

การออกแบบกิจกรรม เรื่อง การเลือกใช้คำสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6
จากการวิเคราะห์ข้อผิดพลาดในการเลือกใช้คำ

The Design of Exercises on Word Choices of Matthayomsuksa VI Students
from an Analysis of Word Choice Errors

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กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ โรงเรียนปัญญาวรคุณ สพม. 1

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บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) วิเคราะห์ข้อผิดพลาดในการเลือกใช้คำที่พบในแบบทดสอบก่อนเรียน 2) ออกแบบกิจกรรม เรื่อง การเลือกใช้คำสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 ตามการวิเคราะห์ข้อผิดพลาดในการเลือกใช้คำที่ได้กลุ่มตัวอย่าง คือ นักเรียนชั้นมัธยมศึกษาปีที่ 6 จากการเลือกแบบเจาะจงจากห้อง ม. 6/3, ม. 6/5, ม. 6/8 และ ม. 6/9 จำนวน 120 คน ซึ่งเรียนในวิชา E33201 (ภาษาอังกฤษอ่านเขียน 5) ในภาคการศึกษาที่ 1/2562 โรงเรียนปัญญาวรคุณ ในการวิเคราะห์แบบทดสอบก่อนเรียนที่ดัดแปลงมาจากหนังสือ *เก่งอังกฤษแบบครบๆ จบในเล่มเดียว* by Dr. Gordon ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 120 คน ผลการวิจัยแสดงให้เห็นว่าในบรรดาข้อผิดพลาดในการเลือกใช้คำ 5 ประเภท (คำผิดที่นำมาใช้ในประโยค คำที่ไม่อยู่ในภาษาอังกฤษ คำกริยาที่ไม่เหมาะสมกับประธาน และ/หรือภาคแสดง คำที่ฟังดูเหมือนคำเป้าหมายแต่ไม่ถูกต้อง จำนวนที่เกี่ยวข้องกันอย่างมากของคำ 2 คำที่สับสน) คำร้อยละสูงสุดของนักเรียน จำนวน 23 ข้อ ของแบบทดสอบก่อนเรียนที่พบคือ เลือกคำผิดมาใช้ จำนวน 18 ข้อ และเลือกจำนวนที่เกี่ยวข้องกันอย่างมากของคำ 2 คำที่สับสน จำนวน 5 ข้อ ข้อมูลจากการวิเคราะห์เหล่านี้ได้นำมาออกแบบกิจกรรม เรื่องการเลือกใช้คำสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 โดยมี 5 ขั้นตอนในการ

ออกแบบจากขั้นตอนการวิเคราะห์หลักสูตรแกนกลาง การศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ไปจนถึงขั้นตอนการออกแบบกิจกรรม เรื่อง การเลือกใช้คำสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่สามารถนำไปเป็นต้นแบบในการจัดการเรียนการสอนเพื่อแก้ปัญหาเดียวกันกับนักเรียนกลุ่มอื่นได้

คำสำคัญ: การวิเคราะห์ข้อผิดพลาดในการเลือกใช้คำ การออกแบบกิจกรรมเรื่องการใช้คำ

Abstract

The purposes of the research were to 1) investigate the word choice errors found in Matthayomsuksa VI students' pretest., and 2) design exercises on word choices of Matthayomsuksa VI students according to an analysis of word choice errors. Selected by means of purposive sampling, the sample in this study was 120 high-school students of Matthayomsuksa 6/3, 6/5, 6/8, and 6/9 who studied E33201 (Reading and Writing English 5) in the first semester of the academic year 2019 at Panyaworakun School. A pretest adapted from *Fully Smart English in One Book* by Dr. Gordon of the 120 high-school Matthayomsuksa VI students

was analyzed and it was revealed that of the five kinds of word choice errors (a wrong word that has been used in a sentence, a word that does not exist in English, a verb that does not fit the subject and/ or predicate, a word that sounds somewhat like the target word but is not correct, and two closely related expressions that have been confused) from the students' high percentages in 23 items of a pretest, there were 18 items of wrong words that have been used in sentences and 5 items of two closely related expressions that have been confused. These data regarding this analysis of word choice errors were used to design the exercises on word choices of Matthayomsuksa VI students through 5 design stages from the stage of an analysis of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) to the stage of the design of exercises on word choices of Matthayomsuksa VI students that can be a prototype in teaching and learning to solve the same problems of other groups of the students.

