AN ANALYSIS OF LEXICAL FOSSILIZATION: NEAR SYNONYM ERRORS

A THESIS

BY

LAWRENCE HONKISS PLATON

Presented in Partial Fulfillment of the Requirements for the

Master of Art Degree in Teaching English as a Foreign Language

at Srinakharinwirot University

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AN ABSTRACT

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The importance of error analysis and appropriate feedback to address common vocabulary errors in second language (L2) writing are widely accepted, but there has been relatively little research into whether these common errors will tend to re-occur over a period of time and hence, can be classified as lexical fossilization. This study used a longitudinal approach, with a combination of typical errors and corrective feedback approaches, to determine lexical fossilization and to validate the predictive capacity of a personally developed L1 Markedness and L2 Robustness (M1R2) Rating Scale based on the principles of Selected Fossilization Hypothesis proposed by Han (2009). Moreover, the taxonomy of errors proposed by Hemchua & Schmitt (2006) was used to analyze the three categories of near synonym errors in four writing compositions of third-year university students for a period of twenty months. The analysis revealed that (a) case II errors (in which the meaning of the synonym used and the appropriate synonym were not exactly identical) was the most numerous and persistent type of error followed by case I (informal vs. formal) and case III (meaning vs. usage); (b) the M1R2 Rating Scale corraborated the results of the longitudinal study and classified case II and III to be fossilizable while case I to be learnable; and (c) the identified reasons for persistent errors were from both internal and external factors. The findings from this research have tremendous implication for L2 vocabulary teaching and learning, and should be dealt with great urgency and dedication by both learners and teachers.

Keywords: Near Synonym Errors, Lexical Fossilization, Selected Fossilization Hypothesis, L1 Markedness, L2 Robustness

การวิเคราะห์การใช้ภาษาผิดถาวรด้านคำศัพท์: การใช้คำผิดกรณีคำพ้องที่มีความหมายใกล้เคียง

บทคัดย่อ

โดย

ลอว์เรนซ์ ฮอนคิส เพลตัน

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตาม
หลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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ความสำคัญของการวิเคราะห์ข้อผิดพลาดและการให้ข้อมูลป้อนกลับที่เหมาะสมในการแก้ปัญหาการใช้คำผิดที่พบบ่อยในการเขียนในภาษาที่สองนั้นเป็นที่ยอมรับกันอย่างกว้างขวาง อย่างไรก็ตามยังมีการวิจัยอยู่น้อยที่ศึกษาว่าการใช้คำผิดที่พบบ่อยดังกล่าวมีแนวโน้มเกิดขึ้นซ้ำๆ หรือไม่ และสามารถจัดเป็นการใช้ภาษาผิดถาวรด้านคำศัพท์หรือไม่ งานวิจัยนี้ศึกษาต่อเนื่องระยะยาว โดยผสมผสานวิธีการกำหนดข้อผิดพลาดทั่วไปและการให้ข้อมูลป้อนกลับเพื่อการแก้ไขข้อผิดพลาด เพื่อระบุการใช้ภาษาผิดถาวรด้านคำศัพท์ และเพื่อศึกษาความเที่ยงตรงของอำนาจทำนายของแบบมาตรวัดประมาณค่าความเด่นของภาษาแม่ (L1 Markedness) และความเด่นของภาษาที่สอง (L2 Robustness) ที่สร้างขึ้นเองโดยอิงหลักสมมติฐานการใช้ภาษาผิดถาวรเฉพาะด้านของฮัน (Han, 2009) การศึกษานี้ใช้การจัดหมวดหมู่ข้อผิดพลาดของเหมเชื้อและชมิท (Hemchua & Schmitt, 2006) ในการวิเคราะห์ลักษณะการใช้คำศัพท์ที่เป็นคำพ้องความหมายใกล้เคียงผิด 3 ประเภท ที่พบในงานเขียน 4 ชิ้นของนักศึกษามหาวิทยาลัยชั้นปีที่ 3 ในช่วงเวลา 20 เดือน จากการวิเคราะห์พบว่า ก) การใช้คำผิดประเภทที่ 2 ซึ่งความหมายของคำพ้องที่ใช้และความหมายของคำควรใช้ไม่ตรงกันเลยเสียทีเดียวมีมากที่สุดและเกิดขึ้นซ้ำมากที่สุด ตามด้วยการใช้คำผิดประเภทที่ 1 ซึ่งผิดเรื่องระดับภาษา (ไม่ทางการ-เป็นทางการ) และการใช้คำผิดประเภทที่ 3 ซึ่งเป็นเรื่องความหมายและการใช้คำ ข) ผลการใช้แบบมาตรวัดประมาณค่า M1R2สอดรับกับผลของการวิเคราะห์และสามารถแยกได้ว่าการใช้คำผิดประเภทที่ 2และ 3มีแนวโน้มเป็นการใช้ภาษาผิดถาวรในขณะที่ประเภทที่ 1 สามารถเรียนรู้และแก้ไขได้ ค) การใช้คำผิดที่ยังเกิดขึ้นซ้ำๆ มีสาเหตุมาจากปัจจัยทั้งภายในและภายนอก ผลการวิจัยนี้มีนัยสำคัญยิ่งต่อการเรียนการสอนคำศัพท์ในภาษาที่สอง และควรมีการนำไปใช้ประโยชน์ทั้งโดยผู้เรียนและผู้สอน

คำสำคัญ: การใช้คำผิดกรณีคำพ้องที่มีความหมายใกล้เคียง การใช้ภาษาผิดถาวรด้านคำศัพท์ สมมติฐานการใช้ภาษาผิดถาวรเฉพาะด้าน ความเด่นของภาษาแม่ ความเด่นของภาษาที่สอง

The thesis titled

"An Analysis of Lexical Fossilization: Near Synonym Errors"

by

Lawrence Honkiss Platon

has been approved by the Graduate School as partial fulfillment of the requirements for the Master of Art Degree in Teaching English as a Foreign Language of Srinakharinwirot University

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LHP

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CHAPTER 1

INTRODUCTION

This chapter provides an overview of the research by firstly presenting its background, objectives and significance of the study. Then, the scope of the study and limitation of the study are pointed out. Next, the variables and definition of terms are outlined. On the whole, the chapter aims at giving the readers a holistic picture before elaborating on the research theme in the subsequent chapters.

Background of the Study

The human mind is constantly unfolding as Hill (1928) claims after his long quest to analyze nearly 1,500 highly successful people around the world for over a period of twenty years. He further describes the human mind as the petals of flowers, unfolding as it should until it reaches its maximum of development. What this maximum is, or where it ends, or whether or not it ends, are, as he puts it, *unanswerable questions.* However, he stresses that the degree of enfoldment seems to vary according to the *nature of the individual* and the degree to which he *keeps his mind to work*. With this premise, though the claim may seem to be far-fetched, and in fact highly subjective, at least a logical theory if it is nothing more to say that learning is a never-ending process. However promising this idea may seem to view the general capacity of the human brain to enfold and bring in human beings the state of success in all endeavors, this is not always the case for language acquisition, particularly for adult second language learners. According to Schwartz (1997), most adult second language learners never master a foreign language and their errors re-occur into a permanent pattern that no amount of teaching or correction can undo. Following Schwartz claimed

it safe to say that adult second language learners literally *stop* or *cease* to progress in the process of acquisition. There is a maximum, or there is an end state. This cessation of learning is what linguists called *fossilization*. Selinker (1972) first put forth the idea of *fossilization* in the field of second language acquisition (SLA), which he defined as:

> Linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular language, no matter what the age of the learner or amount of explanation and instruction he receives in the target language (p. 215).

Han (2004) raised two main issues concerning fossilization. First, fossilization can be conceptualized as a *product,* which means adopting the three categories of cognitive perspective (a) knowledge representation, (L1 influence, learning inhibiting learning, possession of mature cognitive system etc.), (b) knowledge processing (lack of attention, lack of understanding, lack of sensitivity to the input etc.), and (c) psychological aspect (inappropriate learning strategy, simplification, avoidance etc.). In the product perspective, *defossilization attempt* is usually done by researchers to qualify the claim. If the attempt is not successful, it is thought to provide clear evidence that the learners are indeed fossilized. It can also be conceptualized as a *process*, which involves adopting a phenomenological perspective based on external factors such as environment (absence of corrective feedback, lack of input, lack of instruction etc). One of the classical examples of external factors is the case of Alberto (Schuman, 1978). This claim usually relies on a longitudinal study for establishing what is fossilizable.

The second issue is whether fossilization is global or local. Global fossilization is a fossilization that occurs in the entire interlanguage system. This view of fossilization generally linked to the lack of ability of learners to acquire L2 and the

critical period effects. Genie, a child who was isolated and abused by her parents since she was a year and a half until 13, is a classic example of global fossilization. Local fossilization, on the other hand, means it may occur only to sub-systems of interlanguage. In other words, learners might progress in some areas while remain stagnant to some.

Professor Chien-Shiung Wu, an incredibly brilliant physicist who worked and lived in the US for 56 years, still has evident of her early difficulty in English, was one of the example of local fossilization. Han (2006) raised that, to date, while a considerable amount of SLA research places great emphasis on fossilization in general, there is still no agreement on definitions and findings. However, in order to shed light on its ambiguity, Han (2009) mentioned that researchers such as Hawkins (2000) and Sorace (1993) have investigated the fossilization of specific linguistic features and all found that lack of *precision* and *accuracy* are indeed *selective* (p. 138). The former pertains to the exact use of language in a particular discourse, and the latter refers to the correct usage of language. Thus, fossilization tends to occur in some specific, rather than in all, sub-systems of interlanguage or a linguistic system that has been developed a particular second language learner who has not become very proficient to a target language.

With firsthand experience teaching essay writing to third year English major students for three consecutive semesters in Thailand, the researcher is greatly convinced that Thai students share common characteristics in the types of errors they made, which have a high possibility of reoccurring. There is clear evidence that certain types of errors tend to reoccur in the writing of Thai students. For example, Hemchua and Schmitt (2006) analyzed the lexical errors in the English compositions of Thai learners and found that *near synonyms* were the most numerous errors; Noojan

(1999) analyzed English abstracts of Srinakarinwirot graduate students and found that participial phrases constituted half of the total errors and Kerdpol (1983) found that meaning errors comprised 53. 7% of the entire 355 compositions of upper secondary school students who sent letters to the editor of the Bangkok Post's Student Weekly. The aforementioned researchers explored to different aspects of Thai learners' errors such as lexical, grammatical, morphological and syntactical ones. However, none of them extended their endeavor to assess whether the errors found could be candidates for fossilization. These aspects are the most common haven of fossilization in general, and they provide impetus for this research in the conception of Thai learners' errors.

Whether these seemingly notorious errors are incorrigible or not is still a mystery since, to date, the researcher has not found any study that analyzes the existence and frequency of their reoccurrence and persistence, and thus, establishes whether such errors can be considered fossilizable linguistic elements and *soft* property. According to Jakubowicz , 2002 cited in Han, 2009 (p. 150) *soft* properties, a distinct linguistic item, are susceptible to residual optionality, that is, may *never be completely acquired* [emphasis added] (p. 150). However, the range of errors made by Thai students in the aforementioned research is still too broad and seemingly insufficient data to analyze fossilization. Therefore, in this study, only selected errors — specifically lexical errors — were examined, following Jiang's assertion (2000) that "Morphosyntactic features have been the center of interest in fossilization, it can be manifested that other linguistic features such as lexical items may fossilized too (p. 47). "One among many possible conceptions why lexical items may fossilize is because, according to Crystal, 2010 cited in Clanfield and Pickering, 2010 (p. 4), "English is becoming global. "Crystal further explained, "When a country adopts a language as a local alternative means of communication, it immediately starts adopting it, to meet the

communicative needs of the region"(Clanfield and Pickering, 2010, xxii). Moreover, he claims that the distinctiveness made by the globalization of English resides mostly in the area of lexicology. This means that a second language learner of English creates certain lexicon based on the habits of the community. The product of this *creative lexicon* might be far from or incomprehensible to a person compare to the real meaning in the English spoken by native speakers.

While vocabulary is now becoming the center of teaching and learning as evidenced by an increasing number of researchers specializing in vocabulary studies, there are still grey areas in which proper acquisition and/or learning a language is being neglected. One of these areas is the fragmentary teaching of vocabulary. Teaching vocabulary, independently, without proper contextualization can lead to overgeneralization of use. Filipinos might say *to salvage* when they mean *to kill*. In the same manner, Thais might say *serious* when they really mean, *stressed.* Lexical correctness is very important as it leads to misunderstanding of the intended meaning of the message.

Following Hemchua and Schmitt (2006), the very reason why lexical errors is the focal interest of this research is because "lexical errors are potentially disruptive and deserve attention (p. 3). " In the same light, not all lexical errors are to be treated with the same urgency and attention, some require time and ample exposure to or extensive use of the corrected form, but some necessitate neglect, as it can never be acquired for various reasons.

In Han's recent work (2009), she proposes an analytical model for identifying both acquisitional and fossilizable linguistic features based on a learner's first language (L1) markedness and second language (L2) robustness termed as the Selective Fossilization Hypothesis (SFH). Han (2009) further argues that "fossilization occurs

locally rather than globally, and it is an observable process, with the product only being inferable (p. 155). ”In this sense, SFH brings promising predictive power because it approaches not only the fossilizable issue but also the learnability issue from both *a priori* (knowledge or justification that is independent of experience) and a *posteriori* (knowledge or justification that is dependent on experience or empirical evidence) perspectives.

Han’s SFH is the primary springboard of this study, which explored the errors in students’ writing vis-à-vis the *markedness* of L1 and *robustness* of L2. Markedness is a feature of error or language use that denotes the level of acceptance of the Near Synonym Errors (NSE) in relation to L1. Robustness is, in turn, the feature of error or language use that denotes the frequency or presence of NSE in L2. The details and assumptions underpinning L1 markedness and L2 robustness are further discussed in the definition of terms and methodology sections.

This research also employed pre-set numerical boundaries of fossilizable and learnable lexical items in order to have quantitative numerical prediction of fossilizable lexical errors in the written compositions of Thai third year English major students. It is to generate authentic data from the analysis of repeated lexical errors in Thai students’ written compositions. This data were primarily used to establish parameters on the markedness and robustness of certain lexical items in order to test and qualify the predictive power of SFH. The intention is not to focus on individual students, nor to make judgments about individual errors, but to understand the persistent errors that may hamper acquisition or be hypothesized as fossilized linguistic elements in a holistic manner.

Objectives of the Study

The objectives of the study are as follows:

1. To analyze and identify the near synonym errors in written compositions of Thai students;

2. To analyze and determine whether *near synonym errors* are fossilizable lexical errors for Thai learners;

3. To test the predictive power of the Selective Fossilization Hypothesis in relation to near synonym errors;

4. To identify the causal factors of fossilization in the written compositions of Thai learners.

Significance of the Study

It is envisaged that the research results were beneficial in the following ways:

1. They will enable researchers and teachers of English to gain deeper insights into the fossilization phenomenon and its specific, yet, selective fossilizable features.

2. They will serve as guidelines for researchers and teachers to identify selective fossilizable elements in other linguistic features.

3. They will be useful for researchers, teachers, and administrators to design customized and personalized curricula that address the prevention, if not eradication, of fossilization.

4. They will serve as a springboard for further research into more complex, but as yet poorly understood areas of fossilization.

Population and Participants

The population of this study were made up of ten third year English major students

from Rajamangala University of Technology, Thanyaburi, who took regular essay writing classes. The participants were ten purposely-selected students from the middle quartile of the class, in order to properly represent the population in terms of writing ability.

Duration of the Study

The study was conducted over a twenty-month period. During the first four months, participants joined the regular writing classes and extra tutorial writing class. Tutorial classes were two hours per week and lasted for six consecutive weeks, inclusive to the first four months. The next thirteen months were free from any instruction, seven of which were spent in internship. Internship is a curriculum-based cooperative learning program. The students who underwent on internship are required to work or to be a student trainee for a company that is related to their field with the end reason of exposing them to the actual hands on experience in the workplace. This means, apart from technical knowledge they have learnt, they are also expected to use English in dealing with their colleagues or clients as situation may provide.

The participants were required to write their final writing task in the twentieth month in which the topic of the fourth writing task was exactly the same as the topic in the first writing task. Having the same topic for the first and the last writing task further provided confirmation whether the errors committed in the first writing task reoccurred in the last. At the same time, it served as a comparison to the second and third writing tasks, which have different topics. After the collection of the fourth writing task, the researcher did the data analysis and finalization of results.

Below was the timeline of the study:

Month	Task	Purpose
1	- Pilot study	- to evaluate the feasibility of M1R2 rating scale - to find ways to improve the design of M1R2 rating scale
2	Regular Class (First Semester) - First writing task (Topic: Travel) - Diary writing - Interview - Markedness and robustness survey	 - to analyze near synonym errors in - to check the presence of near synonyms errors in informal written output - to clarify ambiguous errors - to gather data to predict fossilizable near synonym errors
3	Regular Class (First Semester) - Tutorial (three weeks) - Diary writing	 - to use the principle of consciousness raising awareness principle to teacher and inform the students about their errors - to monitor and check the presence of near synonym errors in informal written output
4	Regular Class (First Semester) - Tutorial (three weeks) - Diary writing	 - to provide ample practice for the students to understand and correct their near synonym errors - to continue to monitor and check the presence of near synonyms errors in informal writing of the student
5	Regular Class (First Semester) - Second writing task (Topic: Global Warming) - Diary writing	 - to analyze near synonym errors in a more formal context - to make tally the errors and to make comparison to the errors from formal writing output
6-10	Regular Class (Second Semester) - Free from instruction	 - to provide the students exposure in other English language usage inside the classroom
11-17	- Internship	- to allow the students to be exposed in real and practical use of English in workplace context
18	- Third writing task (Topic: Internship)	- to check and analyze the frequency of near synonym errors
20	- Fourth writing task (Topic: Travel) - Interview (Causal factors of fossilization)	- to compare to the errors of the first writing task - to find out the causes of fossilizaton
20 +	- Data analysis and finalization of results	- preparation for presentation of results conclusions and recommendations

Variables

The variables in this study were as follows:

a. The independent variable was the tutorial sessions.

b. The dependent variable was the number of fossilizable lexical errors (increase/decrease).

Definition of Terms

1. Fossilizable Lexical Errors (FLE) – The persistent and reoccurring near synonym errors that fall within the set confidence interval.

2. Near Synonym Errors (NSE) – Errors pertaining to the inappropriate use of near synonyms found in participants' written compositions.

Case I: The use of informal words instead of formal one.

Example: *We can communicate with people and get<gain/acquire> knowledge from the other countries by using computer.*

Case II: The meaning of the synonym used and that of the appropriate synonym were not exactly identical.

Example: *You will get up<wake up> in the morning because of the sound of birds.*

Case III: Two words close in meaning but were different in usage.

Example: *The city has many hospitals. <There are many hospitals in the city. >*

3. L1 markedness – a feature of error or language use that is either unmarked or marked in students' L1 depending on frequency and variability.

4. L2 Robustness – a feature of error or language use that is either non-robust or robust in L2 depending on frequency and variability.

5. Frequency (F) – Level of occurrence of a particular NSE determined by

Osgood's (1956) semantic differential scale from *frequent* (presence of particular error) to *infrequent* (absence of a particular error).

6. Variability (V) –level of acceptance of a particular NSE, determined by Osgood's semantic differential scale from *accepted* (tolerance to particular error) to *unaccepted* (intolerance to particular error).

7. Thai learners – purposely selected third year Thai English major students at Rajamangala University of Technology Thanyaburi who took their regular essay writing class on the first semester of regular schooling calendar.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews literature in order to establish what is known within the field. It is divided into seven main parts: (1) Fossilization, (2) Interlanguage, (3) Selective Fossilization Hypothesis, (4) Lexical Errors, (5) Near-synonyms (6) Conscious-raising awareness, and (7) Previous studies.

Fossilization

This section discusses definitions of fossilization, with the dictionary definition of fossilization as the point of departure.

Dictionary Definition

First, Longman Dictionary of Language Teaching and Applied Linguistics, (Richards et al. , 1992) describes fossilization as:

> …a process (in second or foreign language learning), which sometimes occurs in which incorrect linguistic features become permanent part of the way a person speaks or writes a language(p. 145).

Second, *fossilize* is defined in *Unabridged Random House Dictionary* (Flexner, 1993) as:

> Ling. (of a linguistic form, feature, etc) to become permanently established in the interlanguage of a second-language learner in a form that is deviant from the target language norm and that continues to appear in performance regardless of further exposure to the target language (p. 775).

Early Conception

Han (2004) mentioned that the notion of fossilization emanated from scholars such as Weinreinch (1953), who referred to fossilization as *permanent grammatical*

influence, and Nemser (1971), who referred to it as a "permanent intermediate system and subsystem" (p. 14).

Selinker's Definition

Selinker proposed the term fossilization in the field of SLA in 1972 based on his observation that the vast majority of second language learners (95%) fail to achieve native-like competence. Selinker (1972) proposed two interrelated conceptions of fossilization. Firstly, fossilization is a cognitive mechanism — the *Fossilization Mechanism* — and secondly, it is performance-based.

Fossilization as a mechanism:

> Fossilization, a mechanism …which speakers will tend to keep in their IL (Interlanguage) productive performance, no matter what the age of the learner or amount of instructions he receives in the TL (target language) (p. 229) [Definition of acronyms added].

Selinker (1972) mentioned five processes involved in second language learning (pp. 35-41):

1. Language transfer

Language transfer means that some language rules for learner's interlanguage are transferred from his or her L1. Thus, the errors that the learners make in L2 are mainly or partly result from L1, and the difference between these two languages is the reason of error occurrence.

2. Transfer of Training

Transfer of training is about how proper or improper pedagogy plays an important role in language acquisition. Incorrect teaching or inadequate teaching methodologies can prevent learners from achieving their goals. Learners who lack formal instruction in English may acquire incorrect language forms that are mostly candidate for fossilization.

3. Strategies of second language learning

Another assumption for the occurrence of fossilization is because of the improper or incorrect application of learning strategies. Learning strategies refer to the explicit methods the learner adopts. Some learners may improvise learning strategies to such an extent of over generalizing or simplifying rules and apply it with inadequate knowledge of L2.

4. Strategies of second language communication

Strategies of second language communication mean actual usage of language in actual communication. This is an automatic systematic skill that speakers subconsciously switch on in case of having difficulties in expression in order to keep the communication going. Avoidance and paraphrasing are examples of this strategies. These strategies may lead to fossilization because they mainly cultivate communicative competence or the fluency of the speaker, while neglecting language competency or accuracy.

5. Overgeneralization of target language linguistic material

Overgeneralization means the use of existing L2 knowledge and extending its applicability in general purpose or across all grammatical classes without making appropriate exception. For example, using the *–ed* suffix to indicate past tense maybe over generalize by learners and the verbs like *go* and *think*. Overgeneralization may cause fossilization because it leads to failure in detecting the errors and thus correcting them.

Selinker (1974) challenged that “the most interesting phenomena in IL performance are those items, rules, and sub-systems which are fossilizable in terms of the five processes listed above” (p. 37). He defined fossilization as performance-based:

> Fossilizable linguistic phenomena are linguistic items, rules, subsystems which speakers of a particular L1 will tend to keep in their IL relative to a particular language, no matter what the age of the learner or amount of explanation and instruction he receives in the TL (Selinker, 1972, p. 215).

Six years after this notion had been put forth, the topic of fossilization had slowly expanded. Selinker and Lamendella (1978) defined fossilization as:

> Permanent cessation of IL learning before the learner has attained TL norms at all levels of linguistic structure and in all discourse domains in spite of a learner's positive ability, opportunity, and motivation to learn and acculturate into target society. (p. 187)

Two decades later, Selinker and Lakshamanan (1992) defined fossilization structurally "in terms of persistent non-target-like structures, thus incorporating long-term persistence as a defining feature of the empirical discovering of fossilization" (p. 56).

Selinker (1996b cited in Han 2004), defined fossilization as "a process whereby the learner creates a cessation of interlanguage learning, thus stopping the interlanguage from developing, it is hypothesized, in a permanent way…" (p. 15). Since then, fossilization has been subjected to extensive empirical and theoretical studies, thus paving the way for numerous interpretations and definitions.

In summary, Selinker's conceptualization of fossilization, spanning nearly 50 years now, can be summed up by two principles: firstly, fossilization is certain to occur for adult second language learners and secondly, it is impossible that an adult learner will be able to pass native-level proficiency and almost impossible that the same learner will reach native competency in all levels of a target language.

Other views

Discussion of the definition of fossilization has not been confined to Selinker's conception and definition alone. The definition has evolved into numerous

interpretations. For example, Ellis (1985) viewed it as *backsliding*, Schumann (1978) as "stabilized errors," Flynn & O'Neil (1998) as a *learning plateau*, Thep-Ackrapong (1990) as *low proficiency*, to name a few. By and large, there are two frequently cited factors that contribute to fossilization in learners (see Appendix 7 for the complete causal factors of fossilization) first, *L1 interference*, which means the learner's first language causes him or her repeatedly to commit errors (Adersen, 1983; Han, 2000; Kellerman, 1989; Selinker and Lamendella, 1978) and, second, *satisfaction of communicative needs*, which means that learners develop their second language competency in order to communicate according to his or her current needs (Corder, 1978; Ellis, 1985; Selinker and Lamendella, 1978).

This research is inclined to Selinker's conception of fossilization that a particular adult learner has tendency to keep certain linguistic items in second language learners' interlanguage and the two most convincing factors of fossilization: L1 interference and satisfaction of communicative needs.

Interlanguage (IL)

The discussion of fossilization always demands for a discussion of interlanguage. Figure 1 illustrates the conception of interlanguage articulated in Selinker's (1972) paper.

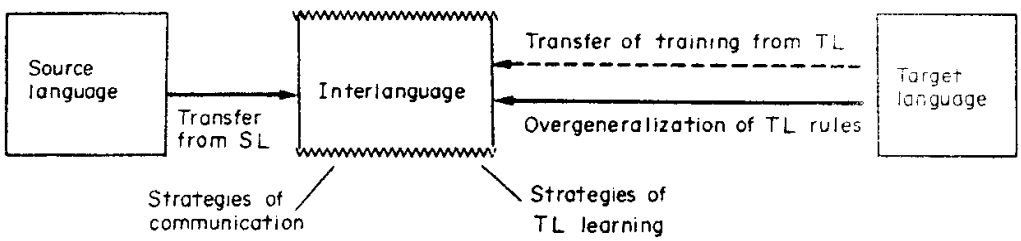

Figure 1: Interlanguage Diagram

In his paper, Selinker(1972) described L2 learning as a non-linear and fragmentary process, marked by fast progression of certain linguistic areas, slow movement of others, with the summation of these processes resulting in a linguistic system known as *interlanguage*. Selinker's definition of interlanguage can be summed up as representing a metamorphically halfway house between L1 and L2.

Stern (1983), in support of Selinker, stated that, "the concept of interlanguage was suggested by Selinker in order to draw attention to the possibility that the learner's language can be regarded a distinct language variety or system with its own particular characteristics or rules" (p. 125).

The Dictionary of Teaching & Applied Linguistic (Richards, et. al. 1992) defined interlanguage as:

> Interlanguage is the type of language produced by second- and foreign-language learners who are in the process of learning a language. In language learning, learner's errors are caused by several different processes. These include: a. borrowing patterns from the mother tongue; b. extending patterns from the target language; c. expressing meanings using the words and grammar which are already known. (p. 186)

To summarize, interlanguage is a new language produced from the interaction of L1 and L2 that is creatively modified by a certain speaker based on idiosyncratic circumstances that he or she experienced or experiencing for particular purposes and environs.

Selective Fossilization Hypothesis

Han (2009) proposed the term Selective Fossilization Hypothesis in her paper *Interlanguage and Fossilization: Towards an Analytical Model.* In this paper, Han mentioned two frequently and extensively cited causal factors of fossilization: L1 interference and satisfaction of communicative needs. She argued that first language markedness and second language robustness are determinants of selective fossilization.

> Granting the default presence of UG (universal grammar) in L2 acquisition, it may further be hypothesized that the selectivity of acquisition (and for that matter, fossilization) depends largely (a) on the status of the L1 feature, and (b) on the nature of the input… (p. 143).

SFH provides a framework for uncovering the specific ways in which fossilization occurs and an explanation as to why some linguistic features are prone to fossilization and some are not. Han (2009) claimed that fossilization occurs selectively "It has also been widely and repeatedly noted that the lack of precision and accuracy is in effect *selective*; it appears in some, rather than all, subsystems of the interlanguage" (p. 138). Han's proposal of *selectiveness in acquisition* was the impetus of this study.

L1 markedness and L2 robustness are the two primary pillars of SFH. Han's definitions of markedness and robustness are open to misinterpretation, particularly to those who are familiar with markedness in terms of universal grammar (UG). Markeness and robustness are still one of the most convincing findings regarding fossilization. Han, 2009 (cited in White, 1985) gave a clearer explanation of markedness and robustness in her cross sectional study of pro-drop parameters in L2 acquisition of English in native speakers of Spanish and French. She cited that one of the three putative clustering properties of fossilization of Spanish and French learners is the *omission of subject pronouns* (e. g. , Anda muy ocupada/*Is very busy) (p. 142). In addition, Han (2009) cited that:

> "The presence of the category *pro* in L1 (Spanish) is quite unmarked, that is to say, frequent yet variable to a considerable extent since Spanish allows non-omission of subject pronouns, and the L2 input (English) quite robust viz. , frequent but somewhat variable, since in informal English, one may occasionally encounter utterances containing ellipsis that omits subject-pronoun such as *Hope you are well"* (p. 143).

SFH proposed a prognosis for acquisition and fossilization, as well as a mathematical equation to determine the magnitude of fossilizable linguistic items. However, in this research the proposed mathematical equation was not used. Instead, it was simplified in order to adopt the findings of markedness and robustness rating scale. However, its fundamental mathematical principle were adopted; such as the inversely proportional relationship between frequency and variability.

Lexical Errors

Words are the means to express meanings and without them, grammar is just a meaningless abstract construct of rules (Dagut, 1977; Laufer, 1990, 1990a; Meara, 1996). It is of special relevance, therefore, to examine the ways in which communication is distorted whether in written or spoken discourse, in order to take the appropriate means to remedy those distractions and make the communication process as successful and fluent as possible. Ever since Corder (1967) highlighted the importance of considering errors in the language learning process, there has been a shift in emphasis towards an understanding of the problems learners face in their study of language. Selinker (1996) likewise claimed that "Errors are indispensable to learners since the making of errors can be regarded as a device the learner uses in order to learn" (p. 150). In this research, the term *mistakes* is distinguished from *errors*. Corder (1978) distinguishes mistakes from errors, referring to the former as unsystematic errors of learners and the latter as the systematic errors of learners from which the learners are unable to construct their knowledge of the language. This study adopts this distinction as one of its guiding principles — to use errors as a tool to gather data for future research, teaching material and curriculum development.

However, the only errors that were investigated in this research are lexical errors. Empirical evidence suggests that lexical errors are the most frequently occurring category of errors in written English (for example Grauberg, 1971; Lennon, 1991; Meara, 1984, cited in Hemchua & Schmitt, 2006: 3). The Encarta World English Dictionary (Encarta ® World English Dictionary © Microsoft Corporation, 1999) defines *lexical* as relating to the individual words that make up the vocabulary of a language. A lexical error on the other hand is when a learner makes inappropriate lexical choices that could directly lead to misunderstand the message or at least increase the burden of interpreting the text (Hemchua & Schmitt, 2006). Hemchua and Schmitt (2006) have found NSE to be the most numerous lexical errors in the written compositions of Thai third-year university students. There is compelling evidence that Thai learners do have difficulties making lexical choices. Since this research involves L1 factors, determination of markedness and possible fossilization were the focus of the analysis of lexis particularly in NSE.

Near Synonyms

Edmonds (1999) expounded the term into three premises (a) synonymy as absolute synonymy, which means intersubstitutability in all possible contexts without changing meaning, (b) synonymy as a matter of degree, which means different choice of word would make a different meaning, however slight or near, in the overall expression and intent, and (c) synonymy as a matter of granularity, which means the meaning depends on a level of detail used in the description and representation of words. In this research, the following definition of near-synonyms (Edmonds, 1999, p. 22) were observed:

> *"Near-synonyms* are words that are alike in essential (language-neutral) meaning, or denotation, but possibly different in terms of only peripheral traits, whatever they may be. "

To further discuss, near-synonyms are words that almost have the same meaning or almost synonymous to each other, but not quite. These words are not entirely substitutable because they varying in terms of denotation and connotation or in the exact meaning they emphasize. The variation of near-synonyms may appear in grammatical or collocational constraints. For example, Gove (1984) made a clear distinction between the word *foe*, which emphasizes an active warfare more than the word *enemy* does. Room, 1981 emphasizes that the distinction between *forest* and *woods* is a complex combination of size, proximity to civilization, and wildness (as determined by the type of animals and plants therein). Another form of near synonyms may be found in collocation as Hirst (1995) puts forth that collocational behavior between *task* and *job* is one of the main differences in relation with the word *daunting*. He further explained that *daunting task* is a better and well accepted collocation than *daunting job*.

Going back to absolute synonyms, it showed the absoluteness of synonyms is rare to non-existent. Thesaurus and other dictionary of synonyms actually contain near-synonyms but their distinction is not very precise. The *Webster's New Dictionary of Synonyms* (Gove, 1984), *Choose the Right Word* (Hayakawa, 1994) and provide clear distinction of similar words and explicate differences between the words in each cluster and the variations of near-synonyms. Below are examples of near-synonym variations (Inkpen & Hirst, 1995):

Types of variations	*Example*
Stylistic, formality	pissed : drunk : inebriated
Stylistic, force	ruin : annihilate
Expressed attitude	skinny : thin : slim

Emotive	daddy : dad: father
Continuousness	seep : drip
Different aspects of meaning	enemy : foe
Fuzzy boundary	woods : forest
Collocational	task : job

Furthermore, the aforementioned researchers provide clear distinctions among synonyms. The first one is *denotational distinction* which means they can differ in *frequency* (e. g. , Occasionally, invasion suggests a large-scale but unplanned incursion), latency (e. g. , Test strongly implies an actual application of these mean) and variations (e. g. , Paternalistic may suggest either benevolent rule or a style of government determined to keep the governed helpless and dependent). The second one is *attitudinal distinctions*. Attitudinal distinctions are near-synonyms that can convey different attitudes of the speaker towards an entity of the situation. Attitudes can be pejorative (Blurb is also used pejoratively to denote the extravagant and insincere praise common in such writing) or favorable (Placid may have an unfavorable connotation in suggesting an unimaginative, bovine dullness of personality). The last distinction is *stylistic distinction.* Stylistic distinction is synonyms that concern with level of formality (Assistant and helper are nearly identical except for the latter's greater informality). Concreteness, force, floridity, and familiarity can be denoted with the following: "Words that signal the degree of formality include formal, informal, formality, and slang. The degree of concreteness is signaled by words such as abstract, concrete, and concretely. Force can be signaled by words such as emphatic and intensification" (Hovy, 1990, p. 4). Near-synonyms are very complex and highly vulnerable for hasty generalization of use particularly for foreign language learners. This is the reason that in this research, near-synonyms were categorized in Chapter Three—Methodology—and hypothesized as fossilizable for Thai learners. In summary,

the definitions of near synonyms are vaguely elemental and second, it is idiosyncratic based on the speakers' preference and background.

