.71 of senior facilitators and 3.85 of junior facilitators. ‘Semantic Errors’ exhibit a mean score of 4.28 by senior L2 facilitators and 3.42 by the freshers. The use of ‘Improper Tense Form’ is characterized by 4.71 by senior facilitators and 3.57 by junior facilitators. The use of ‘Lexical Errors’ is mentionable by a mean score of 4.50 and 3.50 by the senior and junior facilitators respectively. ‘Use of Wrong Prepositions’ is indexed by a mean score of 4.28 and 3.28 by the specified sample population. ‘Use of Wrong idioms and phrasal verbs’ is marked by values of 4.42 and 3.42. Finally, the ‘Use of wrong collocations’ is indicative of the mean scores 4.42 and 3.42.

An analysis of the grading of select errors prescribed in the study: L2 Facilitators’ Feedback

Table.3: Grading of the Errors based on the frequency of the occurrence

Grading	Kind of Errors	Mean Score	Standard Deviation
1	Grammatical Errors	4.08	1.20
2	Lack of coherence in Writing	3.97	1.25
3	Use of Improper Tense Form	3.89	1.30
4	Lexical Errors	3.76	1.28
5	Semantic Errors	3.68	1.31
6	Use of Wrong Prepositions	3.65	1.37
7	Use of wrong collocations	3.57	1.38
8	Use of wrong Idioms and Phrasal verbs	3.54	1.38

Fig 3: Grading of the Errors based on the frequency of the occurrence

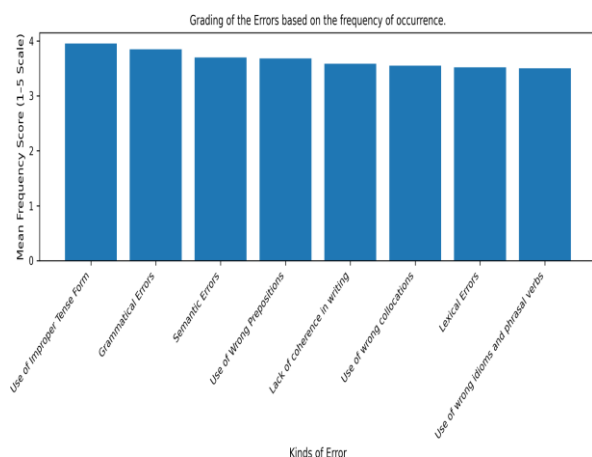


Table 3 and Figure 3 generated through the python code confirms the clustering of high severity issues indicating that ‘Grammatical Errors’ with a mean score of 4.08 and ‘lack of coherence in writing’ with a mean value of 3.97 needs to be perceived as dominant challenges. The study further infers that while grammatical errors could be rectified through teaching learning practices, coherence deficit is due to the lack of higher order cognitive and organizational skills imperative for academic writing.

‘Lexical Errors’ with a mean score of 3.76 and ‘Semantic Errors’ with a mean value of 3.68 is caused by dearth of vocabulary skills and contextual intelligence. The respondents had mentioned: “big-sounding words that don’t fit the context at all”, suggesting vocabulary is acquired passively, without full comprehension of its connotation or precise application.”

Employing ‘wrong Collocations’ with a mean score of 3.57 and ‘wrong idioms and phrases’ with a mean score of 3.54 indicate the presence of ‘Interlanguage’ as exemplified by Selinker (1972).

Analysis of the recurring errors and the efficiency of Trink AI in Error elimination

Table 4: Analysis of Writing Errors and Effectiveness of Trink AI: L2 Learners’ Perspective

Select Errors	Key Indicators	Response Level	Interpretation
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Grammatical Errors	Tense, articles, prepositions, subject-verb agreement	High	Grammar is the most Challenging aspect for L2 learners
Sentence Structure	Sentence formation, coherence, fragments, run-on sentences	High	L2 Learners struggle with coherence and cohesion
Vocabulary Usage	limited vocabulary Choice of words, repetition,	Moderate to High	Lexical inadequacy affects clarity and academic tone
Mechanical Errors	Spellings, punctuation, capitalization	Moderate	There is a frequency of minor errors that could be rectified through practice.
Influence of L1	Influence of L1 in sentence structure and grammar	High	Influence of mother tongue and vernacular in L2 writing skills.
Confidence in Writing	Fear of errors, reluctance in expression	Moderate	Error anxiety affects writing performance
Identification of Errors employing Trink AI	Detection of grammatical and syntactical errors	High	Trink AI effectively identifies errors pertaining to writing skills.
Rectification of Errors employing Trink AI	Reduction of recurring errors	Moderate to High	Trink AI supports improvement but mandates L2 facilitator's assistance
Holistic Improvement in Writing	Accuracy, clarity, confidence	High	Positive impact due to the synchronization of AI usage and facilitator's assistance.

Table 4 demonstrates the specific response of the L2 learners towards select errors and the deftness of Trink AI in its elimination.

Overt Dependence on Technology and the recurrence of Errors: Thematic Findings

Table 5: Overt Technological dependence and its influence on 'Writing' skills

Theme	The Impact
Dependency on AI and Lethargy	Depletion of Cognitive Effort. L2 learners are dependent on AI for basic formal writing and are unwilling to take the required individual effort.
Decline in Cognition	Retarded 'critical thinking' and 'creativity' that vents a dearth of originality. Research correlates that excessive reliance on AI renders negative impact on 'critical skills.'
Informalization and the mixing of Register	Fragmentation of the syntax and awareness of genre. L2 learners employ abbreviations, slangs, short forms and the language of WhatsApp in the answer scripts.
Physical and psychological diligence.	Learners lack stamina. They exhibit difficulty in being confined in the examination hall during a Paper and Pencil Test.