Keywords: An Analysis of Word Choice Errors, Exercise Design on Word Choice

Introduction

English is an international language that is used worldwide as world Englishes. Currently, English is vitally important for Thailand in every sector, such as, international trade, foreign affairs, tourism, etc. In learning English, there are some problems for Thai people. Rujanawech (2018) said that Thai and English are different in every aspect, such as pronunciations, vocabularies,

language structures, traditions, and body languages. For this reason, it is normal that English is difficult for Thai people. Likewise, in terms of Thai learners, Phetdannuea and Ngonkum (2016) reported that errors are made because learners thought that the target language and their native language were the same; in fact, they differed from each other. To be realized, interlingual errors are addressed from classes to treat this kind of errors. For error treatment, Touchie (1986) gave general guidelines that high frequent errors should be corrected more often than less frequent ones and a large percentage of the students' errors should be emphasized more for correcting them. For this reason, there are a lot of vocabulary exercises adapted from *Fully Smart English in One Book* by Dr. Gordon, for example, the translation exercise, the exercise of making sentences, and the exercise of filling in each blank with the correct word. From observing the vocabulary exercises, it was found that the exercise of making sentences was the most problematic because many students could not use words in the correct contexts when they made sentences. To solve the students' problems on interlingual errors, word choice errors from a pretest adapted from *Fully Smart English in One Book* by Dr. Gordon are investigated and counted as frequency and percentage to find high frequent word choice errors to design exercises on word choices for the students' solution by way of an analysis of word choice errors regarding Lane and Lange (1999).

Objectives of the Study

This study was carried out with the following objectives:

1. to investigate word choice errors found in Matthayomsuksa VI students' pretest at Panyaworakun School.

2. to design the exercises on word choices for Matthayomsuksa VI students at Panyaworakun School according to an analysis of word choice errors.

Research Questions

This study aims to answer the following questions:

1. What are the percentage and features of word choice errors do the Matthayomsuksa VI students at Panyaworakun School make in their pretest?

2. How to design exercises on word choices of the Matthayomsuksa VI students at Panyaworakun School according to an analysis of word choice errors?

Literature Review

An Analysis of Word Choice Errors

This study was conducted to analyze by concentrating on the percentage and features of 5 kinds of word choice errors which 50% students chose pertaining to Lane and Lange (1999) as follows:

1.1 A wrong word has been used in a sentence.

1.2 A word has been used that does not exist in English.

1.3 A verb has been used that does not fit the subject and/ or predicate.

1.4 A word has been used that sounds somewhat like the target word but is not correct.

1.5 Two closely related expressions have been confused.

These word choice errors were found in a pretest adapted from *Fully Smart English in One Book* by Dr. Gordon and given as a pretest of the Matthayomsuksa VI students who studied in E33201 (Reading and Writing English 5) in the first semester of academic year 2019 at Panyaworakun School.

Fully Smart English in One Book by Dr.Gordon

Based on Rujanawech (2018), *Fully Smart English in One Book* by Dr. Gordon is written to teach English for Thai people. The book is written in Thai with a lot of English examples. It is found from the book that the author intends to help answer every problem of English so that listening, speaking, reading, and writing will be more accurately used than before (Rujanawech, 2018). There are 336 pages of text, a one-page introduction, the author's biography, contents, and ten chapters which contain Non-standard English, American English vs. British English, American Slang and Idioms, Correct Word Choices, Homophones, Stress Patterns, Modals vs. Auxiliaries, How to Ask Questions Properly, American Culture, and Problems of English Use of Thai People. In this study, Chapter 10 Problems of English Use of Thai People was adapted and employed as a pretest or a research tool for analyzing word choice errors of Matthayomsuksa VI students since this chapter

has 60 pairs of word choices including the sample sentences with Thai translation and after adapted, this pretest is much more objective and reliable for non-native speakers to analyze word choice errors of Matthayomsuksa VI students than compositions or essays with controlled topics.