Consciousness Raising Awareness

Consciousness raising is a psycholinguistic concept related to the widely debated question of how second languages are learned, and it is specifically concerned with the cognitive question of how students' minds work. Schmidt (1990) claims that the concept of consciousness raising requires clear understanding of its *attention* subset or its correlates *noticing*, because it is a vital concept for understanding the development of IL over time and variations within IL at particular points in time. One example of using consciousness raising awareness in language learning was mentioned by Ellis (1990). Ellis draws the distinction between teaching grammar through practice and through consciousness raising. The former, according to Ellis, has as its objective the production of sentences exemplifying grammatical features that are the target of the activity. Even as the latter "sees form-focused instruction as a means to the attainment of grammatical competence not as an attempt to instill it. Conscious-raising aims to facilitate acquisition, not to bring it about directly" (Ellis, 1990, 15-16).

Willis (1996, p. 64) on the other hand, consciousness-raising occurs when:

> …students are encouraged to notice particular features of the language, to draw conclusions from what they notice and to organize their view of language in the light of the conclusions they have drawn.

Sharwood-Smith (1981), however, takes the view that in requiring learners to be articulate in the target language, rules may hinder their understanding of grammatical features, which is the focus of attention. The importance of consciousness-raising draws deeper distinction between *learning* and *acquisition*. To further discuss the difference of the two, Sharwood-Smith (1981) referred to language

learning as conscious internalization of rules and formulas while language acquisition tends to be unconscious and spontaneous. Acquisition is similar to the way children learn their mother tongue (however, consciousness-raising refers more specifically to second language students). Krashen (1982) believed that no transfer could happen between the learned and the acquired because of different inputs to the learners. However, the emphasis of this research is to help the students learn from their mistakes and being able to avoid them partially or permanently. The term *learn* pertains to an explicit way of consciously teaching the students by showing them their errors. In this way, the communicative aspect of acquiring language is being a *communicative opportunity that is necessary as the switch that starts the flow of learnt to acquire knowledge* is partially set aside due to time constraints.

But then again, due to the limitations of reaching the communicative point of consciousness-awareness, in this study, explicit teaching was primarily focus on the errors that the students make in their essays, explanation of each error and possible remedies.

Previous Studies

1. The Case of Alberto

Schuman (1978) offered the first documented case of fossilization. He conducted his study to an adult native speaker of Costa Rican Spanish named Alberto for over a period of 10 months. Alberto was 33 years old at that time and had stayed in the U. S. for four months. However, prior to his arrival in the U. S. , he had had almost six years, with two to three hours a week schooling of English. At the beginning of the study as Schuman reported, Alberto could speak only a few words in

English. The data studied was comprised of 20 tape recordings, and the focus of the study included the English auxiliary, the negatives and the interrogatives. Schuman (1978) reported:

> "During the ten months of our research Alberto either never learned to place the negative after the auxiliary or he resisted doing so. Instead, he consistently placed the negator before the verb and did not move it behind the first auxiliary element as required in English" (p. 21).

Alberto's lack of development was shown by statistically comparing his progress, particularly in acquisition of yes/no question inversion, to other five informants, namely Cheo, Jorge, Marta, Dolores and Juan. Alberto showed very slight improvement (5%) in his yes/no question inversion compared to Juan who had the highest (56%) development rate.

2. The Case of Patty

Another case of fossilization that was parallel to Schuman's was the study conducted by Lardiere (1998). Her study lasted for eight long years, which gave her ample time to compare the progress of her informant, Patty, whose first language was Hokkien and Mandarin Chinese. Patty had lived in the U. S. for 18 years prior to Lardiere's study. Her conversations with the researcher were recorded three times. The first time and the second time were apart from each other for eight years, and the second and third were two months. Lardiere focused her study on Patty's pronominal case marking and past tense inflectional morphology. Lardiere reported that Patty's past tense inflectional had "remain unchanged over the eight years, despite massive exposure to target language environment" (p. 17). In contrast, her pronominal case marking had improved, as what Lardiere put, *perfect* (p. 18) as evident from quantitative analysis of the nominative forms as subject of finite clauses. In sum, Patty's improvement diverged into two, the first is successful attainment of the target aim and the other is fall somewhere else.

3. The Case of an Advanced Dutch Learner of English

Kellerman (1989) studied third year university students under two assumptions. First is that the errors that characterize a whole community of second language learners with the same first language background are the strongest candidate for fossilization; second, errors that are not only present and common in a certain community but also stay with its most advanced learners are indicative of fossilization. Kellerman investigated a typical Dutch English errors involve using *would* in hypothetical conditionals: *If I would be able to live all over again, I would be a gardener* (p. 110). Kellerman pointed out that fossilized structure was a *function of the intersection of multiple tendencies* and could be explained in the following predispositions: (1) avoidance of directly transferring the modal meaning of Dutch past tenses to English past tenses; (2) avoidance of structural ambiguity; and (3) creation of structural symmetry. To close, Kellerman reported, "The Dutch structure as perceived by the learner provides environment in which these tendencies become apparent" (p. 111)

4. The Case of Genie and Chelsea

One of the most widely accepted condition in the study of fossilization is the Critical Period Hypothesis (CPH). The two most oft-cited cases Curtiss (1997, 1999) in this field are the case of Genie and Chelsea. Genie and Chelsea were both from pathological cases. Genie was isolated, abused and neglected by her parents since she was a year and a half up until a social worker discovered her at the age of 13. At that time, Genie could hardly say a word or even understand the words uttered to her. The fact that she missed the critical period, Genie became an instant sensation to many researchers. After seven years of total immersion in a normal social interaction, Genie nevertheless, exhibited very little in terms of language development. Chelsea on the

other hand was a deaf child born on hearing parents. Unlike Genie, she was not abuse by her parents but she was misguided to believe that she was mentally incapacitated. Chelsea did not receive any form of sign language instruction up until she was 31 years old. Because of missing the critical period, Chelsea, as what Curtiss reported, showed very little development even after years of late exposure to language input.

5. The case of Chinese and Japanese advanced learners

There are two recent longitudinal studies in fossilization (Han, 2004). The first one was conducted by Han (1998) and the second was Long (2003). Han performed a two-year study of two adult Chinese advanced users of English. The participants were selected because of the following consideration: (a) length of residence, (b) advanced learner and (c) ample motivation and the context in which they use English. Han collected three pieces of writings: academic writing, formal letters and informal writings. Han posted two research questions: (a) Is L1 influence a primary factor leading to long-term stabilization? and (b) Can long term stabilization arise independently of L1 influence? Qualitative and quantitative analyses were conducted focusing on both types and tokens. Han found out that, L1 influence is the prime factor leading to fossilization (p. 100). Long conducted second study to a Japanese woman named Ayako. Ayako immigrated to Hawaii at the age of 22 and had lived there for 37 years before the first data was collected. Ayako was reported to be highly sociable and acculturated. Despite this, the data collected from Ayako for over a period of 16 years show that, as Long concluded,

> The evidence so far suggests that they have not, and that the two small grammatical domains reported above, at least, may not even have stabilized, in spite of the fact that Ayako's speech is far from native-like after plenty of motivation and opportunity to have advanced further. (p. 101)

6. The Case of Lexical Fossilization in Near-native Speakers of English.

According to Han (2004), the first so far in literature that dealt with lexical fossilization was Hyltenstam (1988). He addressed two questions in his research: (1) Are there any differences between near-native and native speakers in the variation, density, and specificity of their lexicon in literary-related language use? and (2) are the near-native speakers different from the native speaker in the quality and quantity of lexical units that deviate from the native norms? Hyltenstam's informants were thirty-six composite Swedish senior high school students. These informants were composite in a sense that 24 of them were bilinguals of Finnish and Swedish, and another 12 were bilinguals of Spanish and Swedish. Oral and written data were collected and were subjected to quantitative and qualitative analyses. The results showed insignificant difference between the groups in terms of density, variation, and specificity, and the quality and quantity of vocabulary as Hyltenstam put it, "It seems to be as large, as varied, and as sophisticated in bilingual groups as in monolingual group" (p. 79). Hyltenstam concluded that the result has some relationship on fossilization. He pointed out that the informants were near-natives, the output was no less than the permanent residual lexis, and therefore, they were in the end state or in other words, *fossilized status.*

7. The Case of Lexical Fossilization in the Stages of L2 Vocabulary Acquisition.

Jiang (2000) recently argued that there are three stages in L2 vocabulary acquisition, namely (1) the formal stage, (2) the L1 lemma mediation stage, and (3) the L2 integration stage. In this conception, Jiang suggested that majority of L2 words fossilize at the second stage, L1 lemma mediation, primarily because L1 lemma or the

L1 semantic system was apparently a major cause of the difference in lexical development between L1 and L2. Jiang termed this model as *lexical fossilization.* On the onset, there are two profound issues that are worth noting; first, the L1 lemma is readily available to the learner to access the word meaning and other information rather than paying attention to the L2 input for meaning extraction. In short, adult L2 learners may tend to rely on the established L1 lexical system when learning new words. Second, after considering the fact that most adult L2 learners step back to L1 lexical system, Jiang (2002) claimed that the presence of L1 lemma information within the L2 lexical entry is likely to prevent the integration of both system. Tokowicz & Dufour (2002) supported this argument that in order to fully acquire L2 words, learners must both pass the process of restructuring the established lexical systems and reestablish a new one that not only specifically for the L2 words but of outmost importance, free from L1 system.

Most of the studies on fossilization focus on the grammatical and syntactical aspects. This is partly because syntax and grammar, as Swan commented in the conference he conducted at Chulalongkorn University, March 2010 regarding language change, *have strict rules and it's easier to control, analyze, and even to teach.* Vocabulary on the other hand is open-ended and very difficult to control. Then he continued, *a word itself is fluid, highly adoptable and convertible based on the user's circumstances, interests, and capabilities*. To conduct research on lexical fossilization is very difficult. Aside from the limited references in the field, lexis is alive, moving and capable of germinating itself implicitly and explicitly to any individual regardless of condition, affiliation and walks of life. The above statement is worth noting

although this is a personal claim of the researcher, but of course, based on the above-cited scenarios.

Chapter Summary

Fossilization is a condition in which learners idiosyncratically *stop* or *cease* learning the second language. It is idiosyncratic in the sense that each learner has distinct stoppage or progress in learning, which makes fossilization selective. In this chapter, the researcher addressed some researchers whose particular interest lies on the topic of fossilization, interlanguage, lexical errors, consciousness awareness and other psycholinguistic theories whose guidelines are highly profound and essential to support the claim of this study. In the last part of this chapter, the researcher cited some previous and recent studies conducted in the field of fossilization. Armed with the aforementioned literature, this research attempted to find out whether the selectiveness of fossilization is evident, not just in morphology, which is the center of most fossilization research, but also in lexical items, particularly NSE. This research took a multifaceted approach, employing a combination of a longitudinal study, typical error approach, and corrective-feedback approach vis-à-vis the selective fossilization hypothesis. The next chapter deals with the research methods that were used in the study and the reports of the pilot study which was conducted prior to the main study to ascertain the strengths and weaknesses of the instruments to be used for the main data collection.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methods that were used to analyze the near synonym errors in the written compositions of third year English major students of Rajamangala University of Technology, Thanyaburi, and their fossilizable possibilities using a traditional longitudinal study and the principles of the selected fossilization hypothesis. This chapter presents the methodology, instruments, procedures and data analysis as well as the pilot study.

Participants of the Study

The participants of this research were ten purposely-selected Thai English major students from a class of thirty-two students taking essay-writing class. The participants were in their third year of study at Rajamangala University of Technology, Thanyaburi. This university was chosen because the nature of this research is longitudinal accompanied with tutorial sessions and therefore close supervision to the participants is very important. The researcher is a lecturer in the said university and teaching essay writing class. It would be easier for the researcher to have full access to the participants' background information such as their previous writings, interview with their former teachers and interview with their classmates. The researcher specifically chooses third-year English major students because some research shows that this particular level of students tends to perform better than other levels (Hemchua & Schmitt, 2006). There are two possible explanations for this, the first one was affective. First year students are still anchored by their carefree and yet suppressed high school life while second year students are still on the transition of totally getting out from high school life and on the process of adapting to a more

serious and independent university life. Fourth year students on the other hand tend to be more career oriented. The second reason, though, was cognitive. First year students do not have any formal writing course apart from occasional short pre-writing test in their Fundamental English course. For second year students, although they have paragraph-writing course, it was not sufficient to come up with one coherent five-paragraph essay. With this in mind, it was but conclusive to say that their linguistic capacity may not be sufficient for the task. Fourth year students have no writing course anymore, and considering the fact that a semester has passed, it would be hard to re-calibrate their writing habits again. With this reason, Third year students are best fitted in this research especially that during this time they had essay writing as part of their general courses. They were purposely selected from the middle quartile of the class of 30 students to validly represent the target population.

Overall, the informants were similar in age, ranging from 19 to 20 years old. Participants were all part of the regular essay writing class. The participants attended regular class schedule and activities but their essays were separated and compiled after giving them their corresponding mark. The participants underwent separate extra tutorial sessions that lasted for six weeks (two hours per week). The purpose of this tutorial session was to expose the students to different near synonym errors, and to have them aware of their own errors. Likewise, it was also the aim of the tutorial session to improve students' vocabulary in relation to choosing the appropriate synonyms in their writing.

Research Design

This research was designed for a longitudinal study that lasted for a period of 20 months. Longitudinal study was selected because this is one of the most highly accepted research design in dealing with fossilization.

Research Instruments

This study analyzed the predictive power of the SFH by determining the L1 markedness and L2 robustness of certain fossilizable lexical errors. Likewise, this study used a traditional approach in the study of fossilization, as mentioned in the conclusion of Chapter 2. Both approaches were applied to the four essays of each student over a period. The instruments in this research were: (a) essay examinations and diary writing, (b) interview, (c) M1R2 Rating scale, and, (d) questionnaire for the effectiveness of tutorial sessions. The detailed explanations of the aforementioned instruments are as follows:

1. Essay writing task and diary writing

The descriptions of each essay examination are as follows:

Essay I –The pre-essay writing composition completed by the participants at the beginning of the regular essay writing class and prior to tutorial sessions.

Essay II – The last of five written compositions of the regular essay class.

Essay III – The third writing task was taken on the eighteen month of the study.

The researcher purposely decided to lengthen the time into 18 months because most research in fossilization requires a longitudinal study to qualify the presence of fossilized linguistic items to learners.

Essay IV – The fourth writing task was administered in the twentieth month of the study. The topic of this writing task was the same as the topic of the first writing task. The fourth writing task served as a supplemental evidence to confirm whether the cases of NSE in the first writing task would reoccur in the fourth writing task.

The participants' individual diaries (see Appendix 9 as sample) were then collected as another indicator of their performance over a period of time. They served as informal input because the researcher did not make any grammatical corrections to their entries. Only personal comments and suggestions regarding participants' reflections were written in the diaries as corrective feedback. Largely, the diaries were the participants' written dialogue or conversation with the researcher, who in this case was their teacher in their regular class. Participants were allowed to write personal observations on anything that takes place within their sight or hearing, any philosophical or religious ideas, comments, arguments and any personal questions. The objectives of this diary, in terms of the participants' concerns and the purposes of the research, are to monitor their progress, check whether the errors in their formal writing were present in their informal writing and check the presence of NSE. In this case, the diary was another source of determining FLE in Thai learners.

2. Interview of Participants

The interview of participants was a combination of a semi-structured and an informal interview. The interview was semi-structured in the sense that it would provide clarification of some of the errors because of the ambiguity in meaning and intention. Participants are highly likely to make errors in writing that require clarification from the researcher. In these cases,

semi-structured interviews were conducted to clarify these errors. Furthermore, the researcher seeks assistance from a colleague who is a native speaker of Thai and an experienced English teacher on matters concerning translation and clarification on informants' intentions.

However, the interview had an informal aura in order to establish an atmosphere of mutual respect and trust. Another aim of this was to know students' attitudes in the writing class in order to determine the possible causal factors of fossilization. The intention was to focus on understanding students' attitudes in relation to causal factors that might explain the persistent errors occurring in students' writing or may be hypothesized as fossilized linguistic elements.

The researcher formulated interview questions based on the causal factors of fossilization identified by Han (2004), which she differentiates into two broad types. The first type is external *(absence of corrective feedback, lack of input, lack of communicative relevance, language complexity, quality of input and instruction).* The second one is internal *(L1 influence, lack of attention, lack of understanding, lack of interest, lack of talent, age factor, and failure to detect errors).*

The questions in this rubric were designed to elicit a response of agreement or disagreement in accordance with the internal and external causal factors of fossilization (see Appendix 6).

3. M1R2 Rating Scale

This rating scale (see Appendix 3) was an instrument personally developed by the researcher based on L1 markedness and L2 robustness, using the principles of selected fossilization hypothesis. This rating scale was termed M1R2 Rating Scale, which stands for the

markedness of L1 and the robustness of L2 rating scale. The details of M1R2 Rating Scale, L1 markedness and L2 robustness are as follows:

Markedness and robustness rating scale

Since the researcher is neither a native speaker of Thai nor a native speaker of English, the researcher collected data by administering subject-completed rating scales to randomly-selected raters—five native speakers of Thai, five Thai English teachers and five third year Thai English major students for L1 markedness analysis (herein referred to as M1 raters); as well as five English teachers who are not native English speakers, five English speaking foreigners (any nationality except Thai) and five English speaking students aged 19-22 years old for L2 robustness analysis (herein referred as R2 raters). The rating scale was composed of all examples of NSE (classified into NSE categories) found in Essay I.

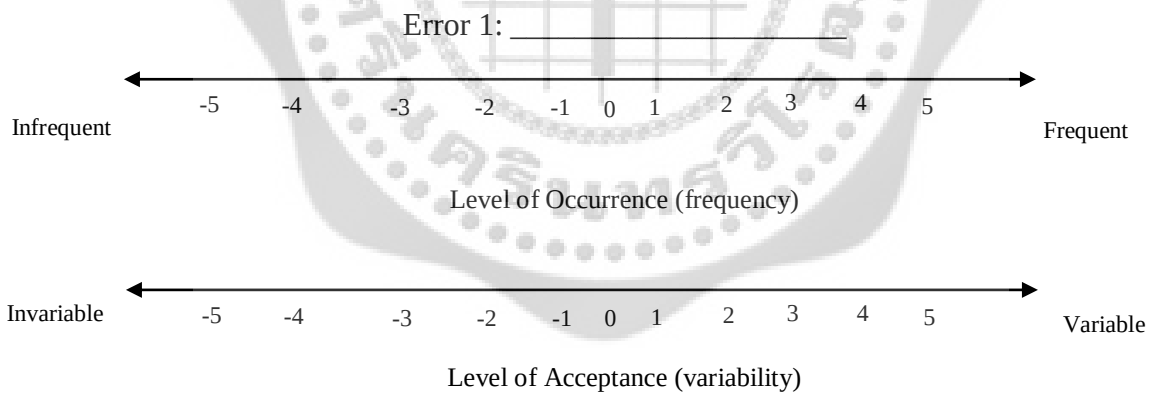

Figure 2 Frequency and variability scale based on Osgood's rating scale

Figure 2 shows the magnitude of frequency and variability of a particular error. The Osgood semantic scale was used to measure the responses of the respondents. The scores obtained from the respondents were averaged to lessen the variability of the scores. The

averaged scores obtained were plotted in the schematized scale (see Figure 3. 2 and 3. 3) proposed by Han (2009).

L1 Markedness

Unmarked (UM) – Unmarked features are those near synonym errors that are tolerated (accepted) and frequent in relation to L1.

Marked (M) – Marked features are those near synonym errors that are not tolerated (unaccepted) and non-existent in relation to L1.

L2 Robustness

Non-robust (NR) – Non-robust features are those near synonym errors that are not tolerated (unaccepted) and non-existent in relation to L2.

Robust (R) – Robust features are those near synonym errors that are tolerated (accepted) and existent in relation to L2.

Table 1

Prognosis of fossilization in relation to L1 markedness and L2 robustness

Prognosis	***L1***	***L2***
Fossilizable	Unmarked	Non-robust
Learnable	Marked	Robust

Table 1 shows the Han's prognosis that if a certain NSE was unmarked in L1 and at the same time non-robust in L2, it was predicted to be fossilizable. On the other hand, if a certain NSE was marked in L1 and robust in L2 it was predicted to be learnable.

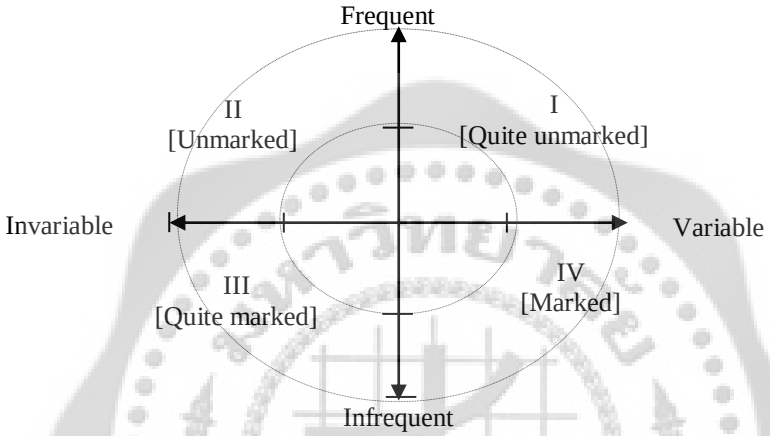

Figure 3 Markedness of L1 in relation to its frequency and variability

As shown in Figure 3, the intersection of both frequency and variability of L1 markedness creates four possible outcomes or quadrants, which represent the degree of markedness of certain NSE. For each quadrant, however, the extent of markedness e. g. Marked, based its position on the frequency and variability intersection and numerical value on it concentric circles. Therefore, markedness of NSE is as follows:

Table 2

Tabulated L1 markedness

Markedness	***Variability Scale (x_m)***	***Frequency Scale (y_m)***

UM	-	+
Quite Unmarked (QUM/Quite Marked (QM)	-/+	-/+
M	+	-

In terms of robustness, frequency and variability scores from R2 raters were plotted in the same schematized scale (see Figure 2)proposed by Han (2009).

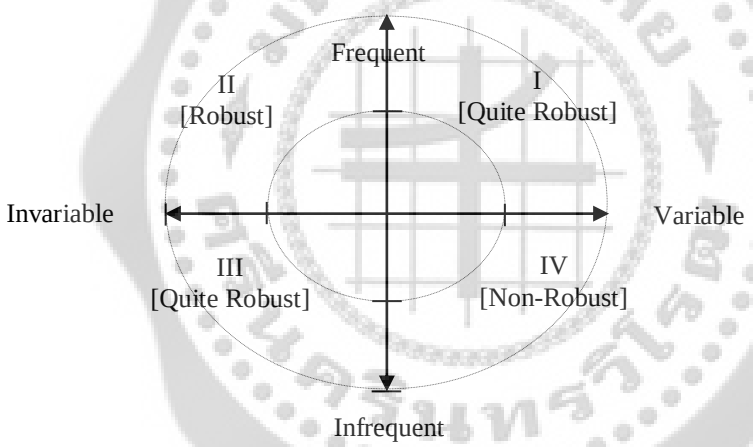

Figure 4 L2 Robustness in relation to frequency and variability

Figure 4 shows the intersection of both frequency and variability of NSE. In the same manner as L1 markedness, this intersection creates degrees of robustness of particular NSE, with four possible outcomes.

The tabulation of L2 Robustness of NSE is as follows:

Table 3

Tabulated L2 Robustness

Robustness	***Variability Scale (x_r)***	***Frequency Scale (y_r)***
NR	+	-
Quite Robust (QR)	+/-	+/-
R	-	+

For each quadrant, however, the extent of robustness e. g. NR, was based on its position on the frequency and variability intersection and numerical value on it concentric circles. These models, according to Han (2009), may be used to predict the selectivity of acquisition and fossilization because they are based on, firstly, the status of L1 features and, secondly, the nature of input of L2.

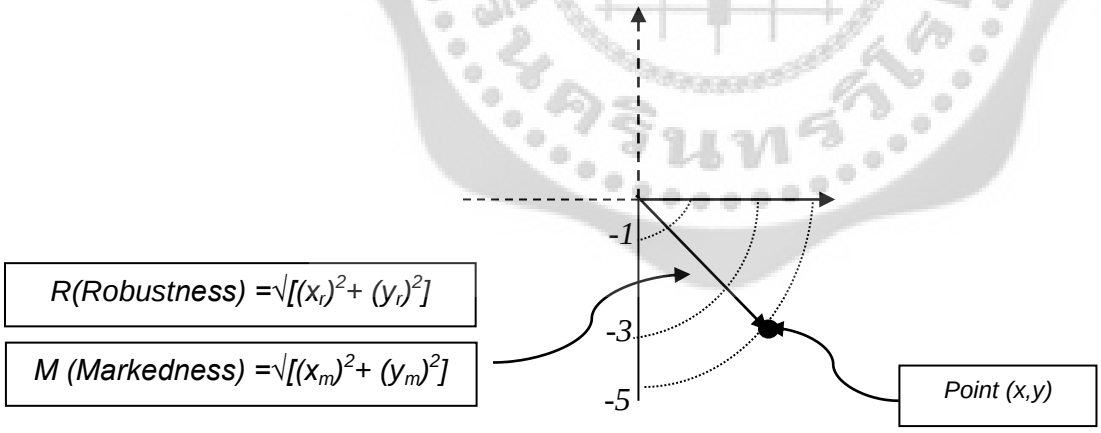

Figure 5 Determination of markedness or robustness per quadrant

Figure 5 shows how the extent of markedness or robustness was determined by the equation in a 5-point concentric circle parameter.

M = *extent of markedness,*	R = *extent of robustness,*
x_m = *value of variability of M*	x_r = *value of variability of R*
y_m = *value of frequency of M*	y_r = *value of frequency of R*

.

The derivation of equation was further defined in the determination of leg *c* for perfect square outcome in Figure 3. 7.

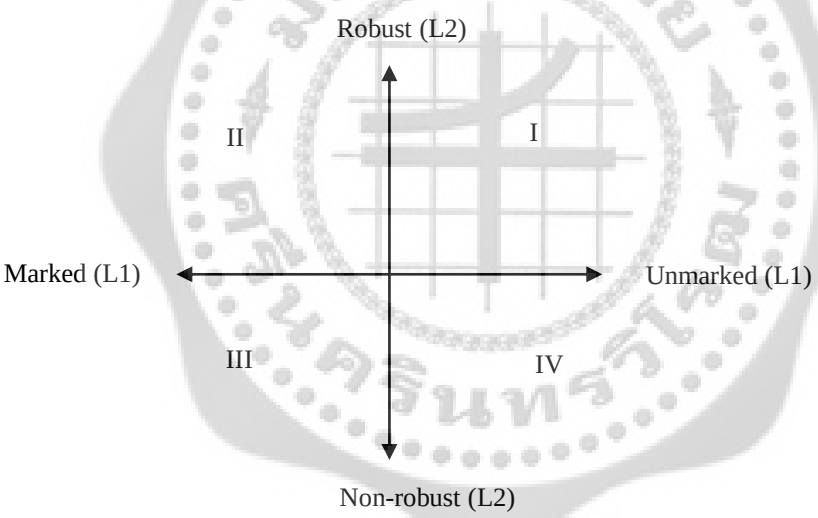

Figure 6 Intersection of L2 robustness and L1 markedness

As illustrated in Figure 6, the intersection between L1 markedness and L2 robustness leads to four possible scenarios or quadrants for acquisition and fossilization. Han (2009) further emphasizes that the acquisition zone is likely to fall into Type II of the intersection and,

therefore, the fossilization zone is in the opposite zone, which is Type IV. The tabulated assumptions for the quadrant types and the markedness and robustness are shown in Table 4.

Table 4

Tabulated L1 markedness and L2 robustness

L1/L2 Category	*Type I*	*Type II*	*Type III*	*Type IV*
L1 Unmarked	✓			✓
L1 Marked		✓	✓	
L2 Robust	✓	✓		
L2 Non-robust			✓	✓

Note: Type II error is considered learnable and Type IV is considered fossilizable. Type I and Type III are considered beyond boundaries and no classification mention to those areas in Han's paper.

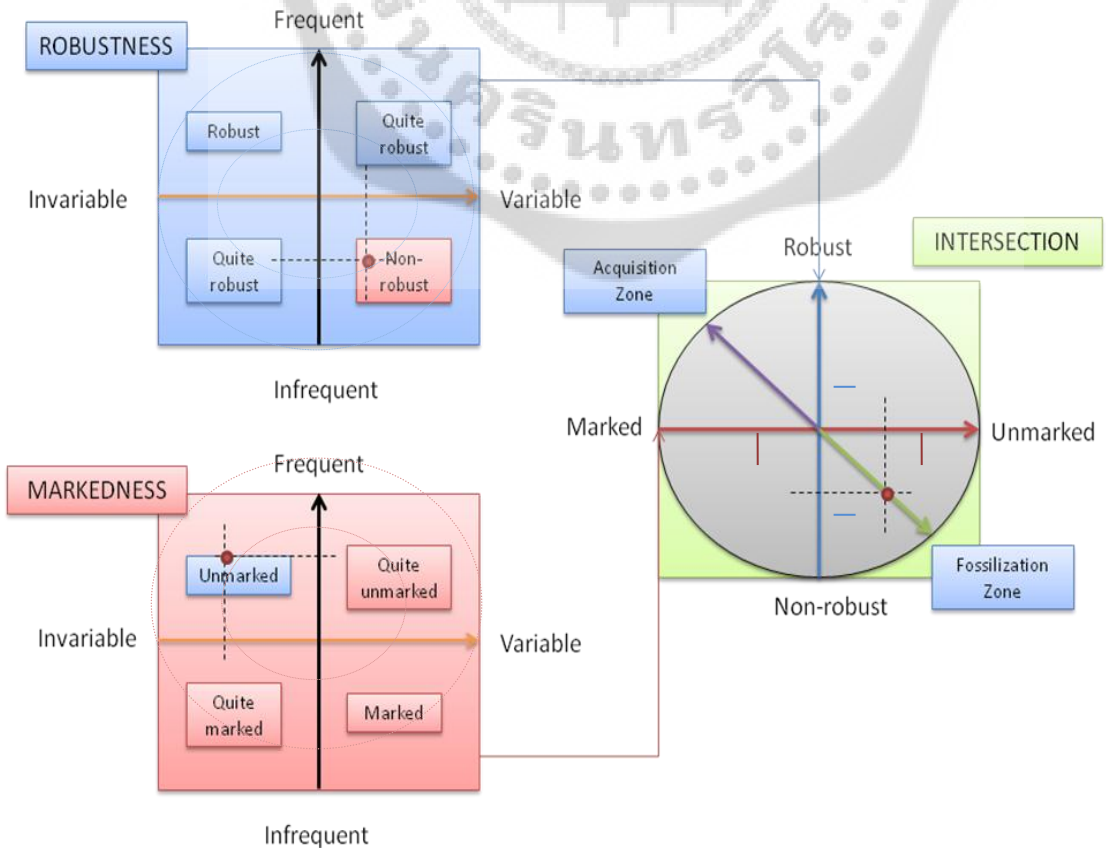

Figure 7 Complete Diagrams of Fossilizable

All factors being equal and constant, Figure 7is a complete diagram of fossilizable lexical errors adopted from Han (2009). It is an illustration of the outcome of both markedness (illustrated and presumed as unmarked) and robustness (illustrated and presumed as non-robust). The intersection (dot) of robustness and markedness forms another intersection classifying the fossilization zone and acquisition zone.

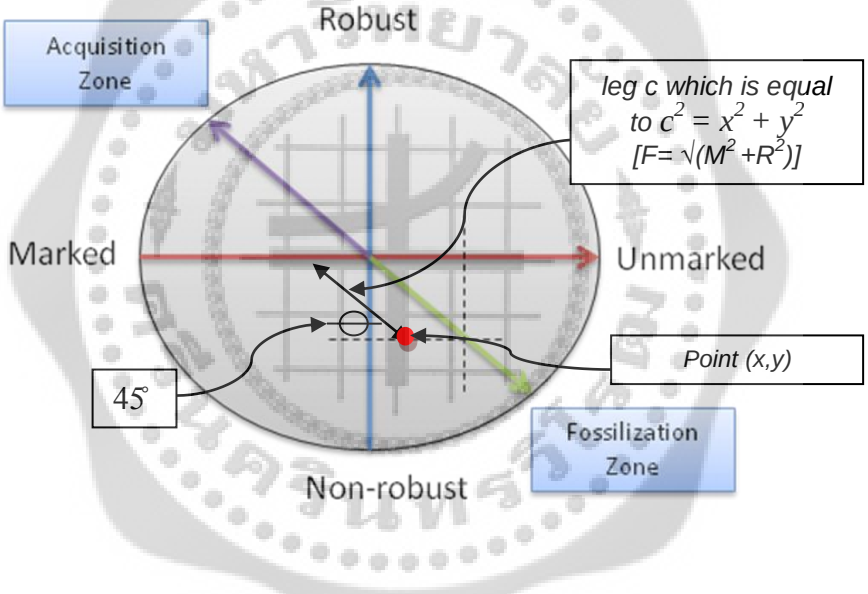

Figure 8 Determination of *leg c* for perfect square outcome

Figure 8 demonstrates the equation determining the extent of the fossilizable or acquisition zone in a perfect square outcome. Since the markedness and robustness range are diagonally scaled which was based on a linear assumption, and thus form a right triangle area from the perfect square scale of the point *x* and *y-axis* in a Cartesian plane. A Cartesian plane is

coordinate system that uniquely specifies specific point in a plane by a pair of numerical coordinates. It usually denotes by points *x* and *y(x, y)* in an *x* and *y-axis*.