Table 5 highlights L2 learners' excessive technological dependence and its impact on writing.

Findings of the Study

The findings enumerated by the experiment would include:

The frequency of the errors committed by the L2 learners according to the facilitator's perception would range from Grammatical errors, lack of coherence in writing, semantic errors, use of improper tense form, lexical errors, use of wrong preposition, use of wrong idioms and phrasal verbs and the use of wrong collocations.

The empirical verification of the response of the L2 learners' sample population ranks the occurrence of the errors in the form of Grammatical, lack of coherence in writing, Use of improper tense form, lexical, semantic, use of wrong prepositions, use of wrong collocations and use of wrong idioms and phrasal verbs.

The response of the senior L2 facilitators exhibit a consistent elevated mean score in comparison to facilitators with lesser years of ESL teaching experience.

Trinka AI is quite effective in the elimination of the select errors of the experiment.

The majority of the L2 facilitators had opined that unconscionable L2 learners' dependence on AI could deter originality, creativity and could vent 'vocabulary trap.' In addition, it reduces physical and psychological diligence in the performance of Tasks and Activity Based Learning. Unreasonable dependence on AI further has a deleterious effect on 'recognition of genres. L2 learners are forced to use abbreviations, short forms and 'WhatsApp language' for academic writing. Further the learners experience difficulty in being confined to an examination hall during the test duration.

The facilitators had equally advocated the need for 'calibrated rubrics and

rating scale' for the avoidance of select errors pertaining to the study.

The study extends itself to a thematic review based on open ended responses that revolves around mechanical and structural issues bordering on Punctuation and Capitalization. The use of improper indentation and the failure to use appropriate uppercase.

Sentence Structure and Fragmentation: Learners resort to the use of 'fragmented sentence structure' and 'choppy sentences', generally due to the use of an 'intricate academic syntax.'

The facilitators had further diagnosed that L2 learners' attempt to translate the concept from L1 to L2 is the chief reason for errors pertaining to syntax, prepositions and lack of coherence in writing. The condition could be attributed to cognitive factors in tandem with 'lack of clarity of thought and expressions.' The condition is termed as 'L1 Transference.'

Recommendations

The study recommends the following in the elimination of errors committed by the L2 learners in a 'Paper and Pencil' Test.

There is a need to conduct an atmosphere of proximal performance for the L2 learner during the test. The L2 learners should not be intimidated or stressed during the performance. It is quite essential to eliminate the

‘observer’s paradox’ as propounded by Tim Mc Namara (2000).

The teaching and learning process should be enhanced and be L2 learner centric in nature. The Learner should be integral and express a suggestible atmosphere of teaching, learning and testing.

While rectifying the errors of the L2 learners, the facilitator should refrain from reprimanding the L2 learners before the peers in order to secure the self-esteem of the learner.

Errors committed by the L2 learners should be viewed as an opportunity for an acceleration of Second Language Acquisition in terms of transition from fluency to accuracy.

Tutorials and Error elimination networks could be created among the Language Learning community.

Artificial Intelligence could be roped in for the elimination and rectification of Errors among the L2 learners. The recognized AI tools like ‘Chat GPT’, ‘Claude’, ‘Word text’, ‘Paper pal’, ‘Twee’, ‘Grammarly’, ‘Quill Bot’, ‘Hemingway Editor’ and ‘Word Vice AI’ could be utilized.

Encouragement of Open book tests could minimize the errors.

Adoption of Innovative Teaching, Learning, Methods could resolve the issue to a great extent. Performative Tasks bordering on creativity involving peer- collaboration, astute

L2 learner participation and the facilitator’s assistance is needed.

The use of Corpora in teaching, learning and in performative tasks would accelerate the elimination of errors.

Limitations of the Study

The findings of the study are restricted to a specific number of L2 learners at Loyola college, Chennai, Tamil Nadu, India. The findings of the study need not be generalized. The sample population could not be extended to other institutions due to curriculum restrictions.

The time constraint to perform the tasks could serve as an impediment.

L2 learners from deprived sociolinguistic backgrounds may not have access to gadgets like smart phones or Tablets.

Certain L2 learners may not prefer to work on creative writing for their assignments.

The study is time governed. The L2 learners can avail only some specific time to complete the assignment.

A few students could exhibit an aversion towards the use of technology and in specific they may not prefer to use Tinka AI and would rather prefer to use any other Application for rectification of Errors.

Scope for Future Study

A Gender based approach of the study could be adopted.

The use of other recognized AI tools besides Trink AI could be considered.

A set of different errors committed by the L2 learners could be researched upon with a futuristic perspective.

The learners' sample population could be extended to the National and International level.

The study could be conducted with other major skills of English and its sub skills.

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Appendix

Photographs in the Language Laboratory Pertaining to the Experiment:
https://drive.google.com/drive/folders/1PEyYpI_GX5iU6dpVvV-XNshlfk5WlkMo

Questionnaires:

https://docs.google.com/spreadsheets/d/1VNYR8EL7UWWed1Q5p3tXtc_4R9l0f3tS-I3c9_49NLs/edit?usp=drivesdk
https://docs.google.com/spreadsheets/d/1VNYR8EL7UWWed1Q5p3tXtc_4R9l0f3tS-I3c9_49NLs/edit?usp=drivesdk