Past Studies on Error Analysis

These past studies on error analysis were derived from the students' written English.

Sondes Hamdi (2016) studied an analysis of lexical errors in the English compositions of EFL Tunisian learners from the students' written English entitled "The advantages and disadvantages of life in the country."

Robby Andre Jurianto (2015) studied an analysis of lexical errors in the English narrative writing produced by the tenth grade students of SMA Negeri 9 Surabaya in EFL classroom from 39 senior high-school students' one story from the two main themes (Fairy Tales- Snow White and the Seven Dwarfs and Little Red Riding Hood; Indonesian Legends- Malin Kundang and Sangkuriang).

Wafa Ismail Saud (2018) studied lexical errors of third year undergraduate students who wrote the topic of the composition which was "describe your university."

Saengchan Hemchua and Norbert Schmitt (2006) studied an analysis of lexical in the English compositions of Thai learners from their argumentative compositions which were a topic related to the advantages of urban or country living.

Fonthip Phetdannuea and Dr. Sutida Ngonkum (2016) studied an analysis of interlingual errors and intralingual errors in Thai EFL students' writing at Khon Kaen University from a five paragraph directional process essay entitled "How to show appreciation to others."

Chada Iamsiu (2014) studied an analysis of grammatical errors in Srinakharinwirot University students' writing from a paragraph of about 150 words on the topic "Should we have a legal casino in Thailand?"

In addition to the students' written English, the past studies on error analysis could be drawn out from other elicitation techniques (Cited in Phoocharoensil et al., 2016, pp. 16-18) as follows.

Ting, Mahadhir, and Chang (2010) studied grammatical errors in spoken English of university students in oral communication course analyzed by 42 low-proficiency Malaysian ESL learners' five role play situations.

Yamashita and Jiang (2010) studied L1 influence on the acquisition of L2 collocations: Japanese ESL users and EFL learners acquiring English collocations obtained by a grammaticality judgment task.

Abbasi and Karimnia (2011) studied an analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory elicited by a translation task.

Sattayatham and Honsa (2007) studied medical students' most frequent errors at Mahidol University, Thailand through three elicitation tasks, for example, a sentence-level

paragraph, a paragraph-level translation, and an opinion paragraph.

There was a variety of elicitation techniques, such as an essay, a composition, a role play, a grammaticality judgment task, and a translation task. Most past studies of error analysis were elicited from an essay or a composition while few studies were derived from a pretest on word choices. In this study, a pretest which is a non-standardized test adapted from *Fully Smart English in One Book* by Dr. Gordon was created to investigate word choice errors of Matthayomsuksa VI students at Panyaworakun School and design the exercises on word choices for them.

Past Studies on Materials Development

Meesri (2016) studied development of English writing exercises focusing on genre-based approach for Matthayomsuksa VI students at Sriwichaiwithaya School, Nakhon Pathom. Arsairach (2014) studied the development of English grammar lessons employing task-based learning through native speakers' social and cultural authentic materials. Both Meesri (2016) and Arsairach (2014) concluded the same on developing exercises that a curriculum or course objectives needs to be considered first. After that, the contents are selected in line with them. Then, a teaching model is determined from the contents and the use of activities goes together with the teaching model.

Research Methodology

1. Participants

The sample in this study was 120 high-school students of Matthayomsuksa 6/3, 6/5, 6/8, and 6/9 who studied E33201 (Reading and Writing English 5) in the first semester of the academic year 2019 at Panyaworakun School. The sample of this study was selected by means of purposive sampling so that the sample was from a large variety of programs for a wide spread of the whole population. The sample was from the 4 classes consisting of Matthayomsuksa VI students from the English-Chinese Program, the English-Math Program, the Science-Math Program, and the Gifted Program. The students were asked to do a pretest on word choices.

2. Materials

The instrument employed to collect the data from this research was a pretest adapted from *Fully Smart English in One Book* by Dr. Gordon of 120 high-school Matthayomsuksa VI students of 4 classes who studied E33201 (Reading and Writing English 5) in the first semester of the academic year 2019 at Panyaworakun School.