The determination of their exact valueswere based on the value of leg *c*. In order to calculate the value of *c*, the Pythagorean equation $c^2 = x^2 + y^2$was used. Pythagorean equation is a geometrical formula that is commonly used to determine the length of the side of a right triangle. The Pythagorean equation relates the sides of a right triangle, which means if the lengths of any two sides are known the length of the third side can be found.

In any right triangle, the hypotenuse is greater than any one of the legs, but less than the sum of them. In this case, c = to the length of the longest side (hypotenuse) or the extent of fossilization or acquisition, R = robustness line or *y-axis* (adjacent) and M = markedness line or *x-axis* (opposite). For clarity purposes, *c* was denoted as capital letter *F* for the extent of fossilization $[F = \sqrt{(M^2 + R^2)}]$ and capital letter A for the extent of acquisition $[A = \sqrt{(M^2 + R^2)}]$.

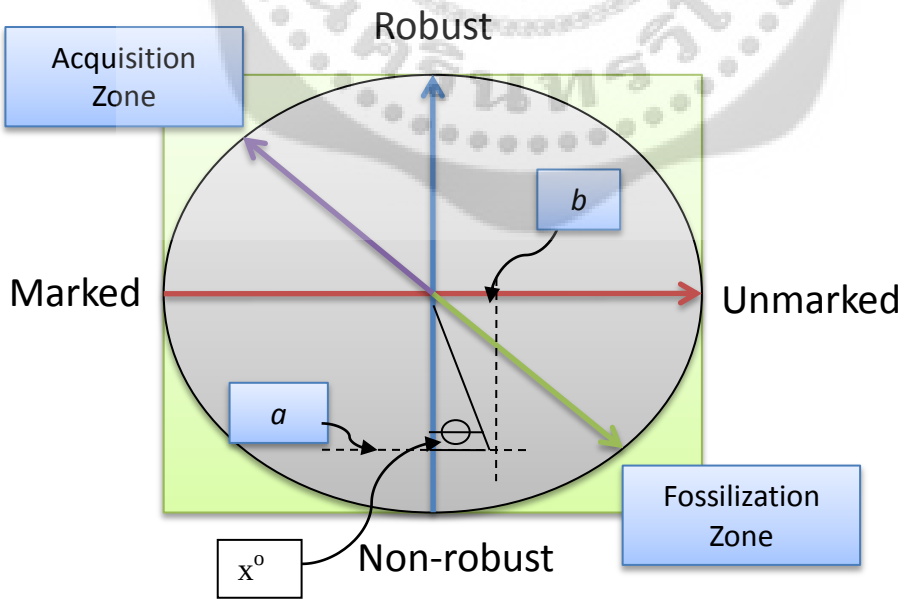

Figure 9 Illustration of *leg a* and *b* for rectangle outcome

Figure 9 demonstrates that in case points *(x, y)* come up in rectangular area (dotted line) and thus deviate from a 45-degree ideal angle (x^o), the rectangular shape was converted into a square shape with the same area (see Figure 3. 9).

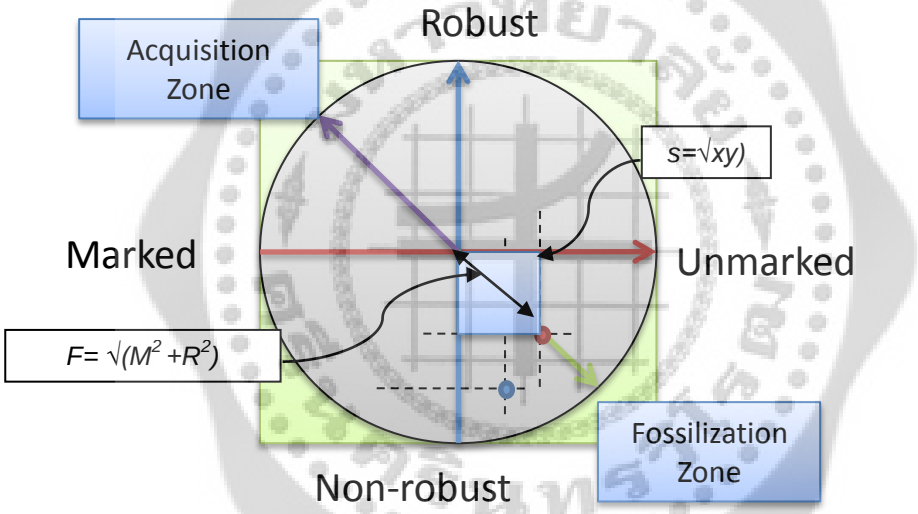

Figure 10 Determination of *s* and *F or A* for rectangle outcome

Figure 10 shows how to determine the values of *s* (side) and *F*or *A*. Since a rectangle has an area of length multiplied by its width (A = length x width), in this case *M* and *R*, and a square have an area of the square of all sides ($A = s^2$), *s* is equal to the square root of *a* times *b* ($s = \sqrt{MR}$). Hence, for a non-45-degree angle outcome, *F* or *A* is equal to *F* (or *A*) $=\sqrt{(s^2 + s^2)}$.

Since the value of a 45-degree angle outcome can also be taken from the equation of a non-45-degree angle, therefore, the equation for the predicted extent of fossilization or acquisition can be summed up into the one equation:

$$F \text{ or } A = \sqrt{2MR}$$

Whereas, *F or A* = length (extent) of fossilization or acquisition, *s* =square root of two multiplied by M and *R, where, R* = value of robustness, and *M*= value markedness. Three experts in the field of mathematics and engineering validated the accurateness and correctness of the derivation of all aforementioned trigonometric formulas and areas.

In this way, the data from the raters were the primary source used to predict fossilization and acquisition. This prediction was counter-checked by examining the frequency and variability of the same errors from the three essays. For example, Error A was considered Unmarked in L1 and Non-robust in L2 based on the raters' account. Therefore, Error A was predicted to be fossilizable. If Error A reoccurs, and is found in Essay I, Essay II and Essay III following exposure to tutorial sessions, and retains its frequency, falling within a given confidence level, Error A is indeed fossilizable and thus, areclassified as a FLE in Thai learners.

4. Questionnaire for the effectiveness of tutorial sessions

The questionnaire was developed by the researcher to attest students' satisfaction towards the tutorial class. Four experts in the field of language teaching assessed the content of the questionnaire in order to ensure its validity and appropriateness. The aim of this questionnaire was to measure students' satisfaction toward the six weeks tutorial sessions on the usage of synonyms using Conscious Raising Awareness approach. The questions are inclined to gather students' reaction (reaction to the tutorial session and reaction to administration), reaction to

teaching and facilitation, outcomes, future programming and participants' background. All respondents' data will be beneficial for further study in analysis of students' errors.

Pilot Study on M1R2 Rating Scale

Based on the initial survey (see Appendix 4) conducted by the researcher to five experienced Thai English lecturers of Rajamangala University of Technology Thanyaburi and five foreigners whose first language is English using the sample errors cited in the three cases of near synonyms (see Analysis of Near Synonym Errors) for L1 markedness and L2 robustness. It shows that Case I error was considered quite unmarked for L1, that is to say, frequent and yet variable to considerable extent since the words *get, acquire* and *gain* can be translated into one Thai word including the correctness of its syntax if referring to *get, acquire* and *gain* something. Collocation (i. e. get married, get dressed etc) in this case was an exception.

Apart from that, all L1 raters admitted that although the distinction between formalities of words in English was quite distinct, this particular output was tolerable to Thai unless proper context was well established. For L2 Robustness raters however, Case I was considered non-robust, that is infrequent and variable. It means that the particular error in Case I category was not present in L2 but L2 native speakers tend to tolerate it somehow even if it is spoken or written by a fellow L2 native speaker. Case II and Case III errors however are considered unmarked that is, frequent yet invariable. Five Thai raters categorically agreed that Case II and

Case III are indeed present and frequent, not just in written composition but in spoken discourse as well.

However, the level of toleration particularly in Case III was quite low. Thai students may use *has* or *have* instead of *there is* or *there are* in most cases and teachers tend to correct it more than the other two. For L2 robustness on the other hand, Cases II and III have the same non-robust category as Case I.

According to a selective fossilization hypothesis, the status of Case I has lesser possibility to be fossilized than Case 2 but both error categories have lesser possibility compare Case III. In order to test this prediction, the researcher will use M1L2 Rating using the errors from the first essay task as samples and compare the result to the mean of errors from first to third writing task. Below are the results of pilot study conducted by the researcher:

Table 5

Initial L1markedness survey result

NSE	*Rater 1*		*Rater 2*		*Rater 3*		*Rater 4*		*Rater 5*	
	F	V	F	V	F	V	F	V	F	V
Case I	2	4	3	3	0	3	3	3	4	3
Case II	3	-2	4	1	3	1	4	1	4	1
Case III	5	-3	4	-1	5	-2	4	-1	4	-3

Note: The initial result of L1 markedness whereas, *F* represents *frequency* and *V* represents *variability*. The initial survey was rated by five experience Thai English lecturers of Rajamangala University of Technology-Thanyaburi.

Table 6

Initial L2 Robustness Survey Result

NSE	*Rater 1 (American)*		*Rater 2 (British)*		*Rater 3 (Australian)*		*Rater 4 (French)*		*Rater 5 (Filipino)*	
	F	V	F	V	F	V	F	V	F	V
Case I	1	1	1	1	-2	2	1	2	-1	1
Case II	-1	1	-2	2	-1	1	1	3	1	2
Case III	-1	1	-2	2	-2	2	-1	2	-2	2

Note: The initial result of L2 Robustness whereas, *F* represents *frequency* and *V* represents *variability*. The initial survey was rated by five English speakers whose first language is English.

Computation of the magnitude of fossilization (or acquisition)

From the data in Table 5 and6, the following are the numerical value of markedness of L1 and robustness of L2 in relation to NSE.

Table 7

The average value of the initial L1 markedness survey result

NSE	*(∑F)/n=y*	*(∑V)/n=x*	*Markedness Category*
Case I	3. 2	2. 4	QUM
Case II	. 4	3. 6	QM
Case III	-2	4. 4	UM

Note: The value of *F* and *V* is the summation of the values of *F* and *V* from five Thai raters. QUM = Quite Unmarked, QM = Quite Marked and UM = Unmarked.

Table 8

The average value of the initial L2 Robustness survey result

NSE	*(∑F)/n =y(∑V)/n=x*		*Robustness Category*
Case I	1. 4	0	NR/QR
Case II	1. 8 4	1. 8	NR
Case III	-1. 6	1. 8	NR

Note: The value of *F* and *V* is the summation of the values of *F* and *V* from five foreigner raters. NR = Non-robust, QR = Quite Robust.

Using the equation $M\ (Markedness) = \sqrt{[(x_m)^2 + (y_m)^2]}$ and $R\ (Robustness) = \sqrt{[(x_r)^2 + (y_r)^2]}$ to determine the exact value of M and R, the value of M and R are as follows:

Markedness

$$M = \sqrt{[(-2)^2 + (4.4)^2]}$$

Robustness

$$R = \sqrt{[(1.8)^2 + (-1.6)^2]}$$

M = 4. 83 **R = 2. 53**

Using the equation $F = \sqrt{2}MR$ to determine the extent of fossilization, the value of *F* was as follow:

Fossilization

$F = \sqrt{2}\ (4.\ 83)(2.\ 53)$

F = 4. 94

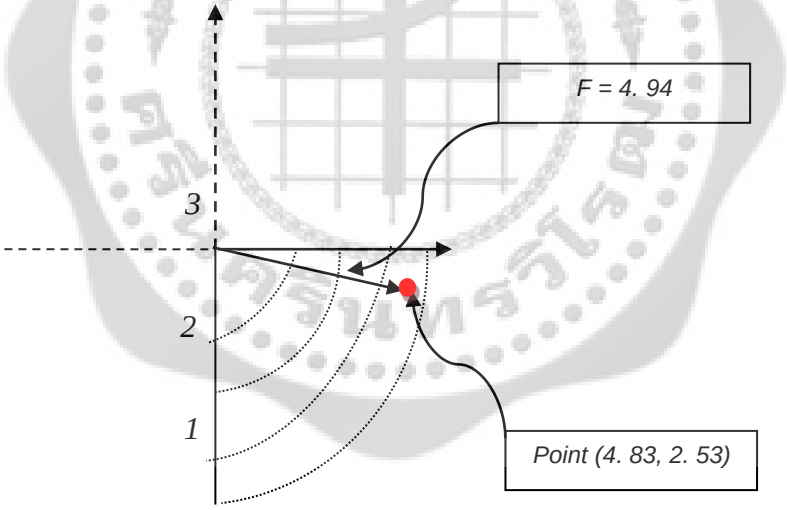

Figure 11 The extent of fossilization and the end-point value of Case III error

As shown in Figure 11, Case III error of NSE was predicted to be fossilizable and the extent of fossilization nearly reach to maximum parametric limit of five (5).

Table 9

The categorization of fossilization and acquisition based on the pilot study

NSE	*MR*		*Fossilization or Acquisition Category*
Case I	QUM	NR/QR	Learnable
Case II	QM	NR	Learnable
Case III	UM	NR	Fossilizable

Note: Case III was predicted to be fossilizable while cases I and II are in the boundary of both learnable and fossilizable.

Procedures and Data Collection

1. First written composition

The pre-test, or first written composition, was completed on the first day of the class. However, only the papers of the participants were subjected to analysis. The mean length and the standard deviation of errors in all essays were computed. The main purpose of knowing the mean length and the standard deviation was to have initial basis of comparison to other succeeding essays.

2. Analysis of lexical errors

The analysis of lexical errors was based on the classification specified in Section 3. 1 and 3. 2 of this chapter.

3. Determination of markedness and robustness

Markedness and robustness were based on the frequency of errors established by the analysis of lexical errors in the first writing task. Rating forms were utilized to determine these measures.

4. Tutorial sessions (six weeks)

The tutorial sessions were conducted separately from the regular class. The participants will attend a two-hour tutorial session every Thursday afternoon. The conscious-raising awareness approach was the primary method of instruction in these sessions. There are four primary objectives of this tutorial session: (a) to let the student be aware of their own near synonym errors, (b) to make them familiar with the three cases of near synonym errors and its examples, (c) to let them know the correct synonyms vis-à vis their own errors and (d) to provide ample practice in relation to near synonyms.

5. Second writing task

The second writing composition was conducted immediately after the last tutorial session. In this writing task, however, only the analysis of near synonym errors was conducted. The analysis of markedness and robustness will not be part of test because the purpose of the test was to qualify the prediction from the essay writing task 1 through the frequency of errors. The number of words in each essay will also be counted to provide comparison whether the numbers of errors have relationship with the number of words.

6. Questionnaire for the effectiveness of tutorial sessions

The Questionnaire for the effectiveness of tutorial sessions was administered immediately after the second writing task or at the end of the tutorial session.

7. Diary analysis

The diaries of the participants were collected immediately after the administration of the post written composition or first-post test. The analysis of the diaries focused solely on lexical errors. The purpose of this was to counter check whether the students still have near synonym errors in their informal writing. If so, the diary analysis can provide additional proof of the existence of near synonym errors, and thus it was fossilizable.

8. Interview

The interview was conducted after the first written composition to clarify some ill-defined errors and identify possible causal factors of fossilization.

9. Third writing task

The third writing task was administered in the eighteenth month of the study. The analysis of this essay will focus on the determination of markedness and robustness as well as analysis of lexical errors. The number of words in each essay will also be counted to provide comparison whether the numbers of errors have relationship with the number of words.

10. Fourth writing task

The fourth writing task was administered in the twentieth month of the study. The topic of this writing task was exactly the same as the topic of the first writing task. The fourth writing task will serve as a supplemental evidence to confirm whether the cases of NSE in the first writing task will reoccur in the fourth writing task. This writing task will also serve as point of comparison to other two essays in relation to the first writing task. The analysis of this essay will focus on the analysis of lexical errors. The number of words in each essay will also be counted to provide comparison whether the numbers of errors have relationship with the number of words.

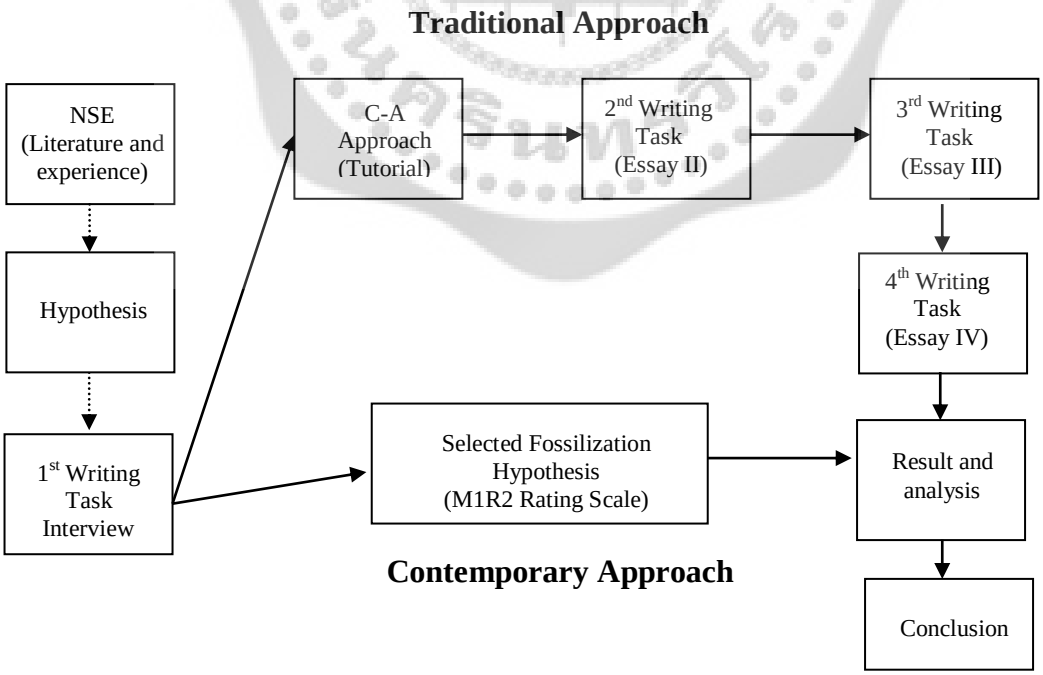

Figure 12 Bi-lateral Research Diagram

Figure 12 shows the design of the research and the two broad experimental approaches for analyzing fossilizable lexical errors. The first one was traditional, namely: a combination of the longitudinal study and typical error and corrective feedback approaches, and the second was contemporary – the selective fossilization hypothesis.

Data Analysis

1. Analysis of Lexical Errors

The analysis of errors in the writing compositions was limited to the analysis of lexical errors. The essays of the students were analyzed by the researchers, three native English teachers, and one experienced Thai English teacher. However, in cases where an erroneous sentence has multiple grammatical and lexical errors, the following classifications were applied:

*He told he was on vacation. (He told **them** he was on vacation.)*

This error may be viewed in a grammatical sense, in that the verb 'tell' requires an appropriate noun or pronoun after it. However, as mentioned earlier, the focus of this study was only on the lexical features of particular structures. Therefore, the above error was viewed and counted as a lexical error, in the sense that it requires substitution of a synonym that fits into the existing pattern. For example:

*He told he was on vacation. (He told **<said>** he was on vacation.)*

2. Analysis of Near Synonym Errors

However, lexical errors are very complicated and open-ended (McCarthy, 1990). To further specify which lexical errors are prone to fossilization, this research will focus on the

classification of lexical errors proposed by Hemchua and Schmitt (2006). These researchers found that the most numerous errors made by Thai university students were the inappropriate use of near synonyms. With this reasoning, this research was limited in its analysis to near synonym errors. Classes of NSE were counted independently using the error tally sheet form (see Figure 4).

In the tally sheet, the errors and the types of essay are clearly categorized per student. This assumption was based upon the idea that fossilization is idiosyncratic and thus requires individuality before generality. Below are the cases of near NSE examples proposed by the aforementioned researchers, which will form the primary basis of error analysis in this research:

a) Case I: The use of informal words instead of formal ones.

Example: *We can communicate with people and get<gain/acquire> knowledge from other countries by using computers.*

b) Case II: The meaning of the synonym used and the appropriate synonym are not exactly identical.

Example: *You will get up<wake up> in the morning because of the sound of birds.*

c) Case III: Two words which are close in meaning but different in usage.

Example: *Because the city has<there are> many hospitals.*

3. Errors Count

In making an error count, individual cases of near synonym errors were counted at a word level, phrasal level and sentential level based on the error count criteria proposed by Hemchua and Schmitt (2006):

1. Individual lexical item (for example, It makes me want to touch<experience> the real place.)
2. Word combinations
    a. Two lexical items (for *example, It's better than to do it only one<alone>*.)
    b. Phrases (for example, *It makes me know<helps me learn> how to swim.*)
    c. A whole sentence (for example, *Every time that I hitch-hiked, it will be a car of country people. <I was picked up by a car driven by country people. >*)
3. Multiple errors in one sentence or a phrase were counted separately (for example, *Ankor Wat make<allows/gives me the opportunity>touch<to experience>an old<ancient> culture*.)
4. Identical errors (same word and similar meaning) made by the students were counted as one error.
5. To qualify as identical errors, both the erroneous form and the likely target form had to be identical (for example, *I get<gain>knowledge. / I get<gain>new experience.*)

Moreover, it is important to note that some errors were difficult to categorize and do not belong to the aforementioned error categories. In this case, the errors were counted as undefined errors.

Table 10

Error tally sheet per student

Student 1					
Near-synonyms	***Essay 1***	***Essay 2***	***Essay 3***	***Essay 4***	***Total Errors***

Case 1	X_1	X_2	X_3	X_4	$\sum X$
Errors					
Case 2	Y_1	Y_2	Y_3	Y_4	$\sum Y$
Errors					
Case 3	Z_1	Z_2	Z_3	Z_4	$\sum Z$
Errors					
Total Errors	$X_1+Y_1+Z_1$	$X_2+Y_2+Z_2$	$X_3+Y_3+Z_3$	$X_4+Y_4+Z_4$	

Note: X was denoted as case 1errors, Y was case 2 errors and Z was case 3 errors. The error of each essay as well as the errors of each case were summed up for comparison purposes.

4. Statistical Treatment

a) Kruskal-Wallis test

The main reason why the researcher chooses Kruskal-Wallis test was because there was one group (ten participants) in this research which was under three dependent variables (three essays). Therefore, Kruskal-Wallis test, was best suited because repeated measures was conducted in the same participants (or group). This was also very essential especially in dealing with idiosyncratic conception of fossilization because it can consider individual variation. A lot of this variance was because participants are never totally similar, and so may respond differently. Moreover, with Kruskal-Wallis test, the within-group variations were accounted for as well. In doing so, it reduces the amount of error, and thus increases power because the error was reduced by factoring out some of the individual variation.

b) Markeness of first language and robustness of second language rating scale (M1R2 Rating Scale)

M1R2 Rating Scale was an instrument personally developed by the researcher based on L1 markedness and L2 robustness, using the principles of selected fossilization hypothesis. This rating scale was termed "M1R2 Rating Scale", which stands for the markedness of first language (L1) and the robustness of second language (L2) rating scale that was patterned in Osgood's semantic differential scale that was designed to measure the connotative meaning of a certain concept. In this rating scale, there are two underlying concept that requires connotative answers: the markedness of L1 and robusteness of L2. The native speaker of L1 were asked to rate the markedness of L1 using M1 rating form while native speakers of L2 were asked to rate the robustness of L2 using R2 rating form.

Chapter Summary

This chapter has given an account of the methodology and the proposed design of the study. It also presented the preparation of materials, derivation of formulas and the test of the study. The chapter started with the details and selection of participants, followed by the description of research instruments, the conception and derivation of M1R2 rating scale and procedures. Lastly, the methods of analyzing data were also discussed.

CHPATER IV

FINDINGS

In this chapter, the results of the study are presented according to the order of objectives stated in chapter one. More specifically, this chapter presents the results into two main broad topics. The first one is the result pertaining to the longitudinal study and the second one is pertaining to the contemporary approach. Both results are compared in order to address the three research (null) hypothesis in this research. In the following analysis, the summary of errors from the four essay writing tasks is presented first, followed by the number of errors vis-à-vis results the number of words in each essay. The total numbers of errors per case andundefined errors in each essay are also presented. The objectives of the study are as follows:

1. To analyze and identify the near synonym errors in the written composition of Thai learners;
2. To analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners;
3. To test the predictive power of selected fossilization hypothesis;
4. To identify the causal factors of fossilization in the written composition of Thai learners.

Furthermore, it was also hypothesized that (a) lexical errors do fossilize and (b) near synonyms are fossilizable lexical errors. This study explored only near synonym errors and ignored grammatical and other lexical errors.

Results of the Analysis of Near Synonym Errors

Objective 1: To analyze and identify the near synonym errors in the written composition of Thai learners.

To address this accordingly, proper analysis and counting of near synonym errors was not enough. It was also of prime importance to analyze the relations between the numbers of words and errors in each essay, the trend or pattern of each error case, and the *wild synonyms* or those erroneous synonyms that did not qualify to be in any error category. The following data (see Figure 13) represent the result of the analysis of near synonym errors in the written compositions of Thai learners from the four essay writing compositions of third year English major students. It revealed that essay 4 had the most numerous errors (66 errors) followed by essay 3 (64 errors), then essay 1 (58 errors), and essay 2 had the least (52 errors). We can see from this data that essay 2 has the least number of errors and significantly, half of the students were able to improve, which means their number of errors decreased.

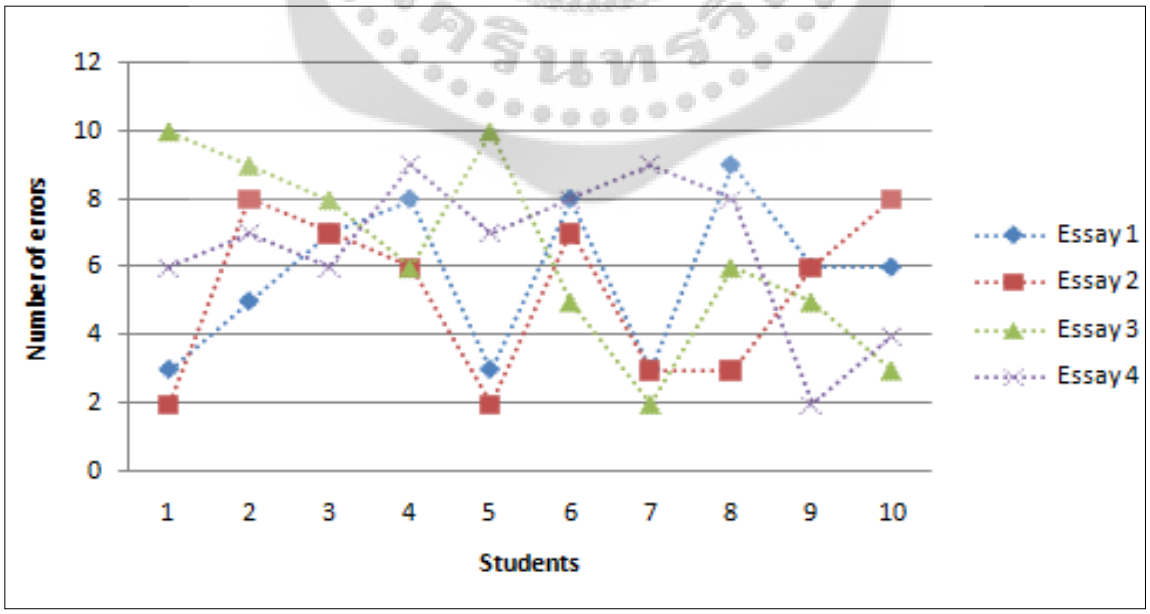

Figure 13. Summary of Errors

Results of the Fossilizable Near Synonym Errors

Objective 2: To analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners.

In order to analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners, a longitudinal study of 20 months was conducted to analyze and count the total errors and number of words in the four writing compositions. From the data shown in Figure 14 to 17, it is evident that the number of words in each essay has a certain degree of correlation with the number of errors thereby unearthing another viable line of inquiry and discussion. In order to come up with a deeper perspective on the relationship of words and errors, the mean number of words and errors were computed. The following are the mean number of words and errors on the four writing compositions:

Essay 1: words ($\overline{X}$ = 300. 5), errors ($\overline{X}$ = 5. 8)

Essay 2: words ($\overline{X}$ = 282. 2), errors ($\overline{X}$ = 5. 2)

Essay 3: words ($\overline{X}$ = 403. 2), errors ($\overline{X}$ = 6. 4)

Essay 4: words ($\overline{X}$ = 278. 8), errors ($\overline{X}$ = 6. 1)

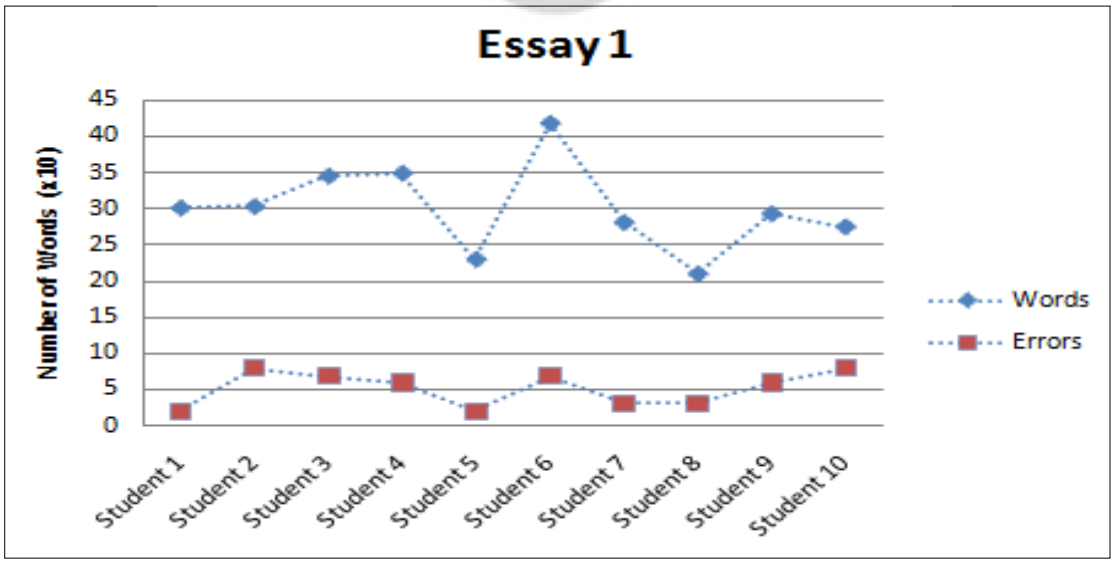

Figure 14. Summary of Errors: Essay Writing 1

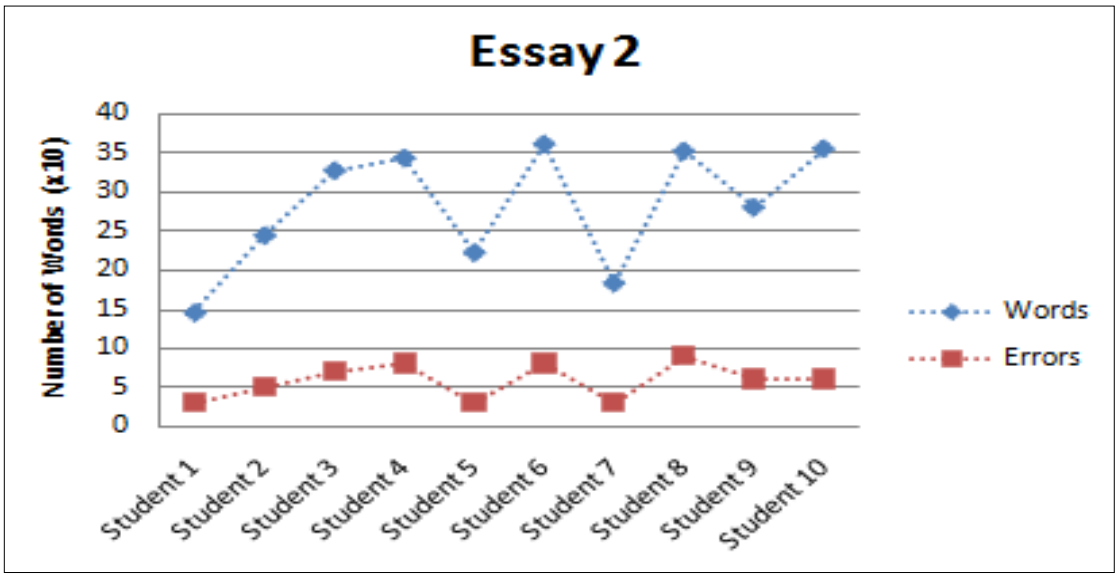

Figure 15. Summary of Errors: Essay Writing 2

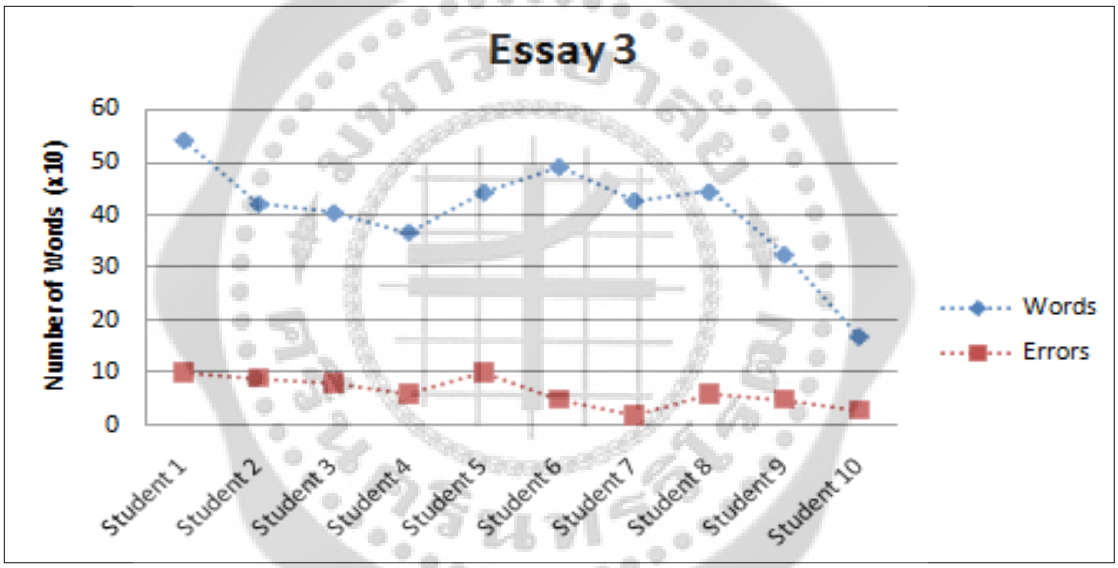

Figure 16. Summary of Errors: Essay Writing 3

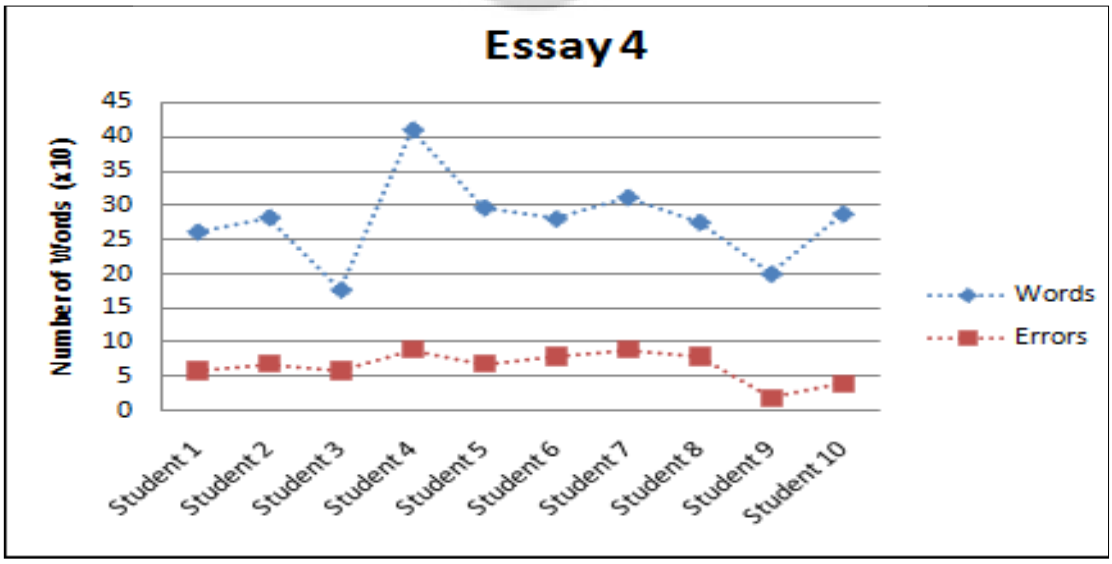

Figure 17. Summary of Errors: Essay Writing 4

Figure 18 shows the patterns of the three cases of near synonym errors in the writing composition of Thai learners. Both Case 1 and Case 2 errors have obvious positive and negative fluctuation rates while Case 3 has a greater rate of consistency. From this pattern, it was clear that the number of Case 1 errors systematically declined and therefore demonstrates improvement of learning. However, taking into consideration the fundamental assumption of fossilization, that is, the *presence of errors*, Case 1was still considered fossilizible unless proven otherwise. Moreover, all errors that did not belong to the taxonomy of errors or at least did not collaborate with the four analysts were counted separately as undefined errors (see Figure 19). Figure 20, on the other hand, shows the presence of near synonym errors in the individual diaries of the students. The data from the diaries was an indication that even in an informal writing context, near synonym errors were present. The data from the diary writing provides further evidence that near synonym errors were permanently embedded in Thai learners' mental lexicon.

