ABSTRACT

This research examines the lexical errors in the written work of fifty fourth-year students at Prince of Songkla University (PSU), Pattani campus, majoring in English from both the Faculty of Education and the Faculty of Humanities and Social Sciences. The aim of this study is to investigate the types of lexical errors produced by Thai EFL students. This study also attempts to explain the possible causes of lexical errors in terms of interlingual and intralingual errors. Procedures for an error analysis study are adapted from Corder (1974). The lexical errors classified in this study are based on lexical classifications proposed by Woon (2003), James (1998), Laufer (1992), Zughoul (1991), and Dulay, Burt, and Krashen (1982). From the analysis of the data, it is revealed that the highest percentage of errors is attributed to the direct translation type. It is the only error found in the category of interlingual errors, while the use of native words has no occurrences. The majority of intralingual errors is attributed to omissions while confusion of binary terms is the least frequent of lexical errors found. The findings of this study show that the complexity and difficulty within the target language is not a major problem. The influence of the mother tongue is the main cause of errors in the use of vocabulary among Thai EFL students. The main difficulty encountered is negative transfer from their native language rather than difficulties within the TL. It is hoped that recommendations for the improvement of teaching and learning of vocabulary in the Thai EFL context as provided in this study will further benefit Thai teachers in the understanding of the causes of lexical errors faced by their students.
ABSTRAK

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