3. Procedures

Plan

3.1 The research topic was selected from the students' problems on being unable to use words in the correct contexts when they made sentences so that their word choice errors were investigated and designed as the exercises on word choices.

3.2 The objectives of the study and the research questions were aimed to study, and then the literature review was studied.

3.3 A pretest adapted from *Fully Smart English in One Book* by Dr. Gordon was created for an analysis of word choice errors and these word choice errors were designed as the exercises on word choices.

3.4 The data was planned to collect via the pretest.

3.5 The 120 high-school students of 4 classes who were studying E33201 (Reading and Writing English 5) were selected as a sample in this study.

3.6 The word choice errors were planned to analyze through the pretest which was done by Class 6/5 of the English-Math Program, Class 6/8 of the Science-Math Program, Class 6/9 of the Gifted Program, and Class 6/3 of the English-Chinese Program respectively.

Do

3.7 The students were asked to do a pretest adapted from *Fully Smart English in One Book* by Dr. Gordon.

3.8 The pretest was administered, distributed and collected by the teacher-researcher.

3.9 The data of the pretest were analyzed into a frequency number and turned into percentage.

Check + Action

3.10 When word choice errors had been found and known, exercises on word choices were designed to concur with this group of the students and complement them.

3.11 Exercises on word choices were designed by way of Meesri (2016) and Arsairach (2014).

3.12 This quantitative and qualitative research was discussed and concluded and recommendations for further research were suggested.

3.13 The research is planned to use these exercises on word choices in the classrooms for researching again and improving the teaching and learning of the teacher-researcher.

4. Data Analysis

The analysis of data is as follows:

4.1 The 120 students' frequency and percentage in each pair of word choices in the pretest were calculated and found.

4.2 The pairs of sentences were looked at. When a student chose the correct word choice or the wrong word choice, he or she was counted as one frequency. When all data were analyzed into a frequency number, the number was also turned into percentage.

4.3 After getting the percentage, a pretest adapted from *Fully Smart English in One Book* by Dr. Gordon was analyzed. Difficult word

choices were word choices which 50% students chose the wrong word choices in each pair of the sentences. All difficult word choices were taken for designing the exercises on word choices.

4.4 Only word choice errors found in Matthayomsuksa VI students' pretest were investigated and described in features of 5 kinds of word choice errors and the examples of such features would be given.

4.5 A curriculum or course objective was considered from a topic "Word Choices."

4.6 The contents of word choices from an analysis of word choice errors were selected with regard to the curriculum or course objective.

4.7 Teaching models were studied and searched to find a teaching model which is consistent with the contents of word choices.

4.8 The use of activities was set in accordance with the teaching model found in the contents of word choices.

4.9 English books on word choices in the markets were studied for matching and adapting English books on word choices with the

prepared set of activities retrieved from the teaching model.

4.10 According to some parts of English books adapted by the teacher, the set of activities was taken to design exercises on word choices for this group of 120 high-school Matthayomsuksa VI students.

Results

Only word choice errors which 50% students chose in each pair of the sentences will be analyzed by focusing on the percentage and features of 5 kinds of word choice errors concerning Lane and Lange (1999).

1. Analysis of the Percentage and Features of Word Choice Errors

With regard to the first research question: What are the percentage and features of word choice errors do the the Matthayomsuksa VI students at Panyaworakun School make in their pretest?, an analysis of the percentage and features of 5 kinds of word choice errors pertaining to Lane and Lange (1999) is shown in table 1.

Table 1: Percentage and features of 5 kinds of word choice errors made by the students in their pretest

No.	Word Choice	percentage	Type
1.	✗ Is this seat empty ? ✓ Is this seat taken ?	71.67% 28.33%	A wrong word has been used in a sentence.
2.	✗ He cannot read and write. ✓ He cannot read or write.	66.67% 33.33%	Two closely related expressions have been confused.
3.	✗ This is my older brother. ✓ This is my elder brother.	64.17% 35.83%	A wrong word has been used in a sentence.