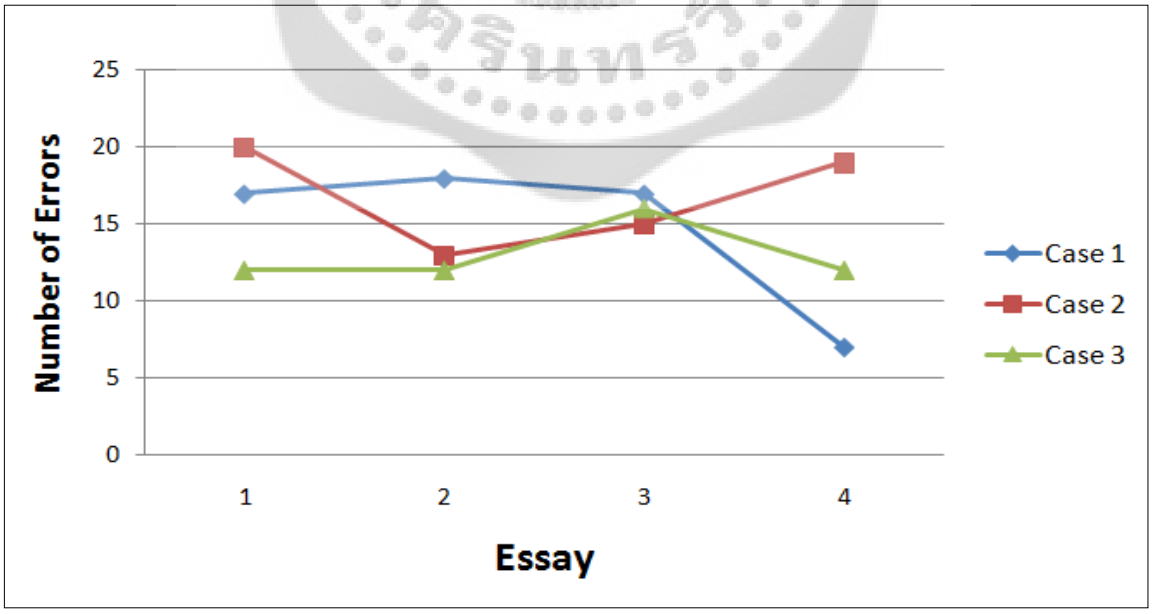

Figure 18. Summary of Errors: NSE Cases

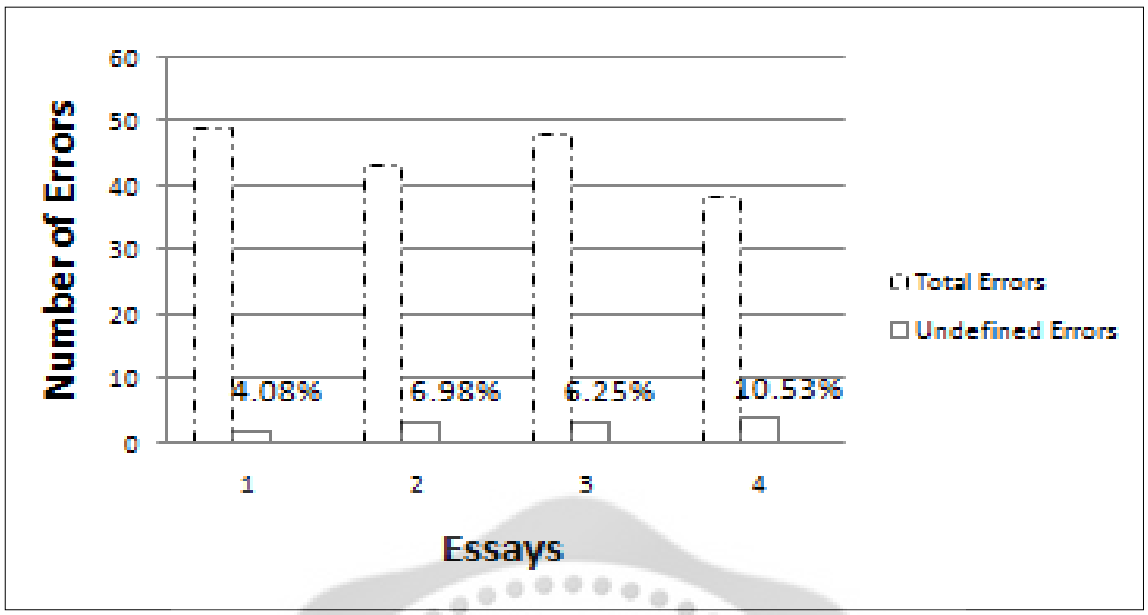

Figure 19. Summary of Undefined Errors

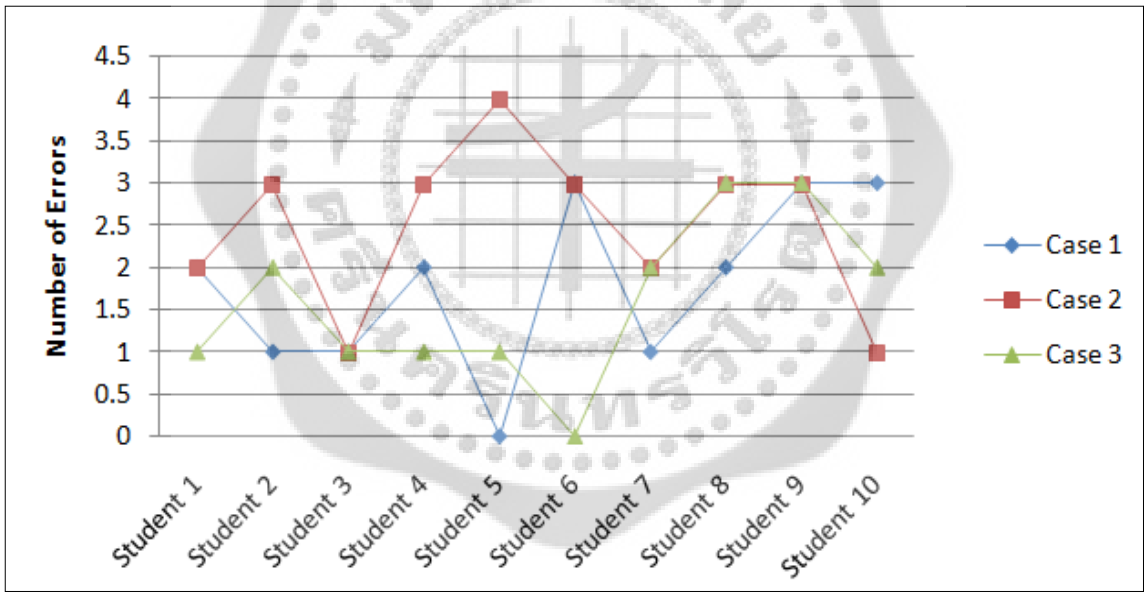

Figure 20. Summary of Errors: Diary Writing

To further qualify the data from the longitudinal study, the Kruskal-Wallis test was used to evaluate whether there were significant differences between the numbers of near synonyms errors in the four essays. It revealed that there were no significant differences among the near synonym errors present in the four writing compositions over the period of 20 months (see Table 11). The number of errors, although not

absolutely the same in number, fluctuated in a whimsical pattern leaving no significant indication of feasible learning.

Apart from time consideration in the longitudinal study, the effectiveness of tutorial sessions was also essential to validate the extent of giving and exposing the students with enough language inputs. The researcher asked the participants to rate their satisfaction toward the tutorial session via a questionnaire in four aspects: the contents, the error awareness, the exercises and activities, the tutorial design and tutorial instructor. The questionnaire contains 22 items. The participants were asked to indicate their degree of satisfaction from a five choice rankings ranging from *very satisfied* to *very dissatisfied*. On the 5-point scale of response choices, each item was scored from one to five with one representing the lowest level of satisfaction and five representing the highest level of satisfaction. The mean value was interpreted as: 4. 51-5. 00 very satisfied, 3. 51-4. 50 satisfied, 2. 51-3. 50 Neutral, 1. 51-2. 50 dissatisfied, and 1. 00-1. 50 very dissatisfied. The results of the questionnaire showed that all students were satisfied with the tutorial session ($\overline{X}$ = 4. 29).

With this premise, time consideration, extensive language input, students' satisfaction and consistency in the number of errors, the longitudinal study revealed that all three cases of near synonym errors were fossilizable lexical errors for Thai learners.

Table 11

Kruskal-Wallis test comparing the number of near synonyms errors of four essays.

	N (Cases of Errors)	Mean Rank
Essay I	3	16. 3
Essay II	3	14. 3
Essay III	3	16
Essay IV	3	12. 6
Total	12	
Chi-Square		5. 99
Df		3
Asymp. Sig. (2-tailed)		. 013

Note: There is no significant difference among the errors from four essays, H=2. 27 (2,N=12), p>. 05.

The Results of M1R2 Rating Scale

Objective 3: To test the predictive power of selected fossilization hypothesis.

The third objective was to test the predictive power of selective fossilization hypothesis. In order to do this, an M1R2 rating scale was employed. Table 12 shows the results of the M1R2 rating scale and it was predicted that Case 2 and Case 3 near synonym errors were fossilizable while Case 1 was learnable. Furthermore, Table 13 shows the comparison of the M1R2 rating scale vis-à-vis the results of the longitudinal study. It revealed that the longitudinal study corroborated the results of the M1R2 rating scale in both Case 2 and Case 3 but not on Case 2.

Table 12

The categorization of fossilization and acquisition

NSE	*M*	*R*	*Fossilization or Acquisition Category*
Case I	QUM	NR/QR	Learnable
Case II	UM	NR	Fossilizable
Case III	UM	NR	Fossilizable

Note: QUM—Quite Unmarked, UM—Unmarked, NR—Non-robust, QR—Quite Robust

Table 13

Comparison of results between longitudinal study and M1R2 rating scale

NSE	*Longitudinal Study*	*M1R2 Rating Scale*
Case I	Fossilizable	Learnable
Case II	Fossilizable	Fossilizable
Case III	Fossilizable	Fossilizable

Results of the Causal Factors of Fossilization

Objective 4: To identify the causal factors of fossilization in the written composition of Thai learners.

The final objective of this research was to identify the root cause of fossilization in the written composition of Thai learners. In order to address this, the researcher conducted an interview using the taxonomy of causal factors of fossilization proposed by Han (2004). The results show that the causes of fossilization were both internal and external. Internal factors included (a) L1interferance, (b) lack of understanding and (c) lack of interest. For external factors however, (a) lack of communicative relevance and (b) language complexity were the primary reasons. According to Han (2009), *L1*

interference along with *satisfaction of communicative needs* are the most common causes of fossilization.

Chapter Summary

This chapter reports the results of the analysis of the near synonym errors in the four writing compositions of Thai learners, and longitudinal study and the contemporary study using M1R2 rating scale in relation to lexical fossilization. It also reveals the putative causal factors of fossilization. Some possible reasons for these results will be discussed in Chapter 5.

CHAPTER 5

DISCUSSIONS, CONCLUSION AND IMPLICATIONS

This chapter presents a summary of the main study, then a discussion of the findings in relation to the objectives and hypothesis. After that, the pedagogical implications in relation to English teaching and learning, particularly in the advent of *globalized English* are included. Then, some areas that are beyond the researcher' control are presented in the limitation of study. Finally, this chapter concludes this research with recommendation and guidance for future research.

The data from this study were obtained through a longitudinal study and analysis of the writing compositions of ten purposely selected third year English major students. The data were analyzed according to the following objectives:

1. To analyze and identify the near synonym errors in the written composition of Thai learners;
2. To analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners;
3. To test the predictive power of selected fossilization hypothesis;
4. To identify the causal factors of fossilization in the written composition of Thai learners.

Research Findings

1. The analysis revealed that (a) case II errors (in which the meaning of the synonym used and the appropriate synonym were not exactly identical) was

the most numerous and persistent type of error followed by case I (informal vs. formal) and case III (meaning vs. usage).

2. Longitudinal study revealed that all three cases of near synonym errors were fossilizable.
3. The selected fossilization hypothesis, through the M1R2 Rating Scale, an instrument personally developed by the researcher based on L1 markedness and L2 robustness, classified case II and III to be fossilizable while case I to be learnable.
4. The results show that the causes of fossilization were both internal and external. Internal factors included (a) L1interferance, (b) lack of understanding and (c) lack of interest. For external factors however, (a) lack of communicative relevance and (b) language complexity were the primary reasons.

Discussion of the Findings

The main purpose of this study was to investigate whether near synonym errors are fossilizable linguistic elements for Thai learners. The objectives of this study serve as guides in presenting the result of this study. The discussion stated in this chapter will cover significant issues that emerged from the study, including classroom activities, teaching vocabulary, lesson planning, students' motivation, the general concept of education, problems that arouse and some precautionary measure on how they were dealt with.

Analysis of near synonym errors

From the date in Figure 6 which represents the result of the analysis of near synonym errors, it can be interpreted that the intervention (tutorial session), which took place between the first and second essays, may somehow have helped the students. Another observable finding from this data is the parallelism between essay 1 and essay 2. The numbers of errors from both essays are similar considering its mean of 6. 4 and 6. 1 respectively. For essay 3 and essay 4 on the other hand, the relationship was quite dissimilar and there was no clear pattern between the two. It can be inferred that during their OJT, which took place between essay 2 and essay 3, students suffered from what Selinker (1972) called *backsliding*. According to Selinker (1972), backsliding occurs when students commit the same errors they previously learned. Essay 2 provides evidence that some near synonyms were learnt by the students and the dramatic increase in the number of errors in essay 3 was evidence of *backsliding*. This proposition may be explained by Thorndike's *Decay Theory* in his book The Psychology of Learning in 1914. According to Thorndike, learners need constant practice and revision of what they have learned because if not, it will gradually fade from their memory and ultimately disappear. Most of the students admitted that OJT did not provide sufficient opportunities to practice their English and in turn, they have forgotten most grammatical rules and synonyms they learned.

Number of errors, number of words and lexical fossilization

If we look at the linear pattern of the number of words and number of errors, it was clear that all essays have almost exactly the same fluctuating pattern. This can be interpreted in three interconnected posits. First, the presences of errors in four essay compositions were compelling to show that there were no significant differences

among the number of errors. This assumption was supported by statistical analysis using Kruskal-Wallis test leaving another valid proof about lexical fossilization. The second interpretation was the tendency that the more words the students write, the bigger chances of committing near synonym errors. The last issue that was worth discussing in relation to the number or errors and number of words ineach essaywas the assigned topic of each essay. The researcher was convinced that essay topic could influence the writing output of each student in both lexical use and number of words. Essay 1 and essay 4 therefore focused on exactly the same topic while essay 2 and 3 were different. As expected, students committed the same errors for essay 1 and essay 4 considering the fact that they already learned the correct synonym from their errors in their first writing task and yet they still committed the same errors in their fourth writing task. For example: Essay 1: *I can get <gain>experience. , ...I would like to take<visit>...,* Essay 4: *We can get<gain> a new experience. , My favorite place that I usually take <visit>...* Assigning the same topic was done intentionally in order to check whether the students would commit the same synonym errors over a period of time, which would further qualify as lexical fossilization.

Longitudinal study vs. the predictive power of M1R2 rating scale

One explanation why Case I (the use of informal words instead of formal ones) was predicted to be learnable was because the M1R2 rating scale was based on L1 Markedness and L2 Robustness which are both based on the frequency and variability of a particular error in a particular language community. This means that the M1R2 rating scale viewed and dealt with fossilization from a more specific angle than a traditional longitudinal study. The data from the M1R2 rating scale came from both L1 native speakers and L2 native and non-native speakers residing in the language

community for a considerable amount of time. Another explanation for why Case 1 was predicted to be learnable (which a longitudinal study may not be able to identify) was that formal language is one of the most common features and emphasis of Thai English language classroom. Formality is most often coupled with *politeness* in Thai context. Thai people in general are very cautious not to hurt others' feelings, particularly through the utterance of words. Furthermore, formal and informal words are included and emphasized in most English textbooks published by Thai universities (Permkasetwit, Kaetkaew& Chaisiri, 2008). Norms and exposure to L1 may intuitively influence the raters of the M1R2 rating scale. Hence, the output more closely reflects the real situation than the expected one. Two Thai raters admitted that they might have a tendency to consider the general use of *have* in replacement to *there is* or *there are* because they often encounter such words whether in spoken or written discourse. They themselves use it for *quick* communicative reasons.

The Causal Factors of Lexical Fossilization

L1 interference is one of the reasons of fossilization of Thai students. Most of them do not know or are uncertain of the correct synonyms in English, generally use L1as their departure point. This can be illustrated by the use of words *look, see* and *watch*. The sentence *I watch<see> a lot of pictures. ,* is a literal translation from Thai ฉันดูรูปภาพมากมาย. Thai students might be uncertain whether to use *watch* or *see* in this particular instance, but due to L1 they may automatically use the word *watch*. Although synonyms are grouped up in a thesaurus, it does not follow that the words are identical. Even if their official meanings are identical, different synonyms convey subtly different moods and ideas. The use of electronic dictionaries may also contribute to the erroneous lexical choice of Thai students. Most students admitted that

when using an electronic dictionary, they often use the *first* English word in the list. In the case of *watch* and *see*, the former often appears first.

The second internal factor affecting fossilization was *lack of understanding.* This finding supports the claim of Thep-Ackrapong (1990) that low proficiency was one of the root causes of fossilization. The recent national standardized examination (Advanced National Examination Test –A-NET) in Thailand shows how scores in English suffered a steep drop in 2011 - 11% or one-third in the last two years for upper-secondary and 15% or half of the score in the last two years of lower secondary. This shows that Thai students at this level generally have low proficiency, which therefore may constitute lack of understanding.

In terms of *lack of interest,* this was related to students' motivation to learn. Students in this generation are living in the most intensive time in the history of the earth. Students are being besieged by a huge explosion of technology and innovation, including smart phones, tablets, social networks, and hundreds of television channels. As a result, they are becoming distracted and the classroom is becoming a boring place for them.

For external factors, *lack of communicative relevance* was the main reason revealed by the students. Most of the students find no communicative relevance studying near synonyms. Although they are satisfied with the tutorial sessions, they see no real tangible value in understanding the differences between *wake-up* and *get-up, scared* and *afraid, strangers* and *foreigners* etc. Another example is that they can *watch* a movie or *see* a movie, but they can only *watch* TV, never *see* it. Another thing is that, they cannot *view* either of them, even though when they watch either of them, they become a *viewer* and never a *watcher*, much less a *seer*. This makes no sense to

most students because the can still relay the meaning using any of the words mentioned.

Language complexity As a multilingual speaker and a second language educator, the researcher is convinced that English language is not simple. Following Lightbrown's (1985) proposal, he claimed that one of the factors that promote fossilization is the complexity of the target language. There are many reasons why English is a difficult language but in this research, the researcher will point out only those related to Thai context. The following reasons (but not limited to) are the reasons why English is difficult to Thai learners:

a. Natural learning. One of the reasons why English is difficult for most Thai learners is that there is a very less opportunity to use it in a natural way. Gallwey (2000) argued that any system of instruction [and learning] should be built upon the best possible understanding of natural learning, the learning process we were born with. He further stress that the less instruction interferes with the process of learning built into individual's DNA, the more effective our progress is going to be. This is true in language and in Thai context. Aside from that fact that the term *natural* is relative because of the emergence of *Englishes* or the diverse version of English, Thailand has scarcity in the use of English.

b. Memorization. A certain degree of memorization is of course essential in language learning. However, it would be impossible to literary memorize all linguistic features of English language. Words alone are massive amount of memorization beyond human capacity. For example, *Oxford English Dictionary (Second Edition of 20-*

volume) contains full entries for 171,476 words in current use, and 47,156 obsolete words. This data is even more complicated considering around 9,500 derivative words as subentries, parts of speech, sense of use, inflectional meaning, distinct English words, technical and regional vocabulary not covered by the *OED*, synonyms, antonyms and words not yet added to the published dictionary. Thai learners memorize everything in English. For most students, learning English means memorizing the pieces and rules. Hence the manner of using English becomes a process of trying to remember the pieces and mentally assembling them using the rules. This manner of learning is on the opposite side of *natural learning* that is why English is a complex language for Thai.

c. Linguistic aspects. The linguistic aspects of English are so diverse and worsen by the increasing number of foreign users or diversity of speakers. Few among many results of Thai-English comparative study show the difference in syntactical, phonological, morphological and lexical aspects.

Implications of the Study

The results of this study suggest three main implications for the very core of language acquisition, learning and education. The three broad areas are curriculum, assessment and pedagogy.

Curriculum

First and foremost, there must be a curriculum solely intended for vocabulary teaching. If this is attained, then there are two implications of lexical fossilization. The

first implication relates to whether the curriculum is an *Emergent*or *Prepared* curriculum. More often than not, teachers mainly rely on following the *prescribed* or so called *prepared* curriculum mandated by the school or by the commission on higher education simply because it is obligatory and the students will be tested according to the items manifested in the curriculum. In language teaching however, the classroom environment is situational. Anything can happen inside the classroom. The insistence on teaching of linear guidelines of prepared-standard-tied curriculum automatically pushes away essential learning opportunities readily available for students. While prepared curriculum is essential for ministerial purposes and report, an emergent curriculum is also very important to address any unforeseen circumstances inside the classroom. However, the key toward the achievement of an emergent curriculum lies mainly in the teacher him/herself.

The second implication relates to whether the curriculum is *personalized* or *standardized.* Vocabulary acquisition happens in the minds and souls of individuals and not through multiple-choice tests. When designing a vocabulary curriculum, it is very important to promote a sense of collaboration, a sense of belongingness and a sense of appreciation among the three co-equal pillars of an educational institution—students, teachers and administrators. The actual learners must be engaged and not gauged. The equality among pillars—and none is nobler than the other—is one of the hardest things to accept when designing a curriculum. It is the most daring task and yet the only life-transforming one. *Progetazione*, a curriculum in the northern Italian town of Reggio Emilia, best exemplifies a personalized curriculum. Widely recognized as the Reggio Approach or project based approach, this curriculum sees students as intellectually curious, resourceful, full of potential and a vital element of curriculum

design. Wurm (2005), explained that knowledge building is not a linear process and a planned curriculum is *unsuitable* considering the multiple strategies of teaching and multiple modes of learning. This premise gives way to discuss another means of how lexical fossilization should be deal with—the assessment.

Assessment

Assessing vocabulary needs assessment. We use the preceding sentence to put an outlay on the real objectives of vocabulary assessment. Huges (2003, p. 179) admitted that vocabulary has its own special sampling problems. He further emphasized that as far as the placement test is concerned, a particular set of lexical items as a prerequisite for a particular language class is not normally required. Furthermore, a general indication of the adequacy of the students' vocabulary must be taken into consideration before any assessment takes place. He further recommends that a vocabulary proficiency test must be constructed by the teacher based on his or her own students. In this study, the researcher did not deal with the general aspects of vocabulary. Rather, the researcher delved deeper into a specific aspect of lexis, and so if the general aspect of vocabulary needs personalization, it is even more required to personalize near synonym assessments to ensure a consistent standard. The primary aim of the assessment is to raise standards and not to standardize. One of the practical ways to personalize testing is to use the *Vocabulary Size Test* proposed by Nation & Beglar, 2007. Vocabulary size test is a multiple-choice vocabulary test divided into thirteen one-thousand-word family level. The sample of the test is available in the book Teaching Vocabulary (Nation, 2008).

Pedagogy

The pedagogy or the teaching itself is the heart of education. The real role of a teacher is to teach the students and not to teach the subject. The main point that the researcher would like to emphasize in terms of pedagogy is whether the teacher is in the plane of *realistic* or *idealistic* teaching, in other words whether the teacher teaches the attainable subject matter or whether he/she remains a catalyst to keep the system of education running. There is a clear distinction between the two but having idealistic teaching, with a connotation of being traditional, without thoroughly assessing its feasibility, is simply a sheepskin of intellectual nakedness. Realistic teaching on the other hand must not only conform to the *whats*, and *how*s but most importantly, the *whos*, for whom education is for—the students. As far as near synonyms are concerned, native-like fluency is an unrealistic aim. Although there are handful of individual who are able to traverse this unrealistic aim, mastery of *near synonyms* is very difficult, if not almost impossible for Thai second language learners. It is therefore essential to re-think our view in teaching vocabularies. For example, teachers may focus on teaching chunks, phrases and collocations. Teachers may also use communicative activities such as *pelmanism, grammar auction, running dictation noughts and crosses, and board race*. Such activities are communicative in nature and require Total Physical Response (TPR) meaning, students are learning by doing. Teachers may also introduce the use of corpora (for example, the British National Corpus – written and spoken English, the Cambridge and Nottingham Corpus of Discourse in English – a spoken corpus) and the frequency words list in teaching synonyms. High frequency words should be the priority instead of low frequency words. For Thai teachers on the other hand, direct translations should be used with outmost caution. Thai teachers must provide ample contextualization in teaching

synonyms. For example, Thai teacher may adopt the following steps in translation: Translation (direct translation or maybe through the use of Thesaurus or Thai-English dictionary) → Interpretation (Finding the correct synonym that fits in the context of the lesson) → Localization (Finding the correct synonym that fits in Thai context).

Limitations of the Study

This research has the following limitations:

First, a single vocabulary itself is exponential in nature. That means, before a certain individual produces (i. e. writing and speaking) a single meaningful word, it was influenced by many factors. Therefore, studying the very nature of vocabularies output requires ample amount of time and extensive corpus analysis. Hence, the study conducted herein might be limited in nature.

Second, the task given to the students (i. e. essay writing) was a productive task. The researcher has less leverage on the output and therefore the analysis follows. Even though the topics were assigned, it could not rule out the data was invulnerable from any internal or external influences that might affect the results.

Third, the statistical tool used, although non-parametric and useful when outliers are present, it may not be powerful enough to determine whether the significant difference could formulated as variable rule.

Recommendations for Further Studies

Based on the results of this research, it is recommended that the future research should account both learning and non-learning. Following Gass (1998), which state that:

> The ultimate goal of second language acquisition research is to come to an understanding of what is acquired (*and what is not acquired*), and the mechanisms that bring the second language knowledge about. (emphasis added)

In this research, the main emphasis is to stir the linguistic features that are erroneous in order to prove the existence of lexical fossilization. However, it is also important that apart from identifying the persistent errors, future research should focus on the learnability of particular linguistic features and develop a certain program, curriculum or special instruction for it.

Likewise, the following questions of high relevance are also a matter of consideration:

Is it Global English (Englishes) or *a fossilized linguistic features?*

Does communicative language teaching (CLT) promote fossilization?

Is fossilization an 'explainable' phenomenon or *a 'natural' phenomenon?*

In greater perspectives, the following phrases need to be re-defined when dealing with the subject of fossilization:

Learners' success

Target language

Native-speaker competence

Conclusion

The claim that near synonym errors are fossilizable linguistic elements for L2 Thai learners has compelling evidence from hypothesis to facts. Although debatable, the theory that there is a maximum or there is an end state for learning a second

language has a certain degree of truth. In this research, near synonym errors are still midway between assumed and established. Clearly, a follow-up research on the same participants is necessary. Repeated testing of different linguistic features is essential to prove the approximation and assumption set forth herein. The formula presented in this research may require revision and adjustments resulting in a more complex equation. Finally, despite the limitation of ideas and facts presented herein, it is the researcher's' hope that this research will inspire fellow SLA researchers, teachers and students to investigate the unexplored mystery of fossilization beyond what the researcher have attempted.

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APPENDIX

APPENDIX 1:

Research Information Sheet

The aim of the research information sheet is to inform the participants about the background and rationale of the study.

Research title: An Analysis of Lexical Fossilization: Near Synonyms Errors

My name is **Mr. Lawrence H. Platon**, an MA student of Srinakarinwirot University, currently undertaking a research study on the Selected Fossilization Hypothesis in the Writing Composition of the Third Year English Major Students of Rajamangala University of Technology.

The research project, entitled "An Analysis of Lexical Fossilization: Near Synonym Errors", involves an analysis of four essays, which will be taken at the beginning and the end of the first semester of a regular essay writing class and twelve months later. Furthermore, a short interview with students will be conducted in order to clarify ambiguous errors found by the researcher. The aim of the study is to come up with authentic data from an analysis of repeated errors in Thai students' writing compositions. This data will be primarily used for the researcher's thesis on the same title and for further research on teaching English. The intention is not to focus on individual students, nor to make judgments about individual errors but to understand the persistent errors that may hamper second language acquisition or be hypothesized as fossilized linguistic elements.

Srinakarinwirot University Thesis Defense Committee has approved this project. If you have any ethical concerns about the project or questions about your rights as a participant please contact the undersigned using the following contact details: Mobile: 0842182635 and Email: lawrence_101@yahoo. com.

If you are prepared to take part, a Consent Form is attached for you to sign.

Thank you for considering this request.

Mr. Lawrence H. Platon
Student
Master of Teaching English as Foreign Language
Faculty of Humanities
Srinakarinwirot University
Prasamit, Bangkok

APPENDIX 2:

Consent Form

The aim of the consent form is to protect the interest and identity of the participants.

Research title: An Analysis of Lexical Fossilization: Near Synonyms Errors

CONSENT FORM – STUDENTS

I (name)…….
hereby consent to participate in the research project entitled:

An Analysis of Lexical Fossilization: Near Synonym Errors

I have read and understood the Information Sheet on the above research and understand that my essays will be recorded as part of the study.

I confirm that I am over 18 years of age and will keep a copy of the information sheet for future reference.

I agree to write three essays, to be interviewed as part of the study and to attend six tutorial sessions (2 hours per meeting) at a time negotiated with me.

I understand that the soft copies of my essays will be stored on a password-protected computer which can only be accessed with the permission of the researcher. I agree that these may be used for

a) teaching material at the university,
b) research and research training, and
c) professional development of teachers.

(Cross-out any you do not wish to include).

I understand that information acquired in the study may be published, and that I will not be identified in journal articles and conference presentations on this topic. I also understand that the essays will not reveal my identity.

I understand that I may not directly benefit from taking part in the project.

I understand that I can withdraw from the study at any stage and that this will not affect my status now or in the future.

I grant the researcher permission to use and reproduce my essays and my voice recording for the purposes of the research. I acknowledge that my essays and voice

may be used and reproduced in photographs, videos or any other recordings by any means, which are produced in the course of the research.

I understand that the researcher shall not be required to make any payment to me arising out of this right.

I understand that wherever practical, the researcher will acknowledge my participation in the project.

Name of participant…….

Signed……. . …….

Dated……

APPENDIX 3

Sample M1R2 Rating Scale (Near Synonyms)

The aim of this rating scale is to classify the markedness of L1 and the robustness of L2

APPENDIX 3: Near Synonym Errors

Instruction: Based on your perception, please rate the frequency with which you encounter (notice) the usage of the word(s) in the lists from _____ learners.

No	C-No.	Sample Errors	Infrequent						Frequent				
1	e2	But I have 3 places that I want to go	-5	-4	-3	-2	-1	0	1	2	3	4	5
2	e5	How to different between Taiwan…	-5	-4	-3	-2	-1	0	1	2	3	4	5
3	e9	In holidayI have activities.	-5	-4	-3	-2	-1	0	1	2	3	4	5
4	e11	I want to go there are the first place because…	-5	-4	-3	-2	-1	0	1	2	3	4	5
5	e13	Chang Mai are nice weather country, many mountain…	-5	-4	-3	-2	-1	0	1	2	3	4	5
6	e14	I want to go is Kra bi provide ther are many activities	-5	-4	-3	-2	-1	0	1	2	3	4	5
7	e16	Because Nakhon Nayok have my family	-5	-4	-3	-2	-1	0	1	2	3	4	5
8	e17	It take warm feel	-5	-4	-3	-2	-1	0	1	2	3	4	5
9	e20	But I feel that other travel don't warm as myhouse.	-5	-4	-3	-2	-1	0	1	2	3	4	5
10	e21	But I feel that other travel don't warm as myhouse.	-5	-4	-3	-2	-1	0	1	2	3	4	5
11	j25	I would like to take is Tak province	-5	-4	-3	-2	-1	0	1	2	3	4	5
12	j26	…waterfal stand in "Aumper Oung-pang"	-5	-4	-3	-2	-1	0	1	2	3	4	5
13	j27	I watch a lot of picture…	-5	-4	-3	-2	-1	0	1	2	3	4	5
14	j28	…that make me want to touch real place.	-5	-4	-3	-2	-1	0	1	2	3	4	5
15	j29	"Pai" that place is verynice weather	-5	-4	-3	-2	-1	0	1	2	3	4	5
16	j31	make me want to touch real place	-5	-4	-3	-2	-1	0	1	2	3	4	5
17	j34	I make a plan can fix you feel better	-5	-4	-3	-2	-1	0	1	2	3	4	5
18	j35	I would like to take : Korea, Krabi and Japan.	-5	-4	-3	-2	-1	0	1	2	3	4	5
19	j38	When the water sea down…	-5	-4	-3	-2	-1	0	1	2	3	4	5
20	j40	…I stand on sea.	-5	-4	-3	-2	-1	0	1	2	3	4	5
21	j41	…and spend a long time to go there.	-5	-4	-3	-2	-1	0	1	2	3	4	5
22	j42	I can see many people and improve…	-5	-4	-3	-2	-1	0	1	2	3	4	5
23	j43	Different place made me many feeling…	-5	-4	-3	-2	-1	0	1	2	3	4	5
24	j44	There are many strangers and when I see it…	-5	-4	-3	-2	-1	0	1	2	3	4	5
25	j45	There are many strangers.	-5	-4	-3	-2	-1	0	1	2	3	4	5
26	j48	…to go to "Korea" alone because I need to meet my…	-5	-4	-3	-2	-1	0	1	2	3	4	5
27	j51	…them to meet different and get experience…	-5	-4	-3	-2	-1	0	1	2	3	4	5
28	j54	I really would like to get knowledge.	-5	-4	-3	-2	-1	0	1	2	3	4	5
29	e64	There is build the dam near the town	-5	-4	-3	-2	-1	0	1	2	3	4	5
30	e67	… tourist attraction, fresh air, and relax .	-5	-4	-3	-2	-1	0	1	2	3	4	5
31	e70	…but I cannot test entrance.	-5	-4	-3	-2	-1	0	1	2	3	4	5
32	e73	…many places that had visited and never to go there.	-5	-4	-3	-2	-1	0	1	2	3	4	5
33	e74	It was build by many big stones.	-5	-4	-3	-2	-1	0	1	2	3	4	5
34	e75	No one know how it can be constructed.	-5	-4	-3	-2	-1	0	1	2	3	4	5
35	e80	It is very wonderful thing in the world.	-5	-4	-3	-2	-1	0	1	2	3	4	5
36	e82	I would like to take ; China, Japan, and Italy.	-5	-4	-3	-2	-1	0	1	2	3	4	5
37	e84	It has many arts of food, culture and places.	-5	-4	-3	-2	-1	0	1	2	3	4	5
38	e85	I like a pretty package that they made	-5	-4	-3	-2	-1	0	1	2	3	4	5
39	e87	If I have couple, I will go to date in Italy.	-5	-4	-3	-2	-1	0	1	2	3	4	5
40	e88	I need to see views and building together.	-5	-4	-3	-2	-1	0	1	2	3	4	5
41	e89	Italy is mydream country that I need to travel .	-5	-4	-3	-2	-1	0	1	2	3	4	5
42	e91	I must to go.	-5	-4	-3	-2	-1	0	1	2	3	4	5
43	e93	I would like to take are Italy, France, Ankor Wat.	-5	-4	-3	-2	-1	0	1	2	3	4	5
44	e95	It is the city of spaghetti.	-5	-4	-3	-2	-1	0	1	2	3	4	5
45	e96	I want to touch romantic city and…	-5	-4	-3	-2	-1	0	1	2	3	4	5
46	e98	Ankor wat is one place that I would like to take .	-5	-4	-3	-2	-1	0	1	2	3	4	5
47	e100	Italy make me try to taste of original spaghetti.	-5	-4	-3	-2	-1	0	1	2	3	4	5
48	e102	France make me see the beautiful place	-5	-4	-3	-2	-1	0	1	2	3	4	5
49	e103	Ankor Wet make touch a old culture.	-5	-4	-3	-2	-1	0	1	2	3	4	5
50	e104	And I can find knowlage from places.	-5	-4	-3	-2	-1	0	1	2	3	4	5

APPENDIX 4

Pilot M1R2 Rating Scale: L1 markedness and L2 robustness

The objective of the pilot M1R2 rating scale is to try out the initial conception of identifying the markedness of L1 and robustness of l2.

ROBUSTNESS OF SECOND LANGUAGE (FREQUENCY)

Instruction: Based on your perception, please rate the frequency with which you encounter (notice) the usage of the word(s) in the lists . from _____ learners

Classification	Sample Error: Near Synonyms	Frequency -5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*We can communicate with people and get <gain/acquire> knowledge from other countries by using computers.*	
CaseII:	*You will get up <wake up> in the morning because of the sound of birds.*	
Case III:	*Because the city has <there are> many hospitals.*	

Classification	Sample Error: Preposition	Frequency -5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*Also, you have many things to do and to think <think about>.*	
CaseII:	*I don't have to face up to <face> the traffic congestion.*	
Case III:	*There are no traffic jams that result of <from> having many cars.*	

ROBUSTNESS OF SECOND LANGUAGE (ACCEPTANCE)

Instruction: Based on your perception, please rate your level of acceptance of the usage of the word(s) in the lists from _____ learners.

Classification	Sample Error: Near Synonyms	LEVEL OF ACCEPTANCE -5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*We can communicate with people and get <gain/acquire> knowledge from other countries by using computers.*	
CaseII:	*You will get up <wake up> in the morning because of the sound of birds.*	
Case III:	*Because the city has <there are> many hospitals.*	

Classification	Sample Error: Preposition	LEVEL OF ACCEPTANCE -5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*Also, you have many things to do and to think <think about>.*	
CaseII:	*I don't have to face up to <face> the traffic congestion.*	
Case III:	*There are no traffic jams that result of <from> having many cars.*	

APPENDIX 5:

Questionnaire for the effectiveness of tutorial sessions

The aim of this questionnaire is to measure students' satisfaction toward 6 weeks tutorial sessions on the usage of synonyms using Conscious Raising Awareness approach.

QUESTIONNAIRE

Students' satisfaction toward tutorial on Near-synonym Errors.

The aim of this questionnaire is to measure students' satisfaction toward 6 weeks tutorial sessions on the usage of synonyms using Conscious Raising Awareness approach. All respondents' data will be beneficial for further study in analysis of students' errors.

Part 1: General information of the respondents

Directions: Please mark ✓ on the right answer based on your personal data

1. Sex

❒Male ❒Female

2. Education

❒Grade 12 ❒ Vocational ❒Higher vocational

❒Bachelor degree ❒Higher than bachelor degree

3. Age

…… years old

4. How many years have you been studying English?

…… years

5. Have you ever taken a course on "Writing"?

❒Yes, I have. (Please specify)……

❒ Never

……

……

6. Have you ever been on the training in writing workshop?

❒Yes, I have. (Please specify)……

❒ Never

……

……. ……

Part 2: Students' satisfaction toward tutorial on Near-synonym Errors

Directions: Please indicate the level of your agreement with the following statements by marking ✓ in the boxes.

Tutorial on "Near-synonym Errors"	**Level of satisfaction**				
	Very Satisfied	**Satisfied**	**Neutral**	**Dissatisfied**	**Very Dissatisfied**
Content					
1. The tutorial is interesting. I really learn from this course.					
2. The content is suitable to my level.					
3. The tutorial objectives were clear to me.					
4. The content is beneficial to improve my writing.					
5. The content helps me learn new words and its synonyms.					
Error awareness					
6. I became aware on my own near-synonym errors.					
7. I became aware and careful in using synonyms.					
8. I will be able to use what I learned in this tutorial.					
9. I can identify others' near-synonym errors					
Exercises and activities					
10. The exercises are interesting. I really like them.					
11. The exercises correlate with my daily life.					
12. The activities in this tutorial gave me sufficient practice and feedback.					
Tutorial design					
13. The illustrations were attractive and encourage me to study this course.					
14. The level of material was appropriate for me.					
15 The tutorial activities stimulated my learning					
16. The pace of this tutorial was appropriate.					
Tutorial Instructor					
17. The instructor was well prepared.					
18. The instructor was helpful.					

Parts 3: Self-paced delivery

19. How would you improve this tutorial? (Check all that apply.)

___Provide better information before the tutorial.
___Clarify the tutorial objectives.
___Reduce the content covered in the tutorial.
___Increase the content covered in the tutorial.
___Update the content covered in the tutorial.
___Improve the instructional methods.
___Make tutorial activities more stimulating.
___Improve tutorial organization.
___Make the tutorial less difficult.
___Make the tutorial more difficult.
___Slow down the pace of the tutorial.
___Speed up the pace of the tutorial.
___Allot more time for the tutorial.
___Shorten the time for the tutorial.
___Improve the tests used in the tutorial.
___Add more video to the tutorial.

20. What other improvements would you recommend in this tutorial?
……
……

21. What is least valuable about this tutorial?
……
……

22. What is most valuable about this tutorial?
……
……

Part 4: Additional comments

……
……
……
……
……
……
……
……
……

--Thank you for your participation--

APPENDIX 6:

Causal Factors of Fossilization Rubric

The aim of the questions is to generate authentic data from the analysis of students' attitudes in writing class

Interview Questions for the Causal Factor of Fossilization

The aim of the questions is to generate authentic data from the analysis of students' attitudes in writing class. The intention is to focus on understanding students' perceptions vis-à-vis the causal factors that might explain the persistent errors occurring in students' writing, or may be hypothesized as fossilized linguistic elements.

	External Factors of Fossilization *(Absence of corrective feedback, lack of input, lack of communicative relevance, language complexity, quality of input and instruction)*	**Yes**	**Maybe**	**No**
1	Do you think you receive good feedback/correction from the teacher in your written output?			
2	Is input given by the teacher sufficient enough to improve your writing skills?			
3	Is the teacher your main source of influence in your writing?			
4	Do you think the English language is a difficult language, especially in writing?			
5	Do you have any opportunity to practice writing outside the classroom?			
6	Do you understand the way the teacher teaches writing?			
7	Is writing relevant to your communication needs?			
8	Are major examinations (mid-term and final exams) the only factors that push you to study writing?			
	Internal Factors *(L1 influence, lack of attention, lack of understanding, lack of interest, lack of talent, age factor, failure to detect errors)*	**Yes**	**Maybe**	**No**
1	Do you always start translating a word or a phrase in Thai before you write it in English?			
2	Can you easily put your ideas into writing?			
3	Can you recognize your own errors?			
4	Do you have a strong desire to develop your writing skills?			
5	Is writing an interesting subject and do you pay much attention to it?			
6	Do you think you can still improve your writing skills?			
7	Do you think it will get easier for you to progress in writing as you get older?			
8	Do you think you have learned writing to an advance/native-like standard?			

APPENDIX 7:

Putative Causal Factors of Fossilization

The putative causal factors of fossilization proposed by Han (2004) is the basis of the interview question to the students.

Table 3.1 A taxonomy of putative causal factors of fossilization

EXTERNAL	Environmental		Absence of corrective feedback Lack of input Reinforcement from linguistic environment Lack of instruction Lack of communicative relevance Lack of written input Language complexity Quality of input Instruction
INTERNAL	Cognitive	Knowledge representation	L1 influence conspiring with other factors L1 influence Lack of access to UG Failure of parameter-resetting Possession of a mature cognitive system Non-operation of UG learning principles Learning inhibiting learning Representational deficits of the language faculty
		Knowledge processing (receptive/ productive)	Lack of attention Inability to notice input-output discrepancies False automatization Automatization of the first language system Using top-down processes in comprehension Lack of understanding Use of domain general problem-solving strategies End of sensitivity to language data Lack of opportunity to use the target language The speed with which, and extent to which, automatization has taken place Processing constraints Failure to detect errors Failure to resolve the inherent variation in the interlanguage Reduction in the computational capacity of the language faculty Lack of verbal analytical skills Lack of sensitivity to input
		Psychological	Inappropriate learning strategy Change in the emotional state Reluctance to take the risk of restructuring Simplification Natural tendency to focus on content, not on form Avoidance Transfer of training
	Neuro-biological		Changes in the neural structure of the brain Maturational constraints Age Decrease of cerebral plasticity for implicit acquisition Neural entrenchment Lack of talent
	Socio-affective		Satisfaction of communicative needs Lack of acculturation Will to maintain identity Socio-psychological barriers

APPENDIX 8:

Sample of Essay Writing (Transcriptions)

The sample essay writing aims to show the authentic near synonym errors committed by the students. It also shows how the researcher corrected the essay emphasizing on the near-synonym errors.

Global warming

Nowadays, You will see that there are many natural calamity occured around the world. For example, Euro, America, Africa and Asia. Everywhere will face problem from natural calmity such as floods, earthquake, volcano bomb, tsunami and so on. These are occur from human. Human is the main part of global warming. So we must help to find way to solve and protect of global warming do not increase. There are several ways to solve the problem of global warming but I have three wars that easy and not difficult. There are conserve energy, reuse or recycle and plant the tress.

First, conserve energy. Now, we will see that the government and the public have campaigh to conserve energy. Both on TV, tags newspaper and internet. For example turn on the air conditioner at temperature 25°C, switch off electrical every time before go outside or finish to use. Beside, walk stairs instead of use elevator and riding bicycle go to school or walk. Avoid to use plastic bag. You should instead of cloth bag.

Next, reuse or recycle things. It is modify or increase to value thing. For example modify the bottle or can; can make the invention such as mobile and flower-pot. It help to reduce garbage. The old dress modify make a new dress follow style yourself. Recycling the papers in the classroom.

Finally, plant the trees around the places. For example the park, around the house and on the road. It cans help to reduce pollutions. Beside, it cans help to fresh air and shady. It is very comfortable and easily for yourself. It is very comfortable and easily for yourself. It can make temperature on the world that it is hot become colder.

In conclusion, these are conserve energy, reuse or recycle and plant the tress. It can help to solve the problem of global warming. It is easy and not difficult. If you can follow these, you can save world and save yourself. We should cooperate to save this world do not increasing harm from other thing. We will live on this world for a long time.

Words: 353

Comment [J72]: NSE. The usual and more appropriate word, is 'disaster'.

Comment [J73]: NSE. Same comment.

Comment [J74]: NSE. The writer does not mean that human activity is literally a part of global warming (e.g. human activities are getting warmer!) but human activity is the 'cause' of global warming.

Comment [J75]: NSE. I do not know what the writer wants to say here. But I think this is the wrong choice of word.

Comment [J76]: NSE. It would be better to simply say 'use' stairs, rather than 'walk' – the writer would then need to say 'walk up and down' which would be slightly clumsy wording.

Comment [J77]: NSE. I think what the writer means is that we can make the following items by modifying bottles and cans. Therefore the word 'invention' is not appropriate because this word implies something completely new and original.

Comment [J78]: NSE. I don't know what the writer means by this word. 'Mobile' is usually an adjective and so does not fit in this sentence. When it is used as a noun it is used as short-hand for 'mobile phone', but I do not think that's what the writer means.

Comment [J79]: NSE. Does the writer means specifically a 'dress' or just clothes more generally?

Comment [J80]: NSE. I am not sure what the writer is referring to as 'comfortable'. If she is still talking about planting trees, 'comfortable' is not an appropriate word. 'Enjoyable' or 'easy' is better.

APENDIX 9:

Sample of Diary Writing (Scanned copy)

The diary writing aims to solicit informal writing output from the students and to check whether the errors from the formal writing are present in informal one.

Date . . No.

Friday 18 June 2010

Today I don't have class so I woke up late. 6 am. My phone rang awoke me. The women in the line was my mother. She told me about my grandmother. " Tone grandmother was pass away. Tonight will had the funeral so hurry came to the temple before 12 pm. "

I felt a little shocked. My mother told me that's all so finished the phone I still slept. Like a dream. I woke up again at 10:30 am. I called my mother and asked about my grandmother again. It does not the dream it was true. My grandmother really was pass away. I was hurriedly to get dress and went to the temple. At the temple my relatives knowed and ready to accept this time came true, because my grandmother was treated in ICU room since 28 May 2010 until today the grandmother's symptom it not better. The doctor tried to treat with the hopeful from my family but he didn't. The grandmother's body inside wasn't endure so she don't breathe during 4 am. 18 June with the pneumonia

diabetes, and pressure. My grandmother was 73 years old. When I was young my grandmother taught me about Thai food such as Thom yam, Nam-prig-ka-pi and Thai sweet such as Thong yip, Thong yod. I smiled every time when I thought to that time. In my mind I think that she kinds and friendly. She always was the good mother and good grandmother. Whatever she was pass away, but she still was the important person in my mind in my family forever.

I lover grandmother.

Tanasit

APPENDIX 10:

Student profile

The student profile is personal data and background information of the participants.

Personal Data and Background Information
Informant's Code : _____

PERSONAL INFORMATION:

NAME:
_____
(surname) (given name)

Gender: _____ Age: _____ GPA: _____

HOME ADDRESS: _____
_____

Telephone Number: _____ Mobile: _____

PLACE OF BIRTH: _____
DATE OF BIRTH: _____ NATIONALITY: _____

FATHER'S NAME: _____ Occupation: _____
Native language: _____ Language spoken at home: _____

MOTHER'S NAME: _____ Occupation: _____
Native language: _____ Language spoken at home: _____

NAME OF GUARDIAN: _____
(if not staying with parents)
Native language: _____ Language spoken at home: _____

BROTHERS/ SISTERS Dates of Birth
_____ _____
_____ _____
_____ _____

SPECIAL SKILLS/TALENTS:
_____
_____
HOBBIES: _____
AMBITION: _____

When did you start studying English? _____

Did you enjoy studying English when you first started learning it? Why? _____
_____
_____

When did you first have lessons with a foreign English teacher(s) and how did you find it? (Please indicate their nationality) _____
_____

Have you ever spoken English to non-Thais outside English classes? _____
_____

What are your reasons for studying English? _____
_____
_____

In what ways do you use your English skills in daily life?
_____
_____

Do you think your English skills have improved since you started studying it? In what ways?_____
_____
_____

What particular English skills do you find difficult to learn? Why?_____
_____

How do you remember new English words? _____
_____

What do you do when you don't know how to express yourself in English? _____
_____

How do you see your progress in English in five years time? _____
_____
_____

SUGGESTIONS/COMMENTS:
_____
_____
_____
_____
_____

_____ _____
Date Signature

APPENDIX 11:

Sample Errors

Below are the sample errors from the four essay writing of Thai learners.

Case I: The use of informal words instead of formal one

1. make me want to touch (experience) real place
2. Different place made me many feeling and gives(offers) type of activities
3. get (gain) experience
4. get (gain) knowledge
5. Italy make (allows/gives me the opportunity) me try to taste original spaghetti
6. And I can find (gain) knowledge
7. three solution about the global warming that you can solve (implement)
8. They will give (produce) ozone
9. Human is the main part (cause) of global warming
10. recycle is a process that needs (requires) scientific knowledge
11. The government and many public company fight (promote/advocate) for people decreasing
12. The purpose of this essay is to give (offer/propose) solution
13. In polite way (manner)

Case II: The meaning of synonym used and the appropriate synonyms are not identical.

1. The place in Thailand that I would like to take (visit) is Tak province
2. when I stand (stay by/sail) on sea
3. I can see (meet) many people
4. There are many strangers (foreigners)
5. I need (want) to meet my favorite bands
6. three country that I would like to take (visit)
7. It has many arts (kinds) of food, culture and places
8. I must (want) to go
9. help you cut tree lower (less)
10. bring it use again (re-use)
11. when you disuse (stop using) any electric equipment
12. can make the invention (production) such as mobile and flower-pot
13. The old dress (clothes) modify
14. Cooperative Education made (helped) me get more experience
15. Tidy (smart) clothes

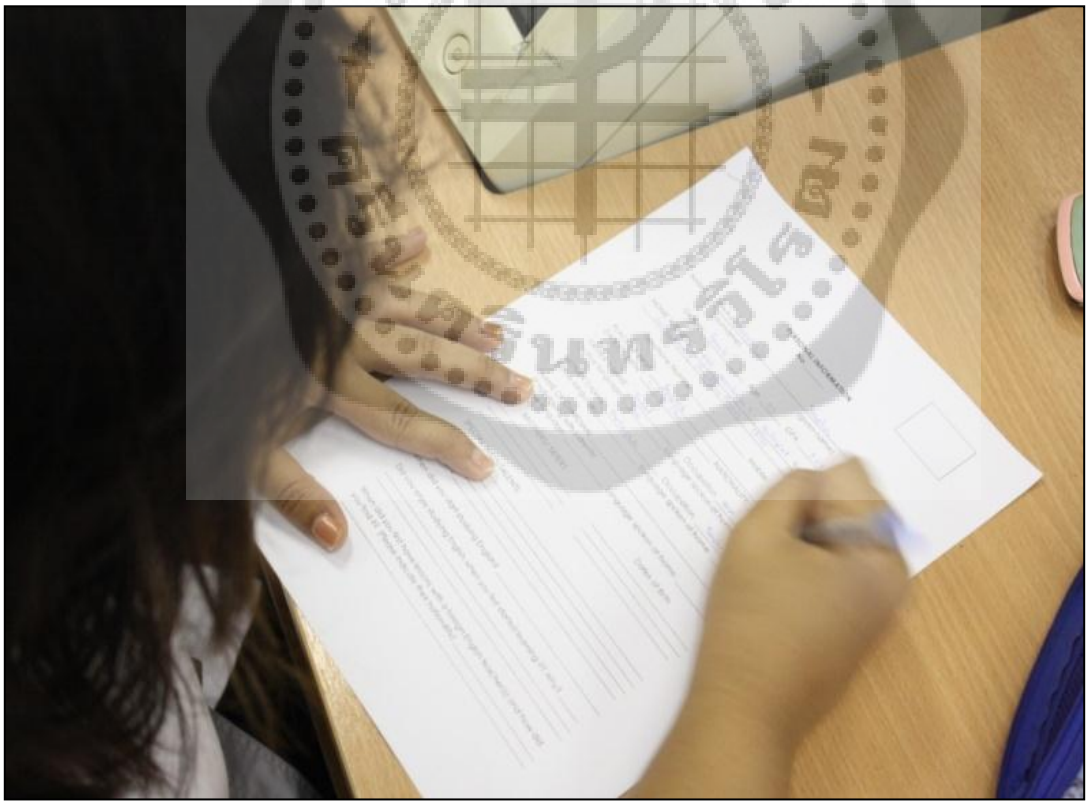
Case III: Two words which are close in meaning but different in usage.

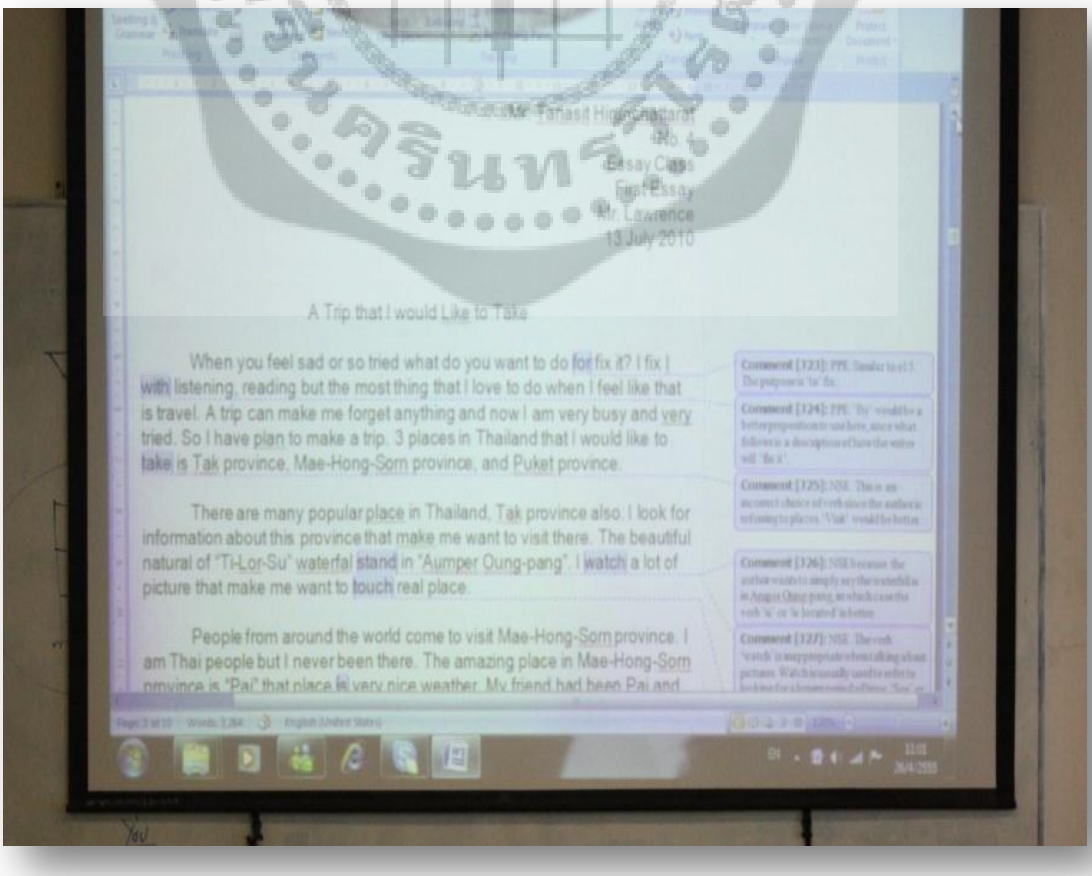
1. But I have (there are) 3 places that I want to go.
2. How to (what is) different between Taiwan culture and China culture?"
3. In holiday I have (do) activities
4. I watch (see) a lot of picture
5. that I make a plan can fix (make) you feel better
6. spend(takes) a long time to go there.
7. Many car exhaust (emit) carbon mon'oxide
8. decrease (less) than the past
9. when you getout(leave) from your house or class
10. natural calamity (disaster)
11. walk (use) stairs instead of use elevator
12. I have to throw (put) old life behind
13. I fell better (good) and bad
14. I have to response about my functions (duties)
15. I knew how an alien (foreigner) can stay in Thailand kingdom

APPENDIX 12:

Sample Pictures of Tutorial Sessions and Essay Writing Task

The pictures below are some activities conducted during the tutorial sessions.




Mr. Tanasit Hiranchattarat
No. 4
Essay Class
First Essay
Mr. Lawrence
13 July 2010
A Trip that I would Like to Take
When you feel sad or so tried what do you want to do for fix it? I fix I with listening, reading but the most thing that I love to do when I feel like that is travel. A trip can make me forget anything and now I am very busy and very tried. So I have plan to make a trip. 3 places in Thailand that I would like to take is Tak province, Mae-Hong-Sorn province, and Puket province.
There are many popular place in Thailand, Tak province also. I look for information about this province that make me want to visit there. The beautiful natural of "Ti-Lor-Su" waterfal stand in "Aumper Oung-pang". I watch a lot of picture that make me want to touch real place.
People from around the world come to visit Mae-Hong-Sorn province. I am Thai people but I never been there. The amazing place in Mae-Hong-Sorn

CHAPTER 1

INTRODUCTION

This chapter provides an overview of the research by firstly presenting its background, objectives and significance of the study. Then, the scope of the study and limitation of the study are pointed out. Next, the variables and definition of terms are outlined. On the whole, the chapter aims at giving the readers a holistic picture before elaborating on the research theme in the subsequent chapters.

Background of the Study

The human mind is constantly unfolding as Hill (1928) claims after his long quest to analyze nearly 1,500 highly successful people around the world for over a period of twenty years. He further describes the human mind as the petals of flowers, unfolding as it should until it reaches its maximum of development. What this maximum is, or where it ends, or whether or not it ends, are, as he puts it, *unanswerable questions.* However, he stresses that the degree of enfoldment seems to vary according to the *nature of the individual* and the degree to which he *keeps his mind to work*. With this premise, though the claim may seem to be far-fetched, and in fact highly subjective, at least a logical theory if it is nothing more to say that learning is a never-ending process. However promising this idea may seem to view the general capacity of the human brain to enfold and bring in human beings the state of success in all endeavors, this is not always the case for language acquisition, particularly for adult second language learners. According to Schwartz (1997), most adult second language learners never master a foreign language and their errors re-occur into a permanent pattern that no amount of teaching or correction can undo. Following Schwartz claimed

it safe to say that adult second language learners literally *stop* or *cease* to progress in the process of acquisition. There is a maximum, or there is an end state. This cessation of learning is what linguists called *fossilization*. Selinker (1972) first put forth the idea of *fossilization* in the field of second language acquisition (SLA), which he defined as:

> Linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular language, no matter what the age of the learner or amount of explanation and instruction he receives in the target language (p. 215).

Han (2004) raised two main issues concerning fossilization. First, fossilization can be conceptualized as a *product,* which means adopting the three categories of cognitive perspective (a) knowledge representation, (L1 influence, learning inhibiting learning, possession of mature cognitive system etc.), (b) knowledge processing (lack of attention, lack of understanding, lack of sensitivity to the input etc.), and (c) psychological aspect (inappropriate learning strategy, simplification, avoidance etc.). In the product perspective, *defossilization attempt* is usually done by researchers to qualify the claim. If the attempt is not successful, it is thought to provide clear evidence that the learners are indeed fossilized. It can also be conceptualized as a *process*, which involves adopting a phenomenological perspective based on external factors such as environment (absence of corrective feedback, lack of input, lack of instruction etc). One of the classical examples of external factors is the case of Alberto (Schuman, 1978). This claim usually relies on a longitudinal study for establishing what is fossilizable.

The second issue is whether fossilization is global or local. Global fossilization is a fossilization that occurs in the entire interlanguage system. This view of fossilization generally linked to the lack of ability of learners to acquire L2 and the

critical period effects. Genie, a child who was isolated and abused by her parents since she was a year and a half until 13, is a classic example of global fossilization. Local fossilization, on the other hand, means it may occur only to sub-systems of interlanguage. In other words, learners might progress in some areas while remain stagnant to some.

Professor Chien-Shiung Wu, an incredibly brilliant physicist who worked and lived in the US for 56 years, still has evident of her early difficulty in English, was one of the example of local fossilization. Han (2006) raised that, to date, while a considerable amount of SLA research places great emphasis on fossilization in general, there is still no agreement on definitions and findings. However, in order to shed light on its ambiguity, Han (2009) mentioned that researchers such as Hawkins (2000) and Sorace (1993) have investigated the fossilization of specific linguistic features and all found that lack of *precision* and *accuracy* are indeed *selective* (p. 138). The former pertains to the exact use of language in a particular discourse, and the latter refers to the correct usage of language. Thus, fossilization tends to occur in some specific, rather than in all, sub-systems of interlanguage or a linguistic system that has been developed a particular second language learner who has not become very proficient to a target language.

With firsthand experience teaching essay writing to third year English major students for three consecutive semesters in Thailand, the researcher is greatly convinced that Thai students share common characteristics in the types of errors they made, which have a high possibility of reoccurring. There is clear evidence that certain types of errors tend to reoccur in the writing of Thai students. For example, Hemchua and Schmitt (2006) analyzed the lexical errors in the English compositions of Thai learners and found that *near synonyms* were the most numerous errors; Noojan

(1999) analyzed English abstracts of Srinakarinwirot graduate students and found that participial phrases constituted half of the total errors and Kerdpol (1983) found that meaning errors comprised 53. 7% of the entire 355 compositions of upper secondary school students who sent letters to the editor of the Bangkok Post's Student Weekly. The aforementioned researchers explored to different aspects of Thai learners' errors such as lexical, grammatical, morphological and syntactical ones. However, none of them extended their endeavor to assess whether the errors found could be candidates for fossilization. These aspects are the most common haven of fossilization in general, and they provide impetus for this research in the conception of Thai learners' errors.

Whether these seemingly notorious errors are incorrigible or not is still a mystery since, to date, the researcher has not found any study that analyzes the existence and frequency of their reoccurrence and persistence, and thus, establishes whether such errors can be considered fossilizable linguistic elements and *soft* property. According to Jakubowicz , 2002 cited in Han, 2009 (p. 150) *soft* properties, a distinct linguistic item, are susceptible to residual optionality, that is, may *never be completely acquired* [emphasis added] (p. 150). However, the range of errors made by Thai students in the aforementioned research is still too broad and seemingly insufficient data to analyze fossilization. Therefore, in this study, only selected errors — specifically lexical errors — were examined, following Jiang's assertion (2000) that "Morphosyntactic features have been the center of interest in fossilization, it can be manifested that other linguistic features such as lexical items may fossilized too (p. 47). "One among many possible conceptions why lexical items may fossilize is because, according to Crystal, 2010 cited in Clanfield and Pickering, 2010 (p. 4), "English is becoming global. "Crystal further explained, "When a country adopts a language as a local alternative means of communication, it immediately starts adopting it, to meet the

communicative needs of the region"(Clanfield and Pickering, 2010, xxii). Moreover, he claims that the distinctiveness made by the globalization of English resides mostly in the area of lexicology. This means that a second language learner of English creates certain lexicon based on the habits of the community. The product of this *creative lexicon* might be far from or incomprehensible to a person compare to the real meaning in the English spoken by native speakers.

While vocabulary is now becoming the center of teaching and learning as evidenced by an increasing number of researchers specializing in vocabulary studies, there are still grey areas in which proper acquisition and/or learning a language is being neglected. One of these areas is the fragmentary teaching of vocabulary. Teaching vocabulary, independently, without proper contextualization can lead to overgeneralization of use. Filipinos might say *to salvage* when they mean *to kill*. In the same manner, Thais might say *serious* when they really mean, *stressed.* Lexical correctness is very important as it leads to misunderstanding of the intended meaning of the message.

Following Hemchua and Schmitt (2006), the very reason why lexical errors is the focal interest of this research is because "lexical errors are potentially disruptive and deserve attention (p. 3). " In the same light, not all lexical errors are to be treated with the same urgency and attention, some require time and ample exposure to or extensive use of the corrected form, but some necessitate neglect, as it can never be acquired for various reasons.