Table 1: Percentage and features of 5 kinds of word choice errors made by the students in their pretest
(continued)

No.	Word Choice	percentage	Type
4.	✗ Is there any place for me in the car? ✓ Is there any room for me in the car?	63.33% 36.67%	A wrong word has been used in a sentence.
5.	✗ He is our common friend. ✓ He is our mutual friend.	61.67% 38.33%	A wrong word has been used in a sentence.
6.	✗ I want to reduce my weight. ✓ I want to lose my weight.	60.83% 39.17%	A wrong word has been used in a sentence.
7.	✗ I forget my umbrella in the house. ✓ I left my umbrella in the house.	60.00% 40.00%	A wrong word has been used in a sentence.
8.	✗ Give me a phone . ✓ Give me a phone call .	60.00% 40.00%	Two closely related expressions have been confused.
9.	✗ You'll have a cold if you sleep with your window open. ✓ You'll catch a cold if you sleep with your window open.	59.17% 40.83%	A wrong word has been used in a sentence.
10.	✗ My watch doesn't move at all. It probably needs a new battery. ✓ My watch isn't running . It probably needs a new battery.	58.33% 41.67%	A wrong word has been used in a sentence.
11.	✗ We enjoyed the cool wind . ✓ We enjoyed the cool breeze .	58.33% 41.67%	A wrong word has been used in a sentence.
12.	✗ I wanted to go to America last summer, but it was too expensive, so I gave up to go . ✓ I wanted to go to America last summer, but it was too expensive, so I gave up the idea .	57.50% 42.50%	Two closely related expressions have been confused.
13.	✗ Someone's knocking on the door. Go and see who he is. ✓ Someone's knocking on the door. Go and see who it is.	56.67% 43.33%	A wrong word has been used in a sentence.

Table 1: Percentage and features of 5 kinds of word choice errors made by the students in their pretest (continued)

No.	Word Choice	percentage	Type
14.	✗ I felt good mood . ✓ I am in a good mood .	55.83% 44.17%	A wrong word has been used in a sentence.
15.	✗ Mike is working hardly for the test. ✓ Mike is working hard for the test.	55.83% 44.17%	A wrong word has been used in a sentence.
16.	✗ I am afraid that this is the dirty mean to gain success. ✓ I am afraid that this is the dirty means to gain success.	55.83% 44.17%	A wrong word has been used in a sentence.
17.	✗ I was ten minutes late for the English lesson . ✓ I was ten minutes late for the English class .	53.33% 46.67%	A wrong word has been used in a sentence.
18.	✗ I'll visit my native place for the first time in ten years this summer. ✓ I'll visit my birth place for the first time in ten years this summer.	53.33% 46.67%	Two closely related expressions have been confused.
19.	✗ I am going to watch the cinema tonight. ✓ I am going to a movie tonight.	53.33% 46.67%	A wrong word has been used in a sentence.
20.	✗ I like yellow color . ✓ I like yellow .	52.50% 47.50%	A wrong word has been used in a sentence.
21.	✗ They didn't understand my mind . ✓ They didn't understand what I was thinking .	52.50% 47.50%	A wrong word has been used in a sentence.
22.	✗ Where is the capital of Thailand? ✓ What is the capital of Thailand?	52.50% 47.50%	A wrong word has been used in a sentence.
23.	✗ Most Westerners have high noses . ✓ Most Westerners have long noses .	51.67% 48.33%	Two closely related expressions have been confused.

In this study, there were 18 word choice errors (item 1, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 19, 20, 21 and 22) in the first feature which a wrong word has been used in a sentence. These word choice errors have similar meanings but different connotations. These word choice errors are from word by word translation. Concerning specific use by native speakers, one example is item 15. The suffix *-ly* to the root word *hard* which formed an adverb does not have the same meaning as *hard* which can be both adjective and adverb. This error can be called overgeneralization. Another example is item 7. The word *left* in the sentence “I left my umbrella in the house” can be used if there is the prepositional phrase *in the house*. The other examples are item 3 and 16. Errors in this feature are mistakes for native speakers due to a slip of the tongue. However, for non-native speakers, these errors are the result of real confusion.

Finally, 5 incorrect collocations in the fifth feature which is two closely related expressions have been confused were found in item 2, 8, 12, 18, and 23. To native speakers, these collocations come naturally while it is very difficult for non-native speakers to correct this type of word choice errors.