In Han's recent work (2009), she proposes an analytical model for identifying both acquisitional and fossilizable linguistic features based on a learner's first language (L1) markedness and second language (L2) robustness termed as the Selective Fossilization Hypothesis (SFH). Han (2009) further argues that "fossilization occurs

locally rather than globally, and it is an observable process, with the product only being inferable (p. 155). ”In this sense, SFH brings promising predictive power because it approaches not only the fossilizable issue but also the learnability issue from both *a priori* (knowledge or justification that is independent of experience) and a *posteriori* (knowledge or justification that is dependent on experience or empirical evidence) perspectives.

Han’s SFH is the primary springboard of this study, which explored the errors in students’ writing vis-à-vis the *markedness* of L1 and *robustness* of L2. Markedness is a feature of error or language use that denotes the level of acceptance of the Near Synonym Errors (NSE) in relation to L1. Robustness is, in turn, the feature of error or language use that denotes the frequency or presence of NSE in L2. The details and assumptions underpinning L1 markedness and L2 robustness are further discussed in the definition of terms and methodology sections.

This research also employed pre-set numerical boundaries of fossilizable and learnable lexical items in order to have quantitative numerical prediction of fossilizable lexical errors in the written compositions of Thai third year English major students. It is to generate authentic data from the analysis of repeated lexical errors in Thai students’ written compositions. This data were primarily used to establish parameters on the markedness and robustness of certain lexical items in order to test and qualify the predictive power of SFH. The intention is not to focus on individual students, nor to make judgments about individual errors, but to understand the persistent errors that may hamper acquisition or be hypothesized as fossilized linguistic elements in a holistic manner.

Objectives of the Study

The objectives of the study are as follows:

1. To analyze and identify the near synonym errors in written compositions of Thai students;

2. To analyze and determine whether *near synonym errors* are fossilizable lexical errors for Thai learners;

3. To test the predictive power of the Selective Fossilization Hypothesis in relation to near synonym errors;

4. To identify the causal factors of fossilization in the written compositions of Thai learners.

Significance of the Study

It is envisaged that the research results were beneficial in the following ways:

1. They will enable researchers and teachers of English to gain deeper insights into the fossilization phenomenon and its specific, yet, selective fossilizable features.

2. They will serve as guidelines for researchers and teachers to identify selective fossilizable elements in other linguistic features.

3. They will be useful for researchers, teachers, and administrators to design customized and personalized curricula that address the prevention, if not eradication, of fossilization.

4. They will serve as a springboard for further research into more complex, but as yet poorly understood areas of fossilization.

Population and Participants

The population of this study were made up of ten third year English major students

from Rajamangala University of Technology, Thanyaburi, who took regular essay writing classes. The participants were ten purposely-selected students from the middle quartile of the class, in order to properly represent the population in terms of writing ability.

Duration of the Study

The study was conducted over a twenty-month period. During the first four months, participants joined the regular writing classes and extra tutorial writing class. Tutorial classes were two hours per week and lasted for six consecutive weeks, inclusive to the first four months. The next thirteen months were free from any instruction, seven of which were spent in internship. Internship is a curriculum-based cooperative learning program. The students who underwent on internship are required to work or to be a student trainee for a company that is related to their field with the end reason of exposing them to the actual hands on experience in the workplace. This means, apart from technical knowledge they have learnt, they are also expected to use English in dealing with their colleagues or clients as situation may provide.

The participants were required to write their final writing task in the twentieth month in which the topic of the fourth writing task was exactly the same as the topic in the first writing task. Having the same topic for the first and the last writing task further provided confirmation whether the errors committed in the first writing task reoccurred in the last. At the same time, it served as a comparison to the second and third writing tasks, which have different topics. After the collection of the fourth writing task, the researcher did the data analysis and finalization of results.

Below was the timeline of the study:

Month	Task	Purpose
1	- Pilot study	- to evaluate the feasibility of M1R2 rating scale - to find ways to improve the design of M1R2 rating scale
2	Regular Class (First Semester) - First writing task (Topic: Travel) - Diary writing - Interview - Markedness and robustness survey	 - to analyze near synonym errors in - to check the presence of near synonyms errors in informal written output - to clarify ambiguous errors - to gather data to predict fossilizable near synonym errors
3	Regular Class (First Semester) - Tutorial (three weeks) - Diary writing	 - to use the principle of consciousness raising awareness principle to teacher and inform the students about their errors - to monitor and check the presence of near synonym errors in informal written output
4	Regular Class (First Semester) - Tutorial (three weeks) - Diary writing	 - to provide ample practice for the students to understand and correct their near synonym errors - to continue to monitor and check the presence of near synonyms errors in informal writing of the student
5	Regular Class (First Semester) - Second writing task (Topic: Global Warming) - Diary writing	 - to analyze near synonym errors in a more formal context - to make tally the errors and to make comparison to the errors from formal writing output
6-10	Regular Class (Second Semester) - Free from instruction	 - to provide the students exposure in other English language usage inside the classroom
11-17	- Internship	- to allow the students to be exposed in real and practical use of English in workplace context
18	- Third writing task (Topic: Internship)	- to check and analyze the frequency of near synonym errors
20	- Fourth writing task (Topic: Travel) - Interview (Causal factors of fossilization)	- to compare to the errors of the first writing task - to find out the causes of fossilizaton
20 +	- Data analysis and finalization of results	- preparation for presentation of results conclusions and recommendations

Variables

The variables in this study were as follows:

a. The independent variable was the tutorial sessions.

b. The dependent variable was the number of fossilizable lexical errors (increase/decrease).

Definition of Terms

1. Fossilizable Lexical Errors (FLE) – The persistent and reoccurring near synonym errors that fall within the set confidence interval.

2. Near Synonym Errors (NSE) – Errors pertaining to the inappropriate use of near synonyms found in participants' written compositions.

Case I: The use of informal words instead of formal one.

Example: *We can communicate with people and get<gain/acquire> knowledge from the other countries by using computer.*

Case II: The meaning of the synonym used and that of the appropriate synonym were not exactly identical.

Example: *You will get up<wake up> in the morning because of the sound of birds.*

Case III: Two words close in meaning but were different in usage.

Example: *The city has many hospitals. <There are many hospitals in the city. >*

3. L1 markedness – a feature of error or language use that is either unmarked or marked in students' L1 depending on frequency and variability.

4. L2 Robustness – a feature of error or language use that is either non-robust or robust in L2 depending on frequency and variability.

5. Frequency (F) – Level of occurrence of a particular NSE determined by

Osgood's (1956) semantic differential scale from *frequent* (presence of particular error) to *infrequent* (absence of a particular error).

6. Variability (V) –level of acceptance of a particular NSE, determined by Osgood's semantic differential scale from *accepted* (tolerance to particular error) to *unaccepted* (intolerance to particular error).

7. Thai learners – purposely selected third year Thai English major students at Rajamangala University of Technology Thanyaburi who took their regular essay writing class on the first semester of regular schooling calendar.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews literature in order to establish what is known within the field. It is divided into seven main parts: (1) Fossilization, (2) Interlanguage, (3) Selective Fossilization Hypothesis, (4) Lexical Errors, (5) Near-synonyms (6) Conscious-raising awareness, and (7) Previous studies.

Fossilization

This section discusses definitions of fossilization, with the dictionary definition of fossilization as the point of departure.

Dictionary Definition

First, Longman Dictionary of Language Teaching and Applied Linguistics, (Richards et al. , 1992) describes fossilization as:

> …a process (in second or foreign language learning), which sometimes occurs in which incorrect linguistic features become permanent part of the way a person speaks or writes a language(p. 145).

Second, *fossilize* is defined in *Unabridged Random House Dictionary* (Flexner, 1993) as:

> Ling. (of a linguistic form, feature, etc) to become permanently established in the interlanguage of a second-language learner in a form that is deviant from the target language norm and that continues to appear in performance regardless of further exposure to the target language (p. 775).

Early Conception

Han (2004) mentioned that the notion of fossilization emanated from scholars such as Weinreinch (1953), who referred to fossilization as *permanent grammatical influence*, and Nemser (1971), who referred to it as a "permanent intermediate system and subsystem" (p. 14).

Selinker's Definition

Selinker proposed the term fossilization in the field of SLA in 1972 based on his observation that the vast majority of second language learners (95%) fail to achieve native-like competence. Selinker (1972) proposed two interrelated conceptions of fossilization. Firstly, fossilization is a cognitive mechanism — the *Fossilization Mechanism* — and secondly, it is performance-based.

Fossilization as a mechanism:

> Fossilization, a mechanism …which speakers will tend to keep in their IL (Interlanguage) productive performance, no matter what the age of the learner or amount of instructions he receives in the TL (target language) (p. 229) [Definition of acronyms added].

Selinker (1972) mentioned five processes involved in second language learning (pp. 35-41):

1. Language transfer

Language transfer means that some language rules for learner's interlanguage are transferred from his or her L1. Thus, the errors that the learners make in L2 are mainly or partly result from L1, and the difference between these two languages is the reason of error occurrence.

2. Transfer of Training

Transfer of training is about how proper or improper pedagogy plays an important role in language acquisition. Incorrect teaching or inadequate teaching methodologies can prevent learners from achieving their goals. Learners who lack formal instruction in English may acquire incorrect language forms that are mostly candidate for fossilization.

3. Strategies of second language learning

Another assumption for the occurrence of fossilization is because of the improper or incorrect application of learning strategies. Learning strategies refer to the explicit methods the learner adopts. Some learners may improvise learning strategies to such an extent of over generalizing or simplifying rules and apply it with inadequate knowledge of L2.

4. Strategies of second language communication

Strategies of second language communication mean actual usage of language in actual communication. This is an automatic systematic skill that speakers subconsciously switch on in case of having difficulties in expression in order to keep the communication going. Avoidance and paraphrasing are examples of this strategies. These strategies may lead to fossilization because they mainly cultivate communicative competence or the fluency of the speaker, while neglecting language competency or accuracy.

5. Overgeneralization of target language linguistic material

Overgeneralization means the use of existing L2 knowledge and extending its applicability in general purpose or across all grammatical classes without making appropriate exception. For example, using the *–ed* suffix to indicate past tense maybe over generalize by learners and the verbs like *go* and *think*. Overgeneralization may cause fossilization because it leads to failure in detecting the errors and thus correcting them.

Selinker (1974) challenged that "the most interesting phenomena in IL performance are those items, rules, and sub-systems which are fossilizable in terms of the five processes listed above" (p. 37). He defined fossilization as performance-based:

> Fossilizable linguistic phenomena are linguistic items, rules, subsystems which speakers of a particular L1 will tend to keep in their IL relative to a particular

> language, no matter what the age of the learner or amount of explanation and instruction he receives in the TL (Selinker, 1972, p. 215).

Six years after this notion had been put forth, the topic of fossilization had slowly expanded. Selinker and Lamendella (1978) defined fossilization as:

> Permanent cessation of IL learning before the learner has attained TL norms at all levels of linguistic structure and in all discourse domains in spite of a learner's positive ability, opportunity, and motivation to learn and acculturate into target society. (p. 187)

Two decades later, Selinker and Lakshamanan (1992) defined fossilization structurally "in terms of persistent non-target-like structures, thus incorporating long-term persistence as a defining feature of the empirical discovering of fossilization" (p. 56).

Selinker (1996b cited in Han 2004), defined fossilization as "a process whereby the learner creates a cessation of interlanguage learning, thus stopping the interlanguage from developing, it is hypothesized, in a permanent way…" (p. 15). Since then, fossilization has been subjected to extensive empirical and theoretical studies, thus paving the way for numerous interpretations and definitions.

In summary, Selinker's conceptualization of fossilization, spanning nearly 50 years now, can be summed up by two principles: firstly, fossilization is certain to occur for adult second language learners and secondly, it is impossible that an adult learner will be able to pass native-level proficiency and almost impossible that the same learner will reach native competency in all levels of a target language.

Other views

Discussion of the definition of fossilization has not been confined to Selinker's conception and definition alone. The definition has evolved into numerous interpretations. For example, Ellis (1985) viewed it as *backsliding*, Schumann (1978)

as “stabilized errors,” Flynn & O’Neil (1998) as a *learning plateau*, Thep-Ackrapong (1990) as *low proficiency*, to name a few. By and large, there are two frequently cited factors that contribute to fossilization in learners (see Appendix 7 for the complete causal factors of fossilization) first, *L1 interference*, which means the learner’s first language causes him or her repeatedly to commit errors (Adersen, 1983; Han, 2000; Kellerman, 1989; Selinker and Lamendella, 1978) and, second, *satisfaction of communicative needs*, which means that learners develop their second language competency in order to communicate according to his or her current needs (Corder, 1978; Ellis, 1985; Selinker and Lamendella, 1978).

This research is inclined to Selinker’s conception of fossilization that a particular adult learner has tendency to keep certain linguistic items in second language learners’ interlanguage and the two most convincing factors of fossilization: L1 interference and satisfaction of communicative needs.

Interlanguage (IL)

The discussion of fossilization always demands for a discussion of interlanguage. Figure 1 illustrates the conception of interlanguage articulated in Selinker’s (1972) paper.

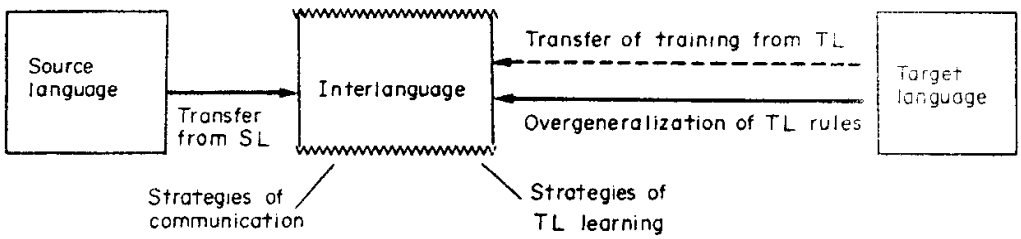


Figure 1: Interlanguage Diagram

In his paper, Selinker(1972) described L2 learning as a non-linear and fragmentary process, marked by fast progression of certain linguistic areas, slow movement of others, with the summation of these processes resulting in a linguistic system known as *interlanguage*. Selinker's definition of interlanguage can be summed up as representing a metamorphically halfway house between L1 and L2.

Stern (1983), in support of Selinker, stated that, "the concept of interlanguage was suggested by Selinker in order to draw attention to the possibility that the learner's language can be regarded a distinct language variety or system with its own particular characteristics or rules" (p. 125).

The Dictionary of Teaching & Applied Linguistic (Richards, et. al. 1992) defined interlanguage as:

> Interlanguage is the type of language produced by second- and foreign-language learners who are in the process of learning a language. In language learning, learner's errors are caused by several different processes. These include: a. borrowing patterns from the mother tongue; b. extending patterns from the target language; c. expressing meanings using the words and grammar which are already known. (p. 186)

To summarize, interlanguage is a new language produced from the interaction of L1 and L2 that is creatively modified by a certain speaker based on idiosyncratic circumstances that he or she experienced or experiencing for particular purposes and environs.

Selective Fossilization Hypothesis

Han (2009) proposed the term Selective Fossilization Hypothesis in her paper *Interlanguage and Fossilization: Towards an Analytical Model.* In this paper, Han mentioned two frequently and extensively cited causal factors of fossilization: L1 interference and satisfaction of communicative needs. She argued that first language markedness and second language robustness are determinants of selective fossilization.

> Granting the default presence of UG (universal grammar) in L2 acquisition, it may further be hypothesized that the selectivity of acquisition (and for that matter, fossilization) depends largely (a) on the status of the L1 feature, and (b) on the nature of the input… (p. 143).

SFH provides a framework for uncovering the specific ways in which fossilization occurs and an explanation as to why some linguistic features are prone to fossilization and some are not. Han (2009) claimed that fossilization occurs selectively "It has also been widely and repeatedly noted that the lack of precision and accuracy is in effect *selective*; it appears in some, rather than all, subsystems of the interlanguage" (p. 138). Han's proposal of *selectiveness in acquisition* was the impetus of this study.

L1 markedness and L2 robustness are the two primary pillars of SFH. Han's definitions of markedness and robustness are open to misinterpretation, particularly to those who are familiar with markedness in terms of universal grammar (UG). Markeness and robustness are still one of the most convincing findings regarding fossilization. Han, 2009 (cited in White, 1985) gave a clearer explanation of markedness and robustness in her cross sectional study of pro-drop parameters in L2 acquisition of English in native speakers of Spanish and French. She cited that one of the three putative clustering properties of fossilization of Spanish and French learners is the *omission of subject pronouns* (e. g. , Anda muy ocupada/*Is very busy) (p. 142). In addition, Han (2009) cited that:

> "The presence of the category *pro* in L1 (Spanish) is quite unmarked, that is to say, frequent yet variable to a considerable extent since Spanish allows non-omission of subject pronouns, and the L2 input (English) quite robust viz. , frequent but somewhat variable, since in informal English, one may occasionally encounter utterances containing ellipsis that omits subject-pronoun such as *Hope you are well"* (p. 143).

SFH proposed a prognosis for acquisition and fossilization, as well as a mathematical equation to determine the magnitude of fossilizable linguistic items. However, in this research the proposed mathematical equation was not used. Instead, it was simplified in order to adopt the findings of markedness and robustness rating scale. However, its fundamental mathematical principle were adopted; such as the inversely proportional relationship between frequency and variability.

Lexical Errors

Words are the means to express meanings and without them, grammar is just a meaningless abstract construct of rules (Dagut, 1977; Laufer, 1990, 1990a; Meara, 1996). It is of special relevance, therefore, to examine the ways in which communication is distorted whether in written or spoken discourse, in order to take the appropriate means to remedy those distractions and make the communication process as successful and fluent as possible. Ever since Corder (1967) highlighted the importance of considering errors in the language learning process, there has been a shift in emphasis towards an understanding of the problems learners face in their study of language. Selinker (1996) likewise claimed that "Errors are indispensable to learners since the making of errors can be regarded as a device the learner uses in order to learn" (p. 150). In this research, the term *mistakes* is distinguished from *errors*. Corder (1978) distinguishes mistakes from errors, referring to the former as unsystematic errors of learners and the latter as the systematic errors of learners from which the learners are unable to construct their knowledge of the language. This study adopts this distinction as one of its guiding principles — to use errors as a tool to gather data for future research, teaching material and curriculum development.

However, the only errors that were investigated in this research are lexical errors. Empirical evidence suggests that lexical errors are the most frequently occurring category of errors in written English (for example Grauberg, 1971; Lennon, 1991; Meara, 1984, cited in Hemchua & Schmitt, 2006: 3). The Encarta World English Dictionary (Encarta ® World English Dictionary © Microsoft Corporation, 1999) defines *lexical* as relating to the individual words that make up the vocabulary of a language. A lexical error on the other hand is when a learner makes inappropriate lexical choices that could directly lead to misunderstand the message or at least increase the burden of interpreting the text (Hemchua & Schmitt, 2006). Hemchua and Schmitt (2006) have found NSE to be the most numerous lexical errors in the written compositions of Thai third-year university students. There is compelling evidence that Thai learners do have difficulties making lexical choices. Since this research involves L1 factors, determination of markedness and possible fossilization were the focus of the analysis of lexis particularly in NSE.

Near Synonyms

Edmonds (1999) expounded the term into three premises (a) synonymy as absolute synonymy, which means intersubstitutability in all possible contexts without changing meaning, (b) synonymy as a matter of degree, which means different choice of word would make a different meaning, however slight or near, in the overall expression and intent, and (c) synonymy as a matter of granularity, which means the meaning depends on a level of detail used in the description and representation of words. In this research, the following definition of near-synonyms (Edmonds, 1999, p. 22) were observed:

> *"Near-synonyms* are words that are alike in essential (language-neutral) meaning, or denotation, but possibly different in terms of only peripheral traits, whatever they may be. "

To further discuss, near-synonyms are words that almost have the same meaning or almost synonymous to each other, but not quite. These words are not entirely substitutable because they varying in terms of denotation and connotation or in the exact meaning they emphasize. The variation of near-synonyms may appear in grammatical or collocational constraints. For example, Gove (1984) made a clear distinction between the word *foe*, which emphasizes an active warfare more than the word *enemy* does. Room, 1981 emphasizes that the distinction between *forest* and *woods* is a complex combination of size, proximity to civilization, and wildness (as determined by the type of animals and plants therein). Another form of near synonyms may be found in collocation as Hirst (1995) puts forth that collocational behavior between *task* and *job* is one of the main differences in relation with the word *daunting*. He further explained that *daunting task* is a better and well accepted collocation than *daunting job*.

Going back to absolute synonyms, it showed the absoluteness of synonyms is rare to non-existent. Thesaurus and other dictionary of synonyms actually contain near-synonyms but their distinction is not very precise. The *Webster's New Dictionary of Synonyms* (Gove, 1984), *Choose the Right Word* (Hayakawa, 1994) and provide clear distinction of similar words and explicate differences between the words in each cluster and the variations of near-synonyms. Below are examples of near-synonym variations (Inkpen & Hirst, 1995):

Types of variations	*Example*
Stylistic, formality	pissed : drunk : inebriated
Stylistic, force	ruin : annihilate
Expressed attitude	skinny : thin : slim

Emotive	daddy : dad: father
Continuousness	seep : drip
Different aspects of meaning	enemy : foe
Fuzzy boundary	woods : forest
Collocational	task : job

Furthermore, the aforementioned researchers provide clear distinctions among synonyms. The first one is *denotational distinction* which means they can differ in *frequency* (e. g. , Occasionally, invasion suggests a large-scale but unplanned incursion), latency (e. g. , Test strongly implies an actual application of these mean) and variations (e. g. , Paternalistic may suggest either benevolent rule or a style of government determined to keep the governed helpless and dependent). The second one is *attitudinal distinctions*. Attitudinal distinctions are near-synonyms that can convey different attitudes of the speaker towards an entity of the situation. Attitudes can be pejorative (Blurb is also used pejoratively to denote the extravagant and insincere praise common in such writing) or favorable (Placid may have an unfavorable connotation in suggesting an unimaginative, bovine dullness of personality). The last distinction is *stylistic distinction.* Stylistic distinction is synonyms that concern with level of formality (Assistant and helper are nearly identical except for the latter's greater informality). Concreteness, force, floridity, and familiarity can be denoted with the following: "Words that signal the degree of formality include formal, informal, formality, and slang. The degree of concreteness is signaled by words such as abstract, concrete, and concretely. Force can be signaled by words such as emphatic and intensification" (Hovy, 1990, p. 4). Near-synonyms are very complex and highly vulnerable for hasty generalization of use particularly for foreign language learners. This is the reason that in this research, near-synonyms were categorized in Chapter Three—Methodology—and hypothesized as fossilizable for Thai learners. In summary,

the definitions of near synonyms are vaguely elemental and second, it is idiosyncratic based on the speakers' preference and background.

Consciousness Raising Awareness

Consciousness raising is a psycholinguistic concept related to the widely debated question of how second languages are learned, and it is specifically concerned with the cognitive question of how students' minds work. Schmidt (1990) claims that the concept of consciousness raising requires clear understanding of its *attention* subset or its correlates *noticing*, because it is a vital concept for understanding the development of IL over time and variations within IL at particular points in time. One example of using consciousness raising awareness in language learning was mentioned by Ellis (1990). Ellis draws the distinction between teaching grammar through practice and through consciousness raising. The former, according to Ellis, has as its objective the production of sentences exemplifying grammatical features that are the target of the activity. Even as the latter "sees form-focused instruction as a means to the attainment of grammatical competence not as an attempt to instill it. Conscious-raising aims to facilitate acquisition, not to bring it about directly" (Ellis, 1990, 15-16).

Willis (1996, p. 64) on the other hand, consciousness-raising occurs when:

> …students are encouraged to notice particular features of the language, to draw conclusions from what they notice and to organize their view of language in the light of the conclusions they have drawn.

Sharwood-Smith (1981), however, takes the view that in requiring learners to be articulate in the target language, rules may hinder their understanding of grammatical features, which is the focus of attention. The importance of consciousness-raising draws deeper distinction between *learning* and *acquisition*. To further discuss the difference of the two, Sharwood-Smith (1981) referred to language

learning as conscious internalization of rules and formulas while language acquisition tends to be unconscious and spontaneous. Acquisition is similar to the way children learn their mother tongue (however, consciousness-raising refers more specifically to second language students). Krashen (1982) believed that no transfer could happen between the learned and the acquired because of different inputs to the learners. However, the emphasis of this research is to help the students learn from their mistakes and being able to avoid them partially or permanently. The term *learn* pertains to an explicit way of consciously teaching the students by showing them their errors. In this way, the communicative aspect of acquiring language is being a *communicative opportunity that is necessary as the switch that starts the flow of learnt to acquire knowledge* is partially set aside due to time constraints.

But then again, due to the limitations of reaching the communicative point of consciousness-awareness, in this study, explicit teaching was primarily focus on the errors that the students make in their essays, explanation of each error and possible remedies.

Previous Studies

1. The Case of Alberto

Schuman (1978) offered the first documented case of fossilization. He conducted his study to an adult native speaker of Costa Rican Spanish named Alberto for over a period of 10 months. Alberto was 33 years old at that time and had stayed in the U. S. for four months. However, prior to his arrival in the U. S. , he had had almost six years, with two to three hours a week schooling of English. At the beginning of the study as Schuman reported, Alberto could speak only a few words in

English. The data studied was comprised of 20 tape recordings, and the focus of the study included the English auxiliary, the negatives and the interrogatives. Schuman (1978) reported:

> "During the ten months of our research Alberto either never learned to place the negative after the auxiliary or he resisted doing so. Instead, he consistently placed the negator before the verb and did not move it behind the first auxiliary element as required in English" (p. 21).

Alberto's lack of development was shown by statistically comparing his progress, particularly in acquisition of yes/no question inversion, to other five informants, namely Cheo, Jorge, Marta, Dolores and Juan. Alberto showed very slight improvement (5%) in his yes/no question inversion compared to Juan who had the highest (56%) development rate.

2. The Case of Patty

Another case of fossilization that was parallel to Schuman's was the study conducted by Lardiere (1998). Her study lasted for eight long years, which gave her ample time to compare the progress of her informant, Patty, whose first language was Hokkien and Mandarin Chinese. Patty had lived in the U. S. for 18 years prior to Lardiere's study. Her conversations with the researcher were recorded three times. The first time and the second time were apart from each other for eight years, and the second and third were two months. Lardiere focused her study on Patty's pronominal case marking and past tense inflectional morphology. Lardiere reported that Patty's past tense inflectional had "remain unchanged over the eight years, despite massive exposure to target language environment" (p. 17). In contrast, her pronominal case marking had improved, as what Lardiere put, *perfect* (p. 18) as evident from quantitative analysis of the nominative forms as subject of finite clauses. In sum, Patty's improvement diverged into two, the first is successful attainment of the target aim and the other is fall somewhere else.

3. The Case of an Advanced Dutch Learner of English

Kellerman (1989) studied third year university students under two assumptions. First is that the errors that characterize a whole community of second language learners with the same first language background are the strongest candidate for fossilization; second, errors that are not only present and common in a certain community but also stay with its most advanced learners are indicative of fossilization. Kellerman investigated a typical Dutch English errors involve using *would* in hypothetical conditionals: *If I would be able to live all over again, I would be a gardener* (p. 110). Kellerman pointed out that fossilized structure was a *function of the intersection of multiple tendencies* and could be explained in the following predispositions: (1) avoidance of directly transferring the modal meaning of Dutch past tenses to English past tenses; (2) avoidance of structural ambiguity; and (3) creation of structural symmetry. To close, Kellerman reported, "The Dutch structure as perceived by the learner provides environment in which these tendencies become apparent" (p. 111)

4. The Case of Genie and Chelsea

One of the most widely accepted condition in the study of fossilization is the Critical Period Hypothesis (CPH). The two most oft-cited cases Curtiss (1997, 1999) in this field are the case of Genie and Chelsea. Genie and Chelsea were both from pathological cases. Genie was isolated, abused and neglected by her parents since she was a year and a half up until a social worker discovered her at the age of 13. At that time, Genie could hardly say a word or even understand the words uttered to her. The fact that she missed the critical period, Genie became an instant sensation to many researchers. After seven years of total immersion in a normal social interaction, Genie nevertheless, exhibited very little in terms of language development. Chelsea on the

other hand was a deaf child born on hearing parents. Unlike Genie, she was not abuse by her parents but she was misguided to believe that she was mentally incapacitated. Chelsea did not receive any form of sign language instruction up until she was 31 years old. Because of missing the critical period, Chelsea, as what Curtiss reported, showed very little development even after years of late exposure to language input.

5. The case of Chinese and Japanese advanced learners

There are two recent longitudinal studies in fossilization (Han, 2004). The first one was conducted by Han (1998) and the second was Long (2003). Han performed a two-year study of two adult Chinese advanced users of English. The participants were selected because of the following consideration: (a) length of residence, (b) advanced learner and (c) ample motivation and the context in which they use English. Han collected three pieces of writings: academic writing, formal letters and informal writings. Han posted two research questions: (a) Is L1 influence a primary factor leading to long-term stabilization? and (b) Can long term stabilization arise independently of L1 influence? Qualitative and quantitative analyses were conducted focusing on both types and tokens. Han found out that, L1 influence is the prime factor leading to fossilization (p. 100). Long conducted second study to a Japanese woman named Ayako. Ayako immigrated to Hawaii at the age of 22 and had lived there for 37 years before the first data was collected. Ayako was reported to be highly sociable and acculturated. Despite this, the data collected from Ayako for over a period of 16 years show that, as Long concluded,

> The evidence so far suggests that they have not, and that the two small grammatical domains reported above, at least, may not even have stabilized, in spite of the fact that Ayako's speech is far from native-like after plenty of motivation and opportunity to have advanced further. (p. 101)

6. The Case of Lexical Fossilization in Near-native Speakers of English.

According to Han (2004), the first so far in literature that dealt with lexical fossilization was Hyltenstam (1988). He addressed two questions in his research: (1) Are there any differences between near-native and native speakers in the variation, density, and specificity of their lexicon in literary-related language use? and (2) are the near-native speakers different from the native speaker in the quality and quantity of lexical units that deviate from the native norms? Hyltenstam's informants were thirty-six composite Swedish senior high school students. These informants were composite in a sense that 24 of them were bilinguals of Finnish and Swedish, and another 12 were bilinguals of Spanish and Swedish. Oral and written data were collected and were subjected to quantitative and qualitative analyses. The results showed insignificant difference between the groups in terms of density, variation, and specificity, and the quality and quantity of vocabulary as Hyltenstam put it, "It seems to be as large, as varied, and as sophisticated in bilingual groups as in monolingual group" (p. 79). Hyltenstam concluded that the result has some relationship on fossilization. He pointed out that the informants were near-natives, the output was no less than the permanent residual lexis, and therefore, they were in the end state or in other words, *fossilized status.*

7. The Case of Lexical Fossilization in the Stages of L2 Vocabulary Acquisition.

Jiang (2000) recently argued that there are three stages in L2 vocabulary acquisition, namely (1) the formal stage, (2) the L1 lemma mediation stage, and (3) the L2 integration stage. In this conception, Jiang suggested that majority of L2 words fossilize at the second stage, L1 lemma mediation, primarily because L1 lemma or the

L1 semantic system was apparently a major cause of the difference in lexical development between L1 and L2. Jiang termed this model as *lexical fossilization.* On the onset, there are two profound issues that are worth noting; first, the L1 lemma is readily available to the learner to access the word meaning and other information rather than paying attention to the L2 input for meaning extraction. In short, adult L2 learners may tend to rely on the established L1 lexical system when learning new words. Second, after considering the fact that most adult L2 learners step back to L1 lexical system, Jiang (2002) claimed that the presence of L1 lemma information within the L2 lexical entry is likely to prevent the integration of both system. Tokowicz & Dufour (2002) supported this argument that in order to fully acquire L2 words, learners must both pass the process of restructuring the established lexical systems and reestablish a new one that not only specifically for the L2 words but of outmost importance, free from L1 system.

Most of the studies on fossilization focus on the grammatical and syntactical aspects. This is partly because syntax and grammar, as Swan commented in the conference he conducted at Chulalongkorn University, March 2010 regarding language change, *have strict rules and it's easier to control, analyze, and even to teach.* Vocabulary on the other hand is open-ended and very difficult to control. Then he continued, *a word itself is fluid, highly adoptable and convertible based on the user's circumstances, interests, and capabilities*. To conduct research on lexical fossilization is very difficult. Aside from the limited references in the field, lexis is alive, moving and capable of germinating itself implicitly and explicitly to any individual regardless of condition, affiliation and walks of life. The above statement is worth noting

although this is a personal claim of the researcher, but of course, based on the above-cited scenarios.

Chapter Summary

Fossilization is a condition in which learners idiosyncratically *stop* or *cease* learning the second language. It is idiosyncratic in the sense that each learner has distinct stoppage or progress in learning, which makes fossilization selective. In this chapter, the researcher addressed some researchers whose particular interest lies on the topic of fossilization, interlanguage, lexical errors, consciousness awareness and other psycholinguistic theories whose guidelines are highly profound and essential to support the claim of this study. In the last part of this chapter, the researcher cited some previous and recent studies conducted in the field of fossilization. Armed with the aforementioned literature, this research attempted to find out whether the selectiveness of fossilization is evident, not just in morphology, which is the center of most fossilization research, but also in lexical items, particularly NSE. This research took a multifaceted approach, employing a combination of a longitudinal study, typical error approach, and corrective-feedback approach vis-à-vis the selective fossilization hypothesis. The next chapter deals with the research methods that were used in the study and the reports of the pilot study which was conducted prior to the main study to ascertain the strengths and weaknesses of the instruments to be used for the main data collection.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methods that were used to analyze the near synonym errors in the written compositions of third year English major students of Rajamangala University of Technology, Thanyaburi, and their fossilizable possibilities using a traditional longitudinal study and the principles of the selected fossilization hypothesis. This chapter presents the methodology, instruments, procedures and data analysis as well as the pilot study.

Participants of the Study

The participants of this research were ten purposely-selected Thai English major students from a class of thirty-two students taking essay-writing class. The participants were in their third year of study at Rajamangala University of Technology, Thanyaburi. This university was chosen because the nature of this research is longitudinal accompanied with tutorial sessions and therefore close supervision to the participants is very important. The researcher is a lecturer in the said university and teaching essay writing class. It would be easier for the researcher to have full access to the participants' background information such as their previous writings, interview with their former teachers and interview with their classmates. The researcher specifically chooses third-year English major students because some research shows that this particular level of students tends to perform better than other levels (Hemchua & Schmitt, 2006). There are two possible explanations for this, the first one was affective. First year students are still anchored by their carefree and yet suppressed high school life while second year students are still on the transition of totally getting

out from high school life and on the process of adapting to a more serious and independent university life. Fourth year students on the other hand tend to be more career oriented. The second reason, though, was cognitive. First year students do not have any formal writing course apart from occasional short pre-writing test in their Fundamental English course. For second year students, although they have paragraph-writing course, it was not sufficient to come up with one coherent five-paragraph essay. With this in mind, it was but conclusive to say that their linguistic capacity may not be sufficient for the task. Fourth year students have no writing course anymore, and considering the fact that a semester has passed, it would be hard to re-calibrate their writing habits again. With this reason, Third year students are best fitted in this research especially that during this time they had essay writing as part of their general courses. They were purposely selected from the middle quartile of the class of 30 students to validly represent the target population.

Overall, the informants were similar in age, ranging from 19 to 20 years old. Participants were all part of the regular essay writing class. The participants attended regular class schedule and activities but their essays were separated and compiled after giving them their corresponding mark. The participants underwent separate extra tutorial sessions that lasted for six weeks (two hours per week). The purpose of this tutorial session was to expose the students to different near synonym errors, and to have them aware of their own errors. Likewise, it was also the aim of the tutorial session to improve students' vocabulary in relation to choosing the appropriate synonyms in their writing.

Research Design

This research was designed for a longitudinal study that lasted for a period of 20 months. Longitudinal study was selected because this is one of the most highly accepted research design in dealing with fossilization.

Research Instruments

This study analyzed the predictive power of the SFH by determining the L1 markedness and L2 robustness of certain fossilizable lexical errors. Likewise, this study used a traditional approach in the study of fossilization, as mentioned in the conclusion of Chapter 2. Both approaches were applied to the four essays of each student over a period. The instruments in this research were: (a) essay examinations and diary writing, (b) interview, (c) M1R2 Rating scale, and, (d) questionnaire for the effectiveness of tutorial sessions. The detailed explanations of the aforementioned instruments are as follows:

1. Essay writing task and diary writing

The descriptions of each essay examination are as follows:

Essay I –The pre-essay writing composition completed by the participants at the beginning of the regular essay writing class and prior to tutorial sessions.

Essay II – The last of five written compositions of the regular essay class.

Essay III – The third writing task was taken on the eighteen month of the study.

The researcher purposely decided to lengthen the time into 18 months because most research in fossilization requires a longitudinal study to qualify the presence of fossilized linguistic items to learners.

Essay IV – The fourth writing task was administered in the twentieth month of the study. The topic of this writing task was the same as the topic of the first writing task. The fourth writing task served as a supplemental evidence to confirm whether the cases of NSE in the first writing task would reoccur in the fourth writing task.

The participants' individual diaries (see Appendix 9 as sample) were then collected as another indicator of their performance over a period of time. They served as informal input because the researcher did not make any grammatical corrections to their entries. Only personal comments and suggestions regarding participants' reflections were written in the diaries as corrective feedback. Largely, the diaries were the participants' written dialogue or conversation with the researcher, who in this case was their teacher in their regular class. Participants were allowed to write personal observations on anything that takes place within their sight or hearing, any philosophical or religious ideas, comments, arguments and any personal questions. The objectives of this diary, in terms of the participants' concerns and the purposes of the research, are to monitor their progress, check whether the errors in their formal writing were present in their informal writing and check the presence of NSE. In this case, the diary was another source of determining FLE in Thai learners.

2. Interview of Participants

The interview of participants was a combination of a semi-structured and an informal interview. The interview was semi-structured in the sense that it would provide clarification of some of the errors because of the ambiguity in meaning and intention. Participants are highly likely to make errors in writing that require clarification from the researcher. In these cases, semi-structured interviews were

conducted to clarify these errors. Furthermore, the researcher seeks assistance from a colleague who is a native speaker of Thai and an experienced English teacher on matters concerning translation and clarification on informants' intentions.

However, the interview had an informal aura in order to establish an atmosphere of mutual respect and trust. Another aim of this was to know students' attitudes in the writing class in order to determine the possible causal factors of fossilization. The intention was to focus on understanding students' attitudes in relation to causal factors that might explain the persistent errors occurring in students' writing or may be hypothesized as fossilized linguistic elements.

The researcher formulated interview questions based on the causal factors of fossilization identified by Han (2004), which she differentiates into two broad types. The first type is external *(absence of corrective feedback, lack of input, lack of communicative relevance, language complexity, quality of input and instruction).* The second one is internal *(L1 influence, lack of attention, lack of understanding, lack of interest, lack of talent, age factor, and failure to detect errors).*

The questions in this rubric were designed to elicit a response of agreement or disagreement in accordance with the internal and external causal factors of fossilization (see Appendix 6).

3. M1R2 Rating Scale

This rating scale (see Appendix 3) was an instrument personally developed by the researcher based on L1 markedness and L2 robustness, using the principles of selected fossilization hypothesis. This rating scale was termed M1R2 Rating Scale, which stands for the markedness of L1 and the robustness of L2 rating scale. The details of M1R2 Rating Scale, L1 markedness and L2 robustness are as follows:

Markedness and robustness rating scale

Since the researcher is neither a native speaker of Thai nor a native speaker of English, the researcher collected data by administering subject-completed rating scales to randomly-selected raters—five native speakers of Thai, five Thai English teachers and five third year Thai English major students for L1 markedness analysis (herein referred to as M1 raters); as well as five English teachers who are not native English speakers, five English speaking foreigners (any nationality except Thai) and five English speaking students aged 19-22 years old for L2 robustness analysis (herein referred as R2 raters). The rating scale was composed of all examples of NSE (classified into NSE categories) found in Essay I.

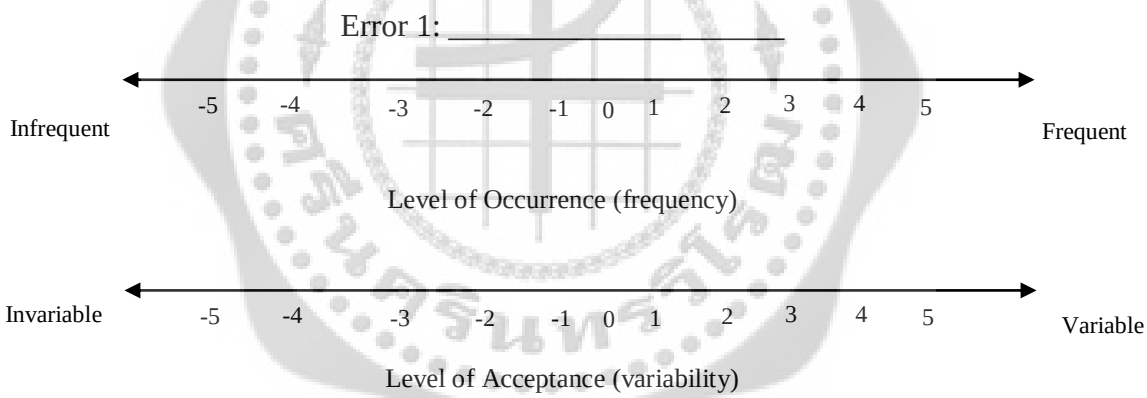


Figure 2 Frequency and variability scale based on Osgood's rating scale

Figure 2 shows the magnitude of frequency and variability of a particular error. The Osgood semantic scale was used to measure the responses of the respondents. The scores obtained from the respondents were averaged to lessen the variability of the scores. The averaged scores obtained were plotted in the schematized scale (see Figure 3. 2 and 3. 3) proposed by Han (2009).

L1 Markedness

Unmarked (UM) – Unmarked features are those near synonym errors that are tolerated (accepted) and frequent in relation to L1.

Marked (M) – Marked features are those near synonym errors that are not tolerated (unaccepted) and non-existent in relation to L1.

L2 Robustness

Non-robust (NR) – Non-robust features are those near synonym errors that are not tolerated (unaccepted) and non-existent in relation to L2.

Robust (R) – Robust features are those near synonym errors that are tolerated (accepted) and existent in relation to L2.

Table 1

Prognosis of fossilization in relation to L1 markedness and L2 robustness

Prognosis	***L1***	***L2***
Fossilizable	Unmarked	Non-robust
Learnable	Marked	Robust

Table 1 shows the Han's prognosis that if a certain NSE was unmarked in L1 and at the same time non-robust in L2, it was predicted to be fossilizable. On the other hand, if a certain NSE was marked in L1 and robust in L2 it was predicted to be learnable.

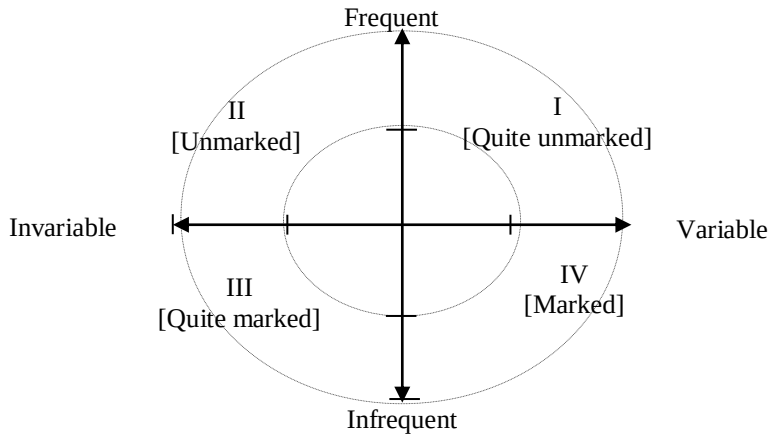


Figure 3 Markedness of L1 in relation to its frequency and variability

As shown in Figure 3, the intersection of both frequency and variability of L1 markedness creates four possible outcomes or quadrants, which represent the degree of markedness of certain NSE. For each quadrant, however, the extent of markedness e. g. Marked, based its position on the frequency and variability intersection and numerical value on it concentric circles. Therefore, markedness of NSE is as follows:

Table 2

Tabulated L1 markedness

Markedness	***Variability Scale (x_m)***	***Frequency Scale (y_m)***
UM	-	+
Quite Unmarked (QUM/Quite Marked (QM)	-/+	-/+
M	+	-

In terms of robustness, frequency and variability scores from R2 raters were plotted in the same schematized scale (see Figure 2)proposed by Han (2009).

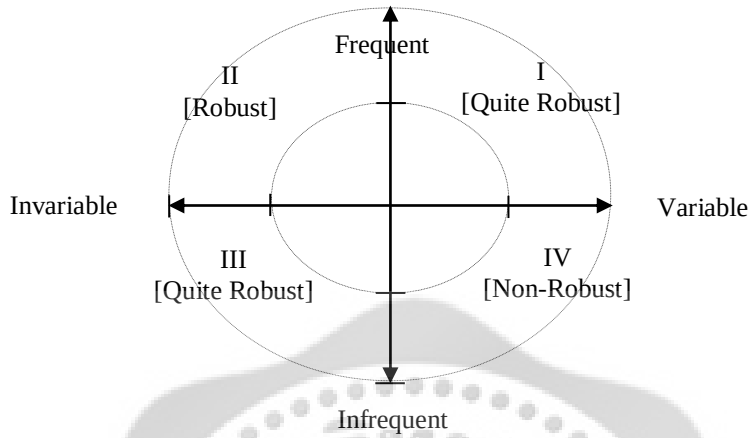


Figure 4 L2 Robustness in relation to frequency and variability

Figure 4 shows the intersection of both frequency and variability of NSE. In the same manner as L1 markedness, this intersection creates degrees of robustness of particular NSE, with four possible outcomes.

The tabulation of L2 Robustness of NSE is as follows:

Table 3

Tabulated L2 Robustness

Robustness	***Variability Scale (x_r)***	***Frequency Scale (y_r)***
NR	+	-
Quite Robust (QR)	+/-	+/-
R	-	+

For each quadrant, however, the extent of robustness e. g. NR, was based on its position on the frequency and variability intersection and numerical value on it concentric circles. These models, according to Han (2009), may be used to predict the selectivity of acquisition and fossilization because they are based on, firstly, the status of L1 features and, secondly, the nature of input of L2.

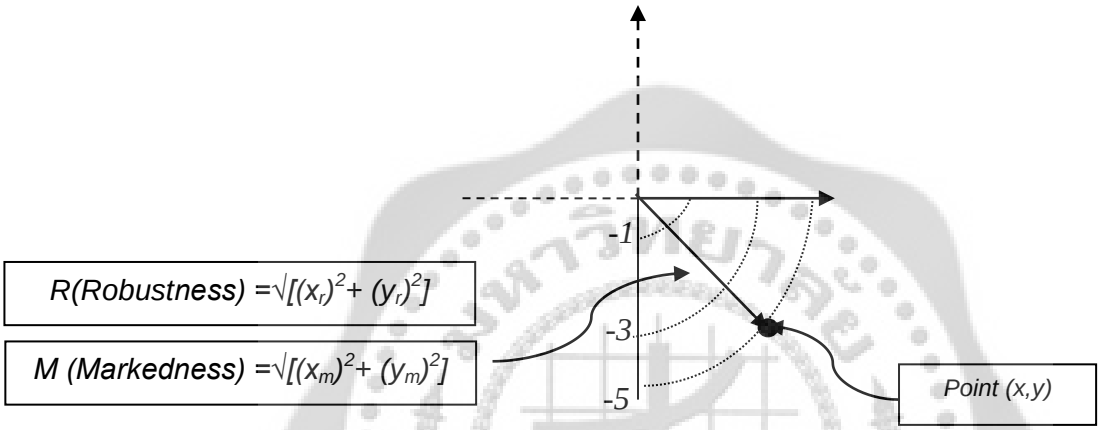


Figure 5 Determination of markedness or robustness per quadrant

Figure 5 shows how the extent of markedness or robustness was determined by the equation in a 5-point concentric circle parameter.

M = *extent of markedness,*	R = *extent of robustness,*
x_m = *value of variability of M*	x_r = *value of variability of R* .
y_m = *value of frequency of M*	y_r = *value of frequency of R*

The derivation of equation was further defined in the determination of leg *c* for perfect square outcome in Figure 3. 7.

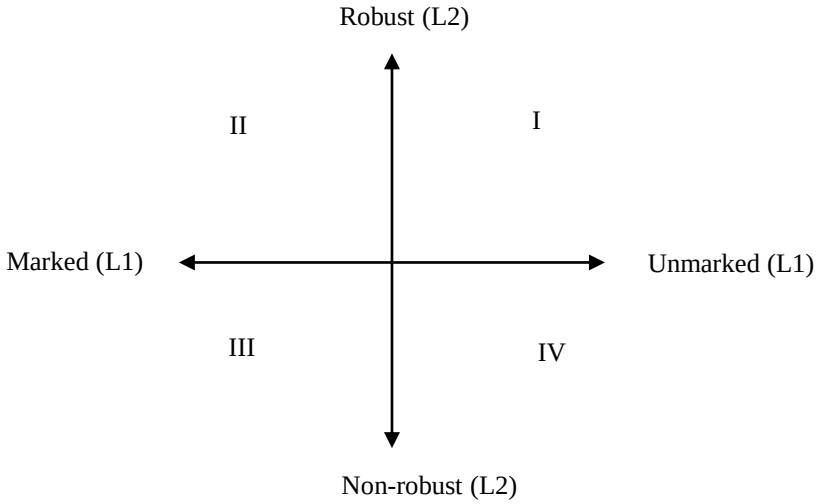


Figure 6 Intersection of L2 robustness and L1 markedness

As illustrated in Figure 6, the intersection between L1 markedness and L2 robustness leads to four possible scenarios or quadrants for acquisition and fossilization. Han (2009) further emphasizes that the acquisition zone is likely to fall into Type II of the intersection and, therefore, the fossilization zone is in the opposite zone, which is Type IV. The tabulated assumptions for the quadrant types and the markedness and robustness are shown in Table 4.

Table 4

Tabulated L1 markedness and L2 robustness

L1/L2 Category	***Type I***	***Type II***	***Type III***	***Type IV***
L1 Unmarked	✓			✓
L1 Marked		✓	✓	
L2 Robust	✓	✓		
L2 Non-robust			✓	✓

Note: Type II error is considered learnable and Type IV is considered fossilizable. Type I and Type III are considered beyond boundaries and no classification mention to those areas in Han's paper.

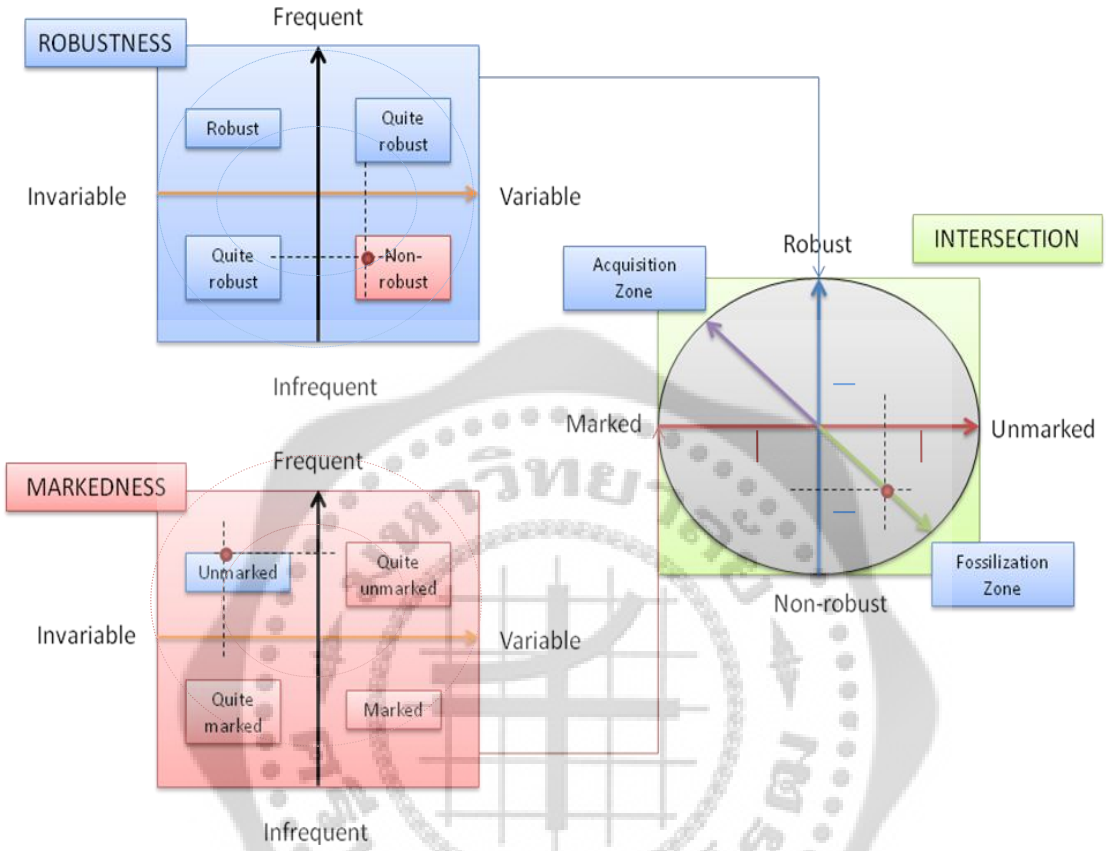


Figure 7 Complete Diagrams of Fossilizable Lexical Errors

All factors being equal and constant, Figure 7is a complete diagram of fossilizable lexical errors adopted from Han (2009). It is an illustration of the outcome of both markedness (illustrated and presumed as unmarked) and robustness (illustrated and presumed as non-robust). The intersection (dot) of robustness and markedness forms another intersection classifying the fossilization zone and acquisition zone.

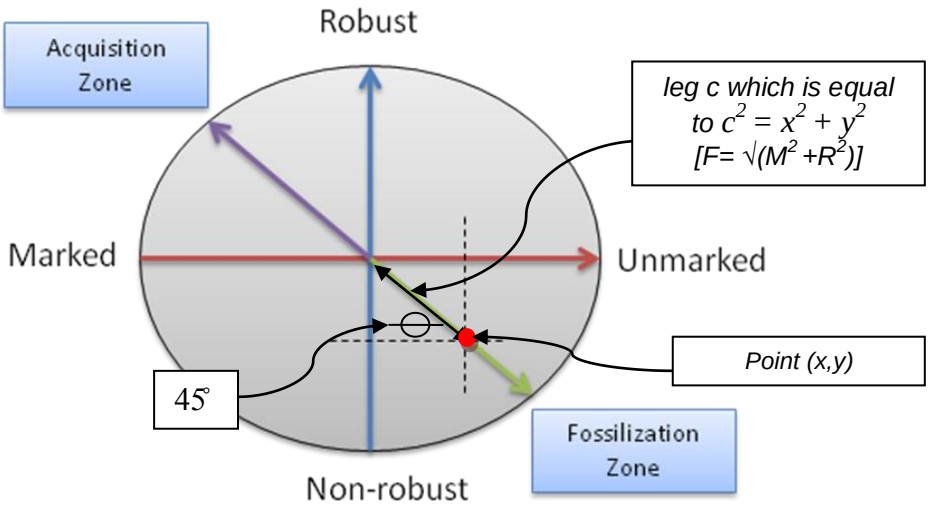


Figure 8 Determination of *leg c* for perfect square outcome

Figure 8 demonstrates the equation determining the extent of the fossilizable or acquisition zone in a perfect square outcome. Since the markedness and robustness range are diagonally scaled which was based on a linear assumption, and thus form a right triangle area from the perfect square scale of the point *x* and *y-axis* in a Cartesian plane. A Cartesian plane is coordinate system that uniquely specifies specific point in a plane by a pair of numerical coordinates. It usually denotes by points *x* and *y(x, y)* in an *x* and *y-axis*.

The determination of their exact valueswere based on the value of leg *c*. In order to calculate the value of *c*, the Pythagorean equation $c^2 = x^2 + y^2$was used. Pythagorean equation is a geometrical formula that is commonly used to determine the length of the side of a right triangle. The Pythagorean equation relates the sides of a right triangle, which means if the lengths of any two sides are known the length of the third side can be found.

In any right triangle, the hypotenuse is greater than any one of the legs, but less than the sum of them. In this case, c = to the length of the longest side (hypotenuse) or the extent of fossilization or acquisition, R = robustness line or *y-axis* (adjacent) and M = markedness line or *x-axis* (opposite). For clarity purposes, *c* was denoted as capital letter *F* for the extent of fossilization $[F = \sqrt{(M^2 + R^2)}]$ and capital letter A for the extent of acquisition $[A = \sqrt{(M^2 + R^2)}]$.

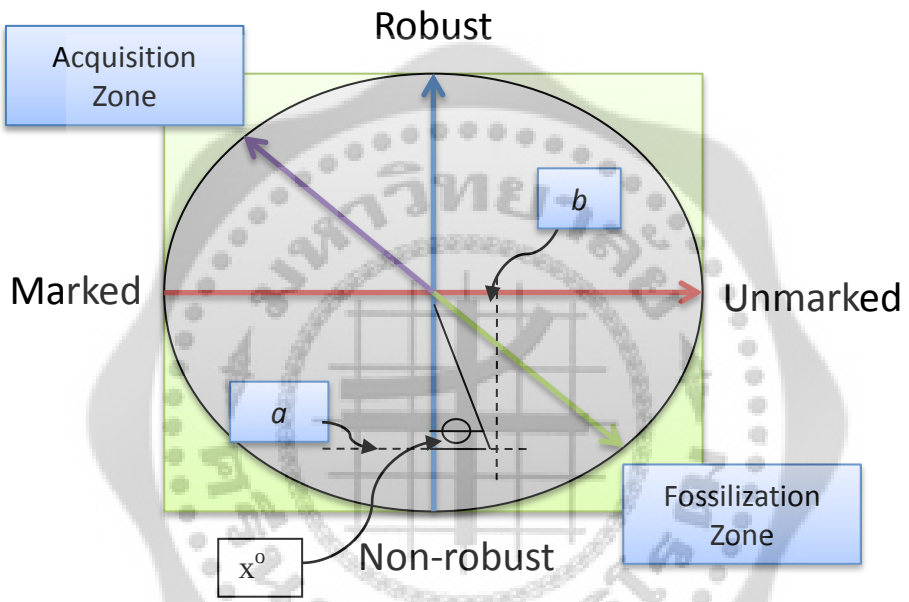


Figure 9 Illustration of *leg a* and *b* for rectangle outcome

Figure 9 demonstrates that in case points *(x, y)* come up in rectangular area (dotted line) and thus deviate from a 45-degree ideal angle (x^o), the rectangular shape was converted into a square shape with the same area (see Figure 3. 9).

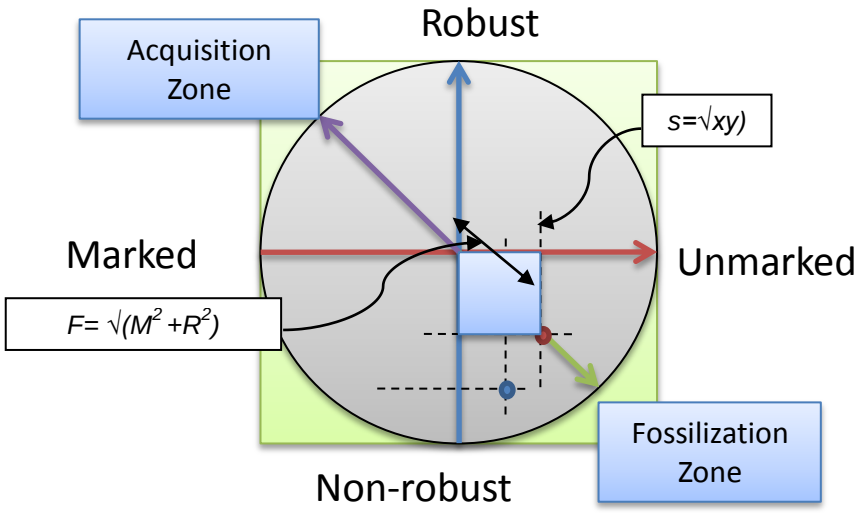


Figure 10 Determination of *s* and *F or A* for rectangle outcome

Figure 10 shows how to determine the values of *s* (side) and *F*or *A*. Since a rectangle has an area of length multiplied by its width (A = length x width), in this case *M* and *R*, and a square have an area of the square of all sides ($A = s^2$), *s* is equal to the square root of *a* times *b* ($s = \sqrt{MR}$). Hence, for a non-45-degree angle outcome, *F* or *A* is equal to *F* (or *A*) $= \sqrt{(s^2 + s^2)}$.

Since the value of a 45-degree angle outcome can also be taken from the equation of a non-45-degree angle, therefore, the equation for the predicted extent of fossilization or acquisition can be summed up into the one equation:

$$\boldsymbol{F \text{ or } A = \sqrt{2MR}}$$

Whereas, *F or A* = length (extent) of fossilization or acquisition, *s* =square root of two multiplied by M and *R*, *where*, *R* = value of robustness, and *M*= value markedness. Three experts in the field of mathematics and engineering validated the

accurateness and correctness of the derivation of all aforementioned trigonometric formulas and areas.

In this way, the data from the raters were the primary source used to predict fossilization and acquisition. This prediction was counter-checked by examining the frequency and variability of the same errors from the three essays. For example, Error A was considered Unmarked in L1 and Non-robust in L2 based on the raters' account. Therefore, Error A was predicted to be fossilizable. If Error A reoccurs, and is found in Essay I, Essay II and Essay III following exposure to tutorial sessions, and retains its frequency, falling within a given confidence level, Error A is indeed fossilizable and thus, areclassified as a FLE in Thai learners.

4. Questionnaire for the effectiveness of tutorial sessions

The questionnaire was developed by the researcher to attest students' satisfaction towards the tutorial class. Four experts in the field of language teaching assessed the content of the questionnaire in order to ensure its validity and appropriateness. The aim of this questionnaire was to measure students' satisfaction toward the six weeks tutorial sessions on the usage of synonyms using Conscious Raising Awareness approach. The questions are inclined to gather students' reaction (reaction to the tutorial session and reaction to administration), reaction to teaching and facilitation, outcomes, future programming and participants' background. All respondents' data will be beneficial for further study in analysis of students' errors.

Pilot Study on M1R2 Rating Scale

Based on the initial survey (see Appendix 4) conducted by the researcher to five experienced Thai English lecturers of Rajamangala University of Technology Thanyaburi and five foreigners whose first language is English using the sample errors cited in the three cases of near synonyms (see Analysis of Near Synonym Errors) for L1 markedness and L2 robustness. It shows that Case I error was considered quite unmarked for L1, that is to say, frequent and yet variable to considerable extent since the words *get*, *acquire* and *gain* can be translated into one Thai word including the correctness of its syntax if referring to *get*, *acquire* and *gain* something. Collocation (i. e. get married, get dressed etc) in this case was an exception.

Apart from that, all L1 raters admitted that although the distinction between formalities of words in English was quite distinct, this particular output was tolerable to Thai unless proper context was well established. For L2 Robustness raters however, Case I was considered non-robust, that is infrequent and variable. It means that the particular error in Case I category was not present in L2 but L2 native speakers tend to tolerate it somehow even if it is spoken or written by a fellow L2 native speaker. Case II and Case III errors however are considered unmarked that is, frequent yet invariable. Five Thai raters categorically agreed that Case II and Case III are indeed present and frequent, not just in written composition but in spoken discourse as well.

However, the level of toleration particularly in Case III was quite low. Thai students may use *has* or *have* instead of *there is* or *there are* in most cases and teachers tend to correct it more than the other two. For L2 robustness on the other hand, Cases II and III have the same non-robust category as Case I.

According to a selective fossilization hypothesis, the status of Case I has lesser possibility to be fossilized than Case 2 but both error categories have lesser possibility compare Case III. In order to test this prediction, the researcher will use M1L2 Rating using the errors from the first essay task as samples and compare the result to the mean of errors from first to third writing task. Below are the results of pilot study conducted by the researcher:

Table 5

Initial L1markedness survey result

NSE	*Rater 1*		*Rater 2*		*Rater 3*		*Rater 4*		*Rater 5*	
	F	V	F	V	F	V	F	V	F	V
Case I	2	4	3	3	0	3	3	3	4	3
Case II	3	-2	4	1	3	1	4	1	4	1
Case III	5	-3	4	-1	5	-2	4	-1	4	-3

Note: The initial result of L1 markedness whereas, *F* represents *frequency* and *V* represents *variability*. The initial survey was rated by five experience Thai English lecturers of Rajamangala University of Technology-Thanyaburi.

Table 6

Initial L2 Robustness Survey Result

NSE	*Rater 1 (American)*		*Rater 2 (British)*		*Rater 3 (Australian)*		*Rater 4 (French)*		*Rater 5 (Filipino)*	
	F	V	F	V	F	V	F	V	F	V
Case I	1	1	1	1	-2	2	1	2	-1	1
Case II	-1	1	-2	2	-1	1	1	3	1	2
Case III	-1	1	-2	2	-2	2	-1	2	-2	2

Note: The initial result of L2 Robustness whereas, *F* represents *frequency* and *V* represents *variability*. The initial survey was rated by five English speakers whose first language is English.

Computation of the magnitude of fossilization (or acquisition)

From the data in Table 5 and6, the following are the numerical value of markedness of L1 and robustness of L2 in relation to NSE.

Table 7

The average value of the initial L1 markedness survey result

NSE	*(∑F)/n=y*	*(∑V)/n=x*	*Markedness Category*
Case I	3. 2	2. 4	QUM
Case II	. 4	3. 6	QM
Case III	-2	4. 4	UM

Note: The value of *F* and *V* is the summation of the values of *F* and *V* from five Thai raters. QUM = Quite Unmarked, QM = Quite Marked and UM = Unmarked.

Table 8

The average value of the initial L2 Robustness survey result

NSE	*(∑F)/n =y(∑V)/n=x*		*Robustness Category*
Case I	1. 4	0	NR/QR
Case II	1. 8 4	1. 8	NR
Case III	-1. 6	1. 8	NR

Note: The value of *F* and *V* is the summation of the values of *F* and *V* from five foreigner raters. NR = Non-robust, QR = Quite Robust.

Using the equation *M (Markedness)* $=\sqrt{[(x_m)^2+ (y_m)^2]}$ *and R (Robustness)* $=\sqrt{[(x_r)^2+ (y_r)^2]}$ to determine the exact value of M and R, the value of M and R are as follows:

Markedness

$M = \sqrt{[(-2)^2+ (4. 4)^2]}$

M = 4. 83

Robustness

$R = \sqrt{[(1. 8)^2+ (-1. 6)^2]}$

R = 2. 53

Using the equation $F = \sqrt{2}MR$ to determine the extent of fossilization, the value of *F* was as follow:

Fossilization

$F = \sqrt{2}\ (4. 83)(2. 53)$

F = 4. 94

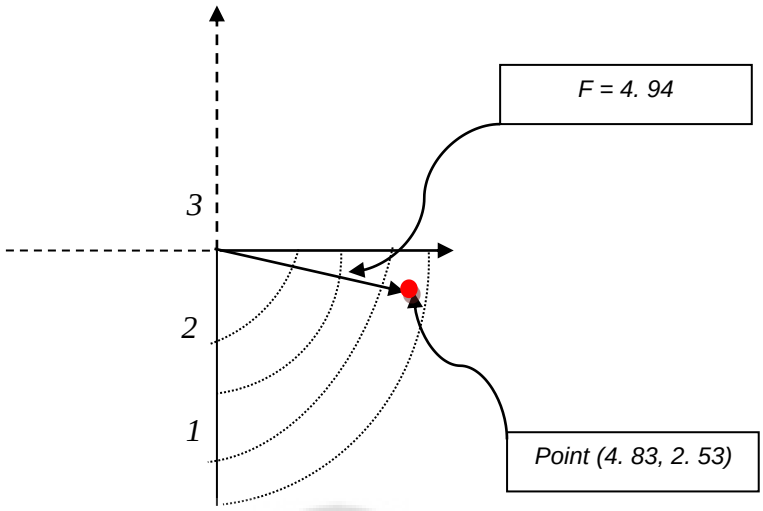


Figure 11 The extent of fossilization and the end-point value of Case III error

As shown in Figure 11, Case III error of NSE was predicted to be fossilizable and the extent of fossilization nearly reach to maximum parametric limit of five (5).

Table 9

The categorization of fossilization and acquisition based on the pilot study

NSE	*MR*		*Fossilization or Acquisition Category*
Case I	QUM	NR/QR	Learnable
Case II	QM	NR	Learnable
Case III	UM	NR	Fossilizable

Note: Case III was predicted to be fossilizable while cases I and II are in the boundary of both learnable and fossilizable.