This study of word choice errors is not only grammar, but also the language in both words and idioms, and it also involves in the familiarity from translating messages into Thai and applying them in English. Additionally, the specificity of homographs which have different meanings in different contexts is included. In this study, some words are not difficult, while these

words are specifically used by native speakers. This specificity has to be memorized when used in each context by native speakers. To translate word choices from English into Thai and specifically apply them in English, Cognitive-code Learning Theory (CCLT) as stated by Krashen (1982) is selected and used.

2. How to Design Exercises on Word Choice

Regarding the second research question: How to design exercises on word choices of the Matthayomsuksa VI students at Panyaworakun School according to an analysis of word choice errors?, with reference to Meesri (2016) and Arsairach (2014), a curriculum or course objective, the contents, teaching models, the use of activities, and English books are analyzed for designing exercises on word choices.

2.1 A Curriculum or Course Objective

Panyaworakun School provides the school curriculum by means of Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Based on Basic Education Core Curriculum, the curriculum is studied for E33201 (Reading and Writing English 5) so that course description and learning outcomes of E33201 (Reading and Writing English 5) are designed. Matthayomsuksa VI students studied in E33201 (Reading and Writing English 5) and the topic “Word Choices” was included in this course for Matthayomsuksa VI students to explain, translate and write sentences on differences between word choices in English and Thai language with regard to a table of an explanation of the rule. In this course description of E33201 (Reading and Writing English 5), translating

word choices from English into Thai and specifically applying them in English are in accordance with the item 3 of the learning outcomes: Explain and write sentences and texts related to various forms of non-text information. In addition, this item of the learning outcomes is used as a course objective of the topic “Word Choices” as well.

2.2 The Contents of Word Choices from an Analysis of Word Choice Errors

There are 23 pairs of word choice errors which 120 high-school Matthayomsuksa VI students had high percentage according to an analysis of word choice errors. As for the contents of word choices, these word choice errors are empty vs. taken, and vs. or, older vs. elder, place vs. room, common vs. mutual, reduce vs. lose, forget vs. left, phone vs. phone call, have a cold vs. catch a cold, move vs. run, wind vs. breeze, gave up going vs. gave up the idea, he vs. it, feel good vs. be in a good mood, hardly vs. hard, mean vs. means, lesson vs. class, native vs. birth, watch the cinema vs. go to a movie, yellow color vs. yellow, my mind vs. what I was thinking, Where vs. What, and high noses vs. long noses. In this course, these word choice errors can help the teacher plan a teaching model so that Matthayomsuksa VI students will be able to explain, translate and write sentences on differences between them in English and Thai language.

2.3 A Teaching Model

After studying a variety of teaching model, explaining, translating, and writing sentences on differences between word choices

in English and Thai language were suited for Cognitive-code Learning Theory (CCLT) as stated by Krashen (1982). CCLT limits the structures used and the structure of the day will cover all parts of the lesson. For this reason, a pair of word choices can be the grammar of the day. Besides, Demirezen stated on “CCLT” that “The influence of cognitive-code learning on the subsequent methodological developments in second language teaching was felt in the evolution of error analysis and the need for contextualized grammar instruction/ <http://www.elihinkel.org/downloads/cognitivecodelearning.pdf>). It enlightened the foreign language teachers in the treatment of student errors, which were accepted as natural happenings in the process of learning foreign languages. (Demirezen, 2014).

2.4 The Use of Activities

The activities in Cognitive-code Learning Theory (CCLT) begin with an explanation of the rule in L1 from the table. After that, exercises follow and exercises mean to assist students in practicing the rule consciously. Error correction on all output is part of most cognitive-code classrooms. Students are expected to immediately produce the language and this production will be accurate. Cognitive-code encourages over-use of the Monitor, unless all rules ‘fade away’ as soon as the structures become automatic. Students need to know the rules because competence precedes performance in CCLT.

Regarding Krashen (1982), learning and teaching with the CCLT has the activity stages as follows: 1. An explanation of the rule, 2. Exercises, and 3. The communicative competence section.