Procedures and Data Collection

1. First written composition

The pre-test, or first written composition, was completed on the first day of the class. However, only the papers of the participants were subjected to analysis. The mean length and the standard deviation of errors in all essays were computed. The main purpose of knowing the mean length and the standard deviation was to have initial basis of comparison to other succeeding essays.

2. Analysis of lexical errors

The analysis of lexical errors was based on the classification specified in Section 3. 1 and 3. 2 of this chapter.

3. Determination of markedness and robustness

Markedness and robustness were based on the frequency of errors established by the analysis of lexical errors in the first writing task. Rating forms were utilized to determine these measures.

4. Tutorial sessions (six weeks)

The tutorial sessions were conducted separately from the regular class. The participants will attend a two-hour tutorial session every Thursday afternoon. The conscious-raising awareness approach was the primary method of instruction in these sessions. There are four primary objectives of this tutorial session: (a) to let the student be aware of their own near synonym errors, (b) to make them familiar with the three cases of near synonym errors and its examples, (c) to let them know the correct

synonyms vis-à vis their own errors and (d) to provide ample practice in relation to near synonyms.

5. Second writing task

The second writing composition was conducted immediately after the last tutorial session. In this writing task, however, only the analysis of near synonym errors was conducted. The analysis of markedness and robustness will not be part of test because the purpose of the test was to qualify the prediction from the essay writing task 1 through the frequency of errors. The number of words in each essay will also be counted to provide comparison whether the numbers of errors have relationship with the number of words.

6. Questionnaire for the effectiveness of tutorial sessions

The Questionnaire for the effectiveness of tutorial sessions was administered immediately after the second writing task or at the end of the tutorial session.

7. Diary analysis

The diaries of the participants were collected immediately after the administration of the post written composition or first-post test. The analysis of the diaries focused solely on lexical errors. The purpose of this was to counter check whether the students still have near synonym errors in their informal writing. If so, the diary analysis can provide additional proof of the existence of near synonym errors, and thus it was fossilizable.

8. Interview

The interview was conducted after the first written composition to clarify some ill-defined errors and identify possible causal factors of fossilization.

9. Third writing task

The third writing task was administered in the eighteenth month of the study. The analysis of this essay will focus on the determination of markedness and robustness as well as analysis of lexical errors. The number of words in each essay will also be counted to provide comparison whether the numbers of errors have relationship with the number of words.

10. Fourth writing task

The fourth writing task was administered in the twentieth month of the study. The topic of this writing task was exactly the same as the topic of the first writing task. The fourth writing task will serve as a supplemental evidence to confirm whether the cases of NSE in the first writing task will reoccur in the fourth writing task. This writing task will also serve as point of comparison to other two essays in relation to the first writing task. The analysis of this essay will focus on the analysis of lexical errors. The number of words in each essay will also be counted to provide comparison whether the numbers of errors have relationship with the number of words.

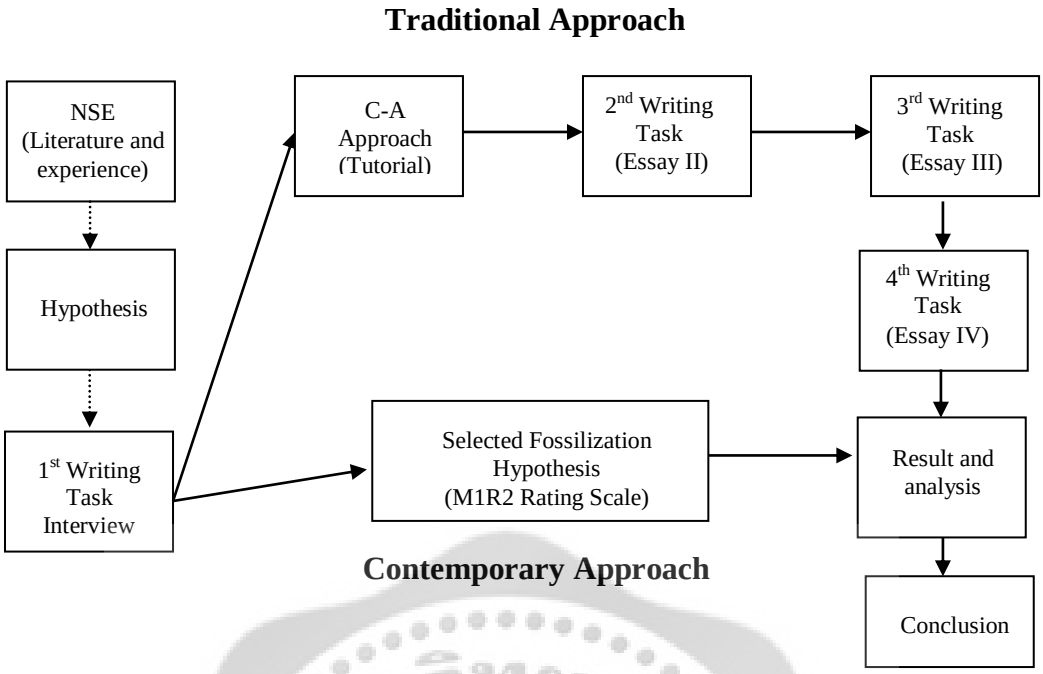


Figure 12 Bi-lateral Research Diagram

Figure 12 shows the design of the research and the two broad experimental approaches for analyzing fossilizable lexical errors. The first one was traditional, namely: a combination of the longitudinal study and typical error and corrective feedback approaches, and the second was contemporary – the selective fossilization hypothesis.

Data Analysis

1. Analysis of Lexical Errors

The analysis of errors in the writing compositions was limited to the analysis of lexical errors. The essays of the students were analyzed by the researchers, three native English teachers, and one experienced Thai English teacher. However, in cases where an erroneous sentence has multiple grammatical and lexical errors, the following classifications were applied:

*He told he was on vacation. (He told **them** he was on vacation.)*

This error may be viewed in a grammatical sense, in that the verb 'tell' requires an appropriate noun or pronoun after it. However, as mentioned earlier, the focus of this study was only on the lexical features of particular structures. Therefore, the above error was viewed and counted as a lexical error, in the sense that it requires substitution of a synonym that fits into the existing pattern. For example:

*He told he was on vacation. (He told **<said>** he was on vacation.)*

2. Analysis of Near Synonym Errors

However, lexical errors are very complicated and open-ended (McCarthy, 1990). To further specify which lexical errors are prone to fossilization, this research will focus on the classification of lexical errors proposed by Hemchua and Schmitt (2006). These researchers found that the most numerous errors made by Thai university students were the inappropriate use of near synonyms. With this reasoning, this research was limited in its analysis to near synonym errors. Classes of NSE were counted independently using the error tally sheet form (see Figure 4).

In the tally sheet, the errors and the types of essay are clearly categorized per student. This assumption was based upon the idea that fossilization is idiosyncratic and thus requires individuality before generality. Below are the cases of near NSE examples proposed by the aforementioned researchers, which will form the primary basis of error analysis in this research:

a) Case I: The use of informal words instead of formal ones.

Example: *We can communicate with people and <u>get</u><gain/acquire> knowledge from other countries by using computers.*

b) Case II: The meaning of the synonym used and the appropriate synonym are not exactly identical.

Example: *You will get up<wake up> in the morning because of the sound of birds.*

c) Case III: Two words which are close in meaning but different in usage.

Example: *Because the city has<there are> many hospitals.*

3. Errors Count

In making an error count, individual cases of near synonym errors were counted at a word level, phrasal level and sentential level based on the error count criteria proposed by Hemchua and Schmitt (2006):

1. Individual lexical item (for example, It makes me want to touch<experience> the real place.)
2. Word combinations
    a. Two lexical items (for *example, It's better than to do it only one<alone>*.)
    b. Phrases (for example, *It makes me know<helps me learn> how to swim.*)
    c. A whole sentence (for example, *Every time that I hitch-hiked, it will be a car of country people. <I was picked up by a car driven by country people. >*)
3. Multiple errors in one sentence or a phrase were counted separately (for example, *Ankor Wat make<allows/gives me the opportunity>touch<to experience>an old<ancient> culture*.)

4. Identical errors (same word and similar meaning) made by the students were counted as one error.
5. To qualify as identical errors, both the erroneous form and the likely target form had to be identical (for example, *I get<gain>knowledge. / I get<gain>new experience.*)

Moreover, it is important to note that some errors were difficult to categorize and do not belong to the aforementioned error categories. In this case, the errors were counted as undefined errors.

Table 10

Error tally sheet per student

	Student 1				
Near-synonyms	***Essay 1***	***Essay 2***	***Essay 3***	***Essay 4***	***Total Errors***
Case 1	X_1	X_2	X_3	X_4	$\sum X$
Errors					
Case 2	Y_1	Y_2	Y_3	Y_4	$\sum Y$
Errors					
Case 3	Z_1	Z_2	Z_3	Z_4	$\sum Z$
Errors					
Total Errors	$X_1+Y_1+Z_1$	$X_2+Y_2+Z_2$	$X_3+Y_3+Z_3$	$X_4+Y_4+Z_4$	

Note: X was denoted as case 1errors, Y was case 2 errors and Z was case 3 errors. The error of each essay as well as the errors of each case were summed up for comparison purposes.

4. Statistical Treatment

a) Kruskal-Wallis test

The main reason why the researcher chooses Kruskal-Wallis test was because there was one group (ten participants) in this research which was under three dependent variables (three essays). Therefore, Kruskal-Wallis test, was best suited because repeated measures was conducted in the same participants (or group). This was also very essential especially in dealing with idiosyncratic conception of fossilization because it can consider individual variation. A lot of this variance was because participants are never totally similar, and so may respond differently. Moreover, with Kruskal-Wallis test, the within-group variations were accounted for as well. In doing so, it reduces the amount of error, and thus increases power because the error was reduced by factoring out some of the individual variation.

b) Markeness of first language and robustness of second language rating scale (M1R2 Rating Scale)

M1R2 Rating Scale was an instrument personally developed by the researcher based on L1 markedness and L2 robustness, using the principles of selected fossilization hypothesis. This rating scale was termed "M1R2 Rating Scale", which stands for the markedness of first language (L1) and the robustness of second language (L2) rating scale that was patterned in Osgood's semantic differential scale that was designed to measure the connotative meaning of a certain concept. In this rating scale, there are two underlying concept that requires connotative answers: the markedness of L1 and robusteness of L2. The native speaker of L1 were asked to rate the markedness

of L1 using M1 rating form while native speakers of L2 were asked to rate the robustness of L2 using R2 rating form.

Chapter Summary

This chapter has given an account of the methodology and the proposed design of the study. It also presented the preparation of materials, derivation of formulas and the test of the study. The chapter started with the details and selection of participants, followed by the description of research instruments, the conception and derivation of M1R2 rating scale and procedures. Lastly, the methods of analyzing data were also discussed.

CHPATER IV

FINDINGS

In this chapter, the results of the study are presented according to the order of objectives stated in chapter one. More specifically, this chapter presents the results into two main broad topics. The first one is the result pertaining to the longitudinal study and the second one is pertaining to the contemporary approach. Both results are compared in order to address the three research (null) hypothesis in this research. In the following analysis, the summary of errors from the four essay writing tasks is presented first, followed by the number of errors vis-à-vis results the number of words in each essay. The total numbers of errors per case andundefined errors in each essay are also presented. The objectives of the study are as follows:

1. To analyze and identify the near synonym errors in the written composition of Thai learners;
2. To analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners;
3. To test the predictive power of selected fossilization hypothesis;
4. To identify the causal factors of fossilization in the written composition of Thai learners.

Furthermore, it was also hypothesized that (a) lexical errors do fossilize and (b) near synonyms are fossilizable lexical errors. This study explored only near synonym errors and ignored grammatical and other lexical errors.

Results of the Analysis of Near Synonym Errors

Objective 1: To analyze and identify the near synonym errors in the written composition of Thai learners.

To address this accordingly, proper analysis and counting of near synonym errors was not enough. It was also of prime importance to analyze the relations between the numbers of words and errors in each essay, the trend or pattern of each error case, and the *wild synonyms* or those erroneous synonyms that did not qualify to be in any error category. The following data (see Figure 13) represent the result of the analysis of near synonym errors in the written compositions of Thai learners from the four essay writing compositions of third year English major students. It revealed that essay 4 had the most numerous errors (66 errors) followed by essay 3 (64 errors), then essay 1 (58 errors), and essay 2 had the least (52 errors). We can see from this data that essay 2 has the least number of errors and significantly, half of the students were able to improve, which means their number of errors decreased.

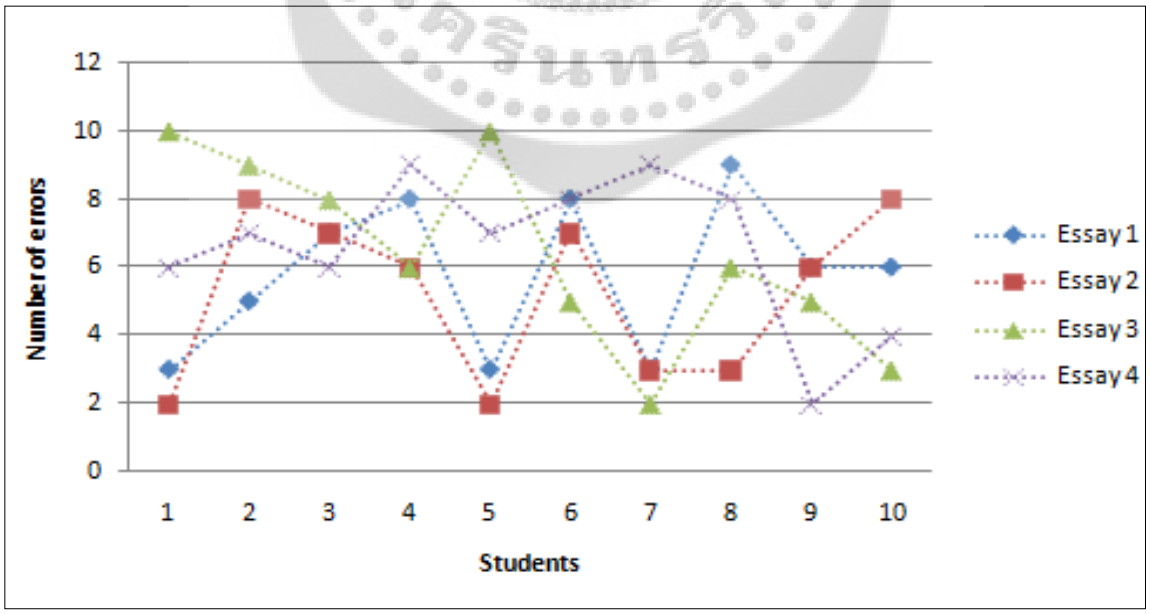


Figure 13. Summary of Errors

Results of the Fossilizable Near Synonym Errors

Objective 2: To analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners.

In order to analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners, a longitudinal study of 20 months was conducted to analyze and count the total errors and number of words in the four writing compositions. From the data shown in Figure 14 to 17, it is evident that the number of words in each essay has a certain degree of correlation with the number of errors thereby unearthing another viable line of inquiry and discussion. In order to come up with a deeper perspective on the relationship of words and errors, the mean number of words and errors were computed. The following are the mean number of words and errors on the four writing compositions:

Essay 1: words ($\overline{X}$ = 300. 5), errors ($\overline{X}$ = 5. 8)

Essay 2: words ($\overline{X}$ = 282. 2), errors ($\overline{X}$ = 5. 2)

Essay 3: words ($\overline{X}$ = 403. 2), errors ($\overline{X}$ = 6. 4)

Essay 4: words ($\overline{X}$ = 278. 8), errors ($\overline{X}$ = 6. 1)

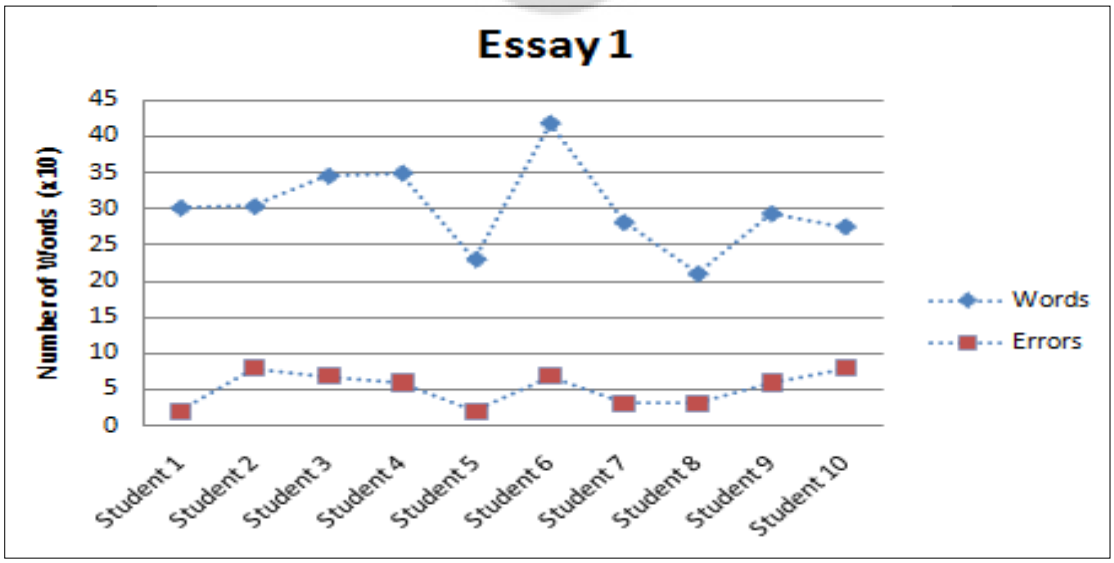


Figure 14. Summary of Errors: Essay Writing 1

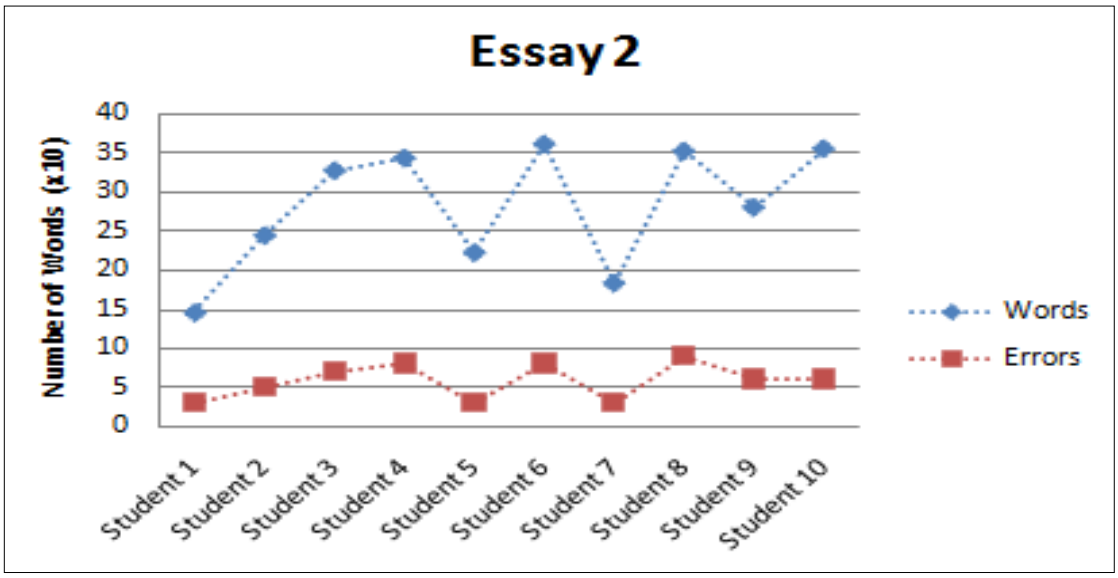


Figure 15. Summary of Errors: Essay Writing 2

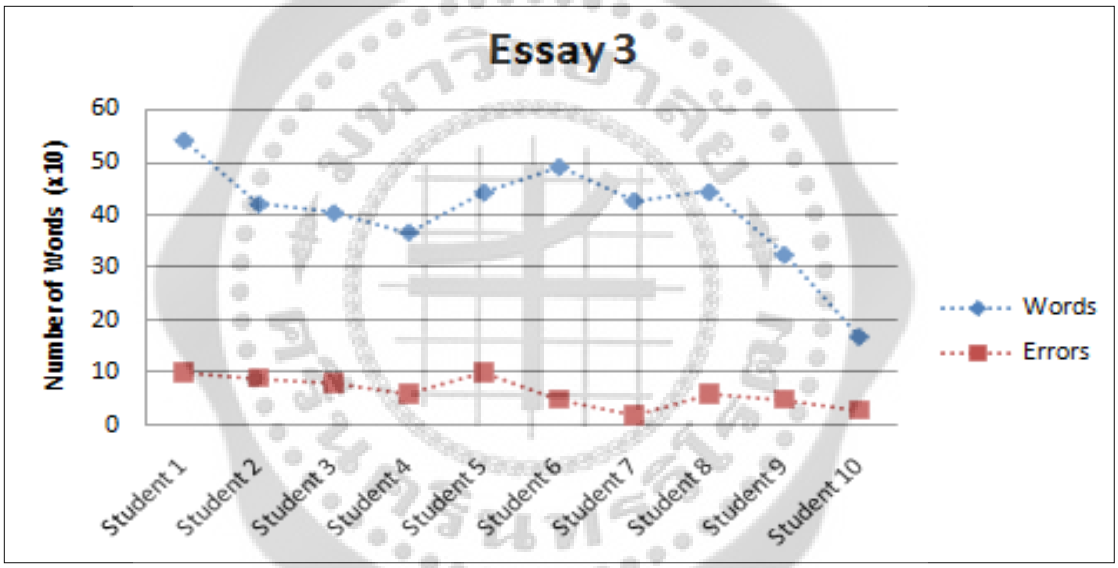


Figure 16. Summary of Errors: Essay Writing 3

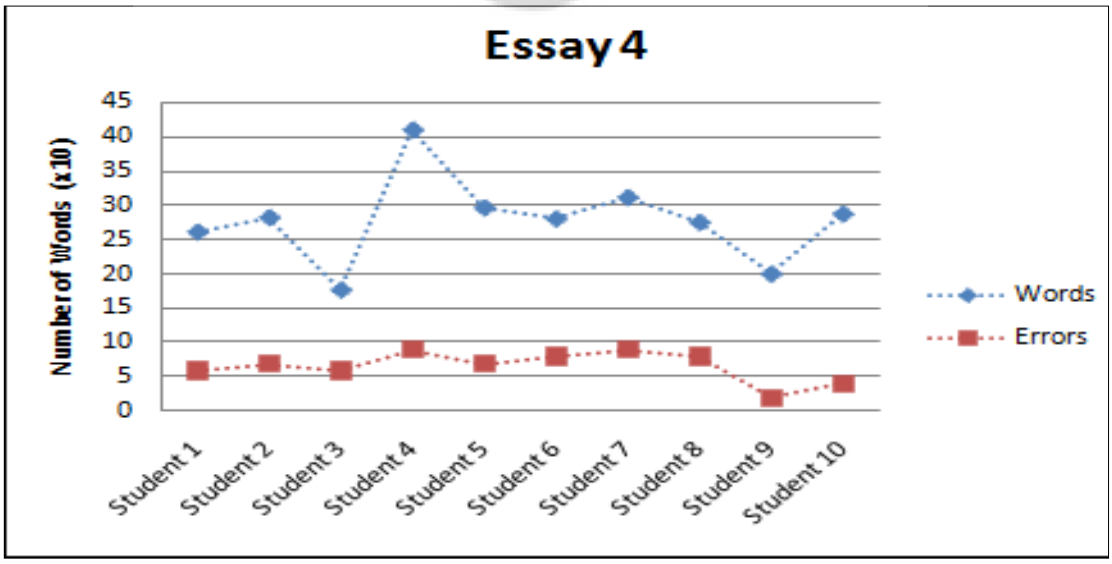


Figure 17. Summary of Errors: Essay Writing 4

Figure 18 shows the patterns of the three cases of near synonym errors in the writing composition of Thai learners. Both Case 1 and Case 2 errors have obvious positive and negative fluctuation rates while Case 3 has a greater rate of consistency. From this pattern, it was clear that the number of Case 1 errors systematically declined and therefore demonstrates improvement of learning. However, taking into consideration the fundamental assumption of fossilization, that is, the *presence of errors*, Case 1was still considered fossilizible unless proven otherwise. Moreover, all errors that did not belong to the taxonomy of errors or at least did not collaborate with the four analysts were counted separately as undefined errors (see Figure 19). Figure 20, on the other hand, shows the presence of near synonym errors in the individual diaries of the students. The data from the diaries was an indication that even in an informal writing context, near synonym errors were present. The data from the diary writing provides further evidence that near synonym errors were permanently embedded in Thai learners' mental lexicon.

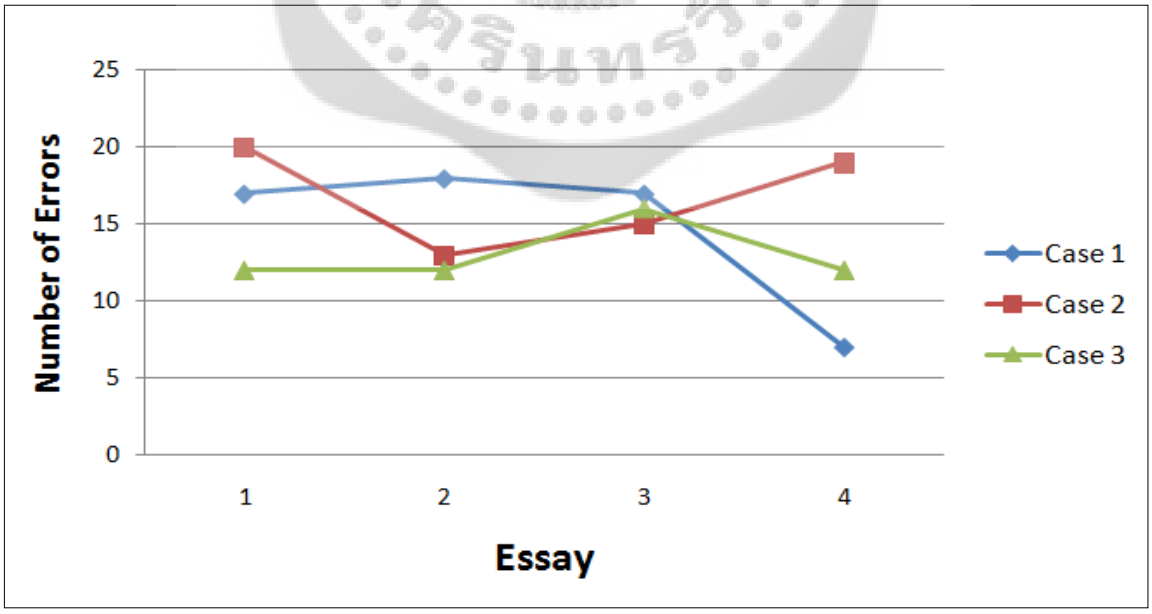


Figure 18. Summary of Errors: NSE Cases

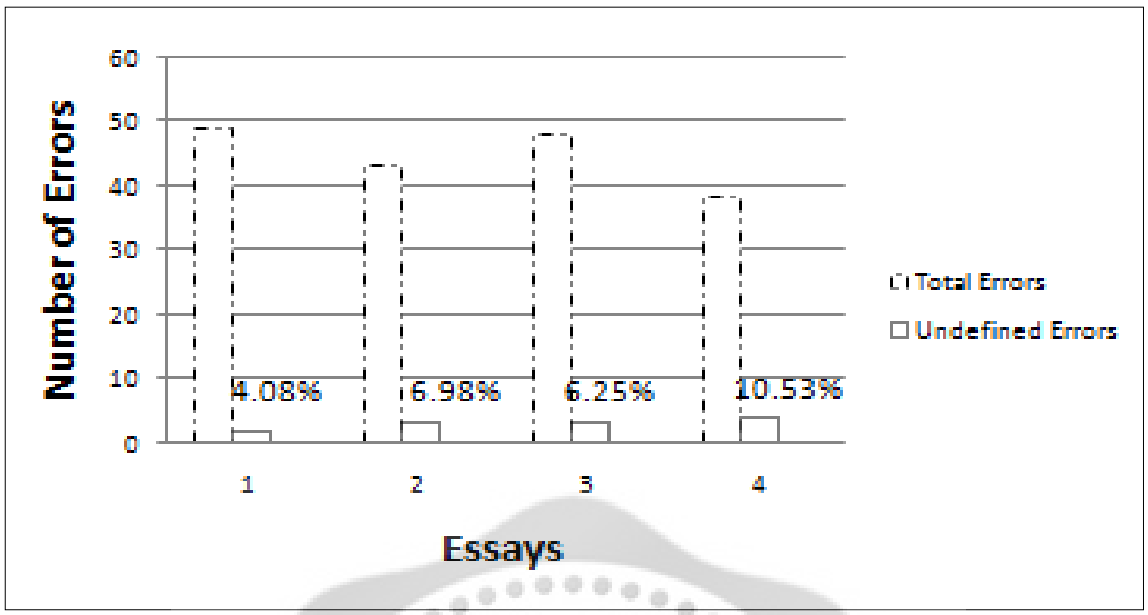


Figure 19. Summary of Undefined Errors

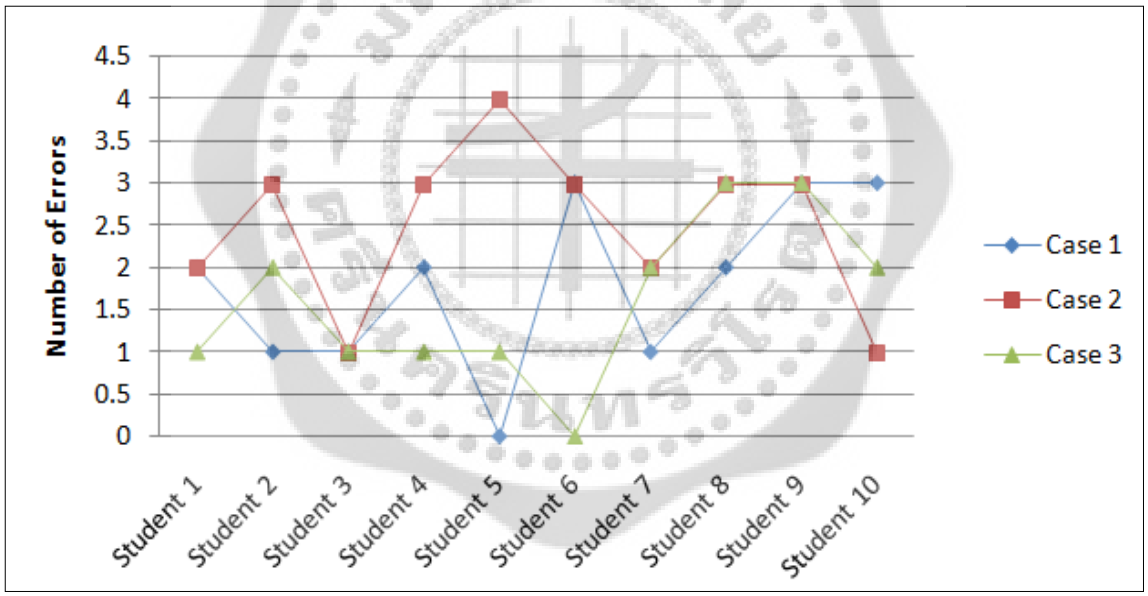


Figure 20. Summary of Errors: Diary Writing

To further qualify the data from the longitudinal study, the Kruskal-Wallis test was used to evaluate whether there were significant differences between the numbers of near synonyms errors in the four essays. It revealed that there were no significant differences among the near synonym errors present in the four writing compositions over the period of 20 months (see Table 11). The number of errors, although not

absolutely the same in number, fluctuated in a whimsical pattern leaving no significant indication of feasible learning.

Apart from time consideration in the longitudinal study, the effectiveness of tutorial sessions was also essential to validate the extent of giving and exposing the students with enough language inputs. The researcher asked the participants to rate their satisfaction toward the tutorial session via a questionnaire in four aspects: the contents, the error awareness, the exercises and activities, the tutorial design and tutorial instructor. The questionnaire contains 22 items. The participants were asked to indicate their degree of satisfaction from a five choice rankings ranging from *very satisfied* to *very dissatisfied*. On the 5-point scale of response choices, each item was scored from one to five with one representing the lowest level of satisfaction and five representing the highest level of satisfaction. The mean value was interpreted as: 4. 51-5. 00 very satisfied, 3. 51-4. 50 satisfied, 2. 51-3. 50 Neutral, 1. 51-2. 50 dissatisfied, and 1. 00-1. 50 very dissatisfied. The results of the questionnaire showed that all students were satisfied with the tutorial session ($\overline{X}$ = 4. 29).

With this premise, time consideration, extensive language input, students' satisfaction and consistency in the number of errors, the longitudinal study revealed that all three cases of near synonym errors were fossilizable lexical errors for Thai learners.

Table 11

Kruskal-Wallis test comparing the number of near synonyms errors of four essays.

	N (Cases of Errors)	Mean Rank
Essay I	3	16. 3
Essay II	3	14. 3
Essay III	3	16
Essay IV	3	12. 6
Total	12	
Chi-Square		5. 99
Df		3
Asymp. Sig. (2-tailed)		. 013

Note: There is no significant difference among the errors from four essays, H=2. 27 (2,N=12), p>. 05.

The Results of M1R2 Rating Scale

Objective 3: To test the predictive power of selected fossilization hypothesis.

The third objective was to test the predictive power of selective fossilization hypothesis. In order to do this, an M1R2 rating scale was employed. Table 12 shows the results of the M1R2 rating scale and it was predicted that Case 2 and Case 3 near synonym errors were fossilizable while Case 1 was learnable. Furthermore, Table 13 shows the comparison of the M1R2 rating scale vis-à-vis the results of the longitudinal study. It revealed that the longitudinal study corroborated the results of the M1R2 rating scale in both Case 2 and Case 3 but not on Case 2.

Table 12

The categorization of fossilization and acquisition

NSE	*M*	*R*	*Fossilization or Acquisition Category*
Case I	QUM	NR/QR	Learnable
Case II	UM	NR	Fossilizable
Case III	UM	NR	Fossilizable

Note: QUM—Quite Unmarked, UM—Unmarked, NR—Non-robust, QR—Quite Robust

Table 13

Comparison of results between longitudinal study and M1R2 rating scale

NSE	*Longitudinal Study*	*M1R2 Rating Scale*
Case I	Fossilizable	Learnable
Case II	Fossilizable	Fossilizable
Case III	Fossilizable