2.5 English Books on Word Choices

For matching and adapting English books on word choices with the set of activities according to CCLT, *Teaching and Learning Grammar* (Harmer, 1989), *700 Classroom Activities* (Seymour & Popova, 2003), *GAT English for Vocab Exams* (Chamchuri Tutor Group, 2013), *Fully Smart English in One Book by Dr. Gordon* (Rujanawech, 2018), *Vocab Guru!!* (Tunncliffe, 2019), were consulted for designing exercises on word choices to be a guideline for EFL teachers in developing them for secondary students so that the students' problems on word choice errors will be solved.

2.6 Exercises on Word Choices

After there were an analysis of a curriculum or course objective, the contents of word choices, the teaching model determined from the contents, the use of activities decided from the teaching model, some parts of English books on word choices adapted by the teacher, a sample of exercises on word choices has been done.

In this stage, a CCLT lesson plan on word choices is done for 1 period (55 minutes). If there are 23 pairs of word choice errors which 120 high-school Matthayomsuksa VI students had high percentage, there will be 23 CCLT lesson plans (21 hours and 5 minutes/ 55 minutes for each plan) on word choices. In 23 CCLT lesson plans, the activities in the stages of 1. An explanation of the rule, 2. Exercises, and 3. The communicative competence section can be adopted, adapted, amended, or changed so that there will be a variety of activities.

An exercise design from this study is composed of An Explanation of the Rule: Using Texts for Contrast, Exercises: Look-Alikes, and Meaning Recognition which is to prepare students for an English GAT test, and The Communicative Competence Section: False Friends.

Discussions

1. Designing exercises on word choices of this study can be a prototype for confusing words such as biceps vs. triceps, Austria vs. Australia, Iceland vs. Ireland, lemon vs. melon, corn vs. maize, metaphor vs. simile, etc. in teaching and learning to solve the students' problems on confusing words.

2. Designing exercises on word choices of this study can be a prototype for homophones, for example, male vs. mail, heir vs. air, breaks vs. brakes, dye vs. die, lone vs. loan, hole vs. whole, etc. in teaching and learning to solve the students' problems on homophones.

3. With regard to the knowledge of this study, word analogy can be designed and taught in a more advanced level.

4. Phoocharoensil et al. (2016) pointed out that compositions or essays reflect learners' true competence when employed as an elicitation tool in an analysis of grammatical and lexical errors (Phoocharoensil et al., 2016, p.11). Eliciting L2 use is much more natural in compositions or essays than in a pretest although indirect testing like a pretest is more objective and reliable than compositions or essays.

5. Exercises on word choices found in this study are also discrete grammar. Students

feel safe and they can decide for themselves because they are able to check the answers, see the explanations, and do the correction themselves. They can self-correct of specific word choice errors.

6. Not only is an analysis of word choice errors for designing appropriate exercises to solve the students' problems on word choice errors, but an analysis of word choice errors also supports teaching students by means of the use of a monolingual standard dictionary explaining the usage with examples and the words in contexts. The use of an English-English dictionary can assist students avoid word choice errors from word by word translation, Thai construction in English, and the result of real confusion for non-native speakers in word usage. For teaching collocations, collocations dictionaries can be consulted and referred to as well.

Conclusions

The present study found that to answer: what the percentage and features of word choice errors the Matthayomsuksa VI students made and how exercises on word choices were designed for them according to an analysis of word choice errors, a pretest adapted from *Fully Smart English in One Book* by Dr. Gordon was employed as a research tool to collect the data of word choice errors to be analyzed. Then, the teacher-researcher furthered study to find the most appropriate approach to design exercises from an analysis of word choice errors. The findings of this study can be a guideline for EFL teachers to develop some teaching materials focusing on the word choice errors the students made so that

their actual problems on word choice errors would be solved.

Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendations are made for further research.

1. In addition to the analysis of word choice errors, another study on how to design exercises for Matthayomsuksa VI students from need analysis can be conducted.

2. Based on the results of this study to improve these exercises for solving Matthayomsuksa VI students' problems on word choice errors, more relevant action researches can be conducted to enhance student achievement.

3. The scope of the future study should contain other errors, for example, article, preposition, adjective, or adverb and so on in order to design grammar exercises/ worksheets in other areas for Matthayomsuksa VI students to solve their problems on those areas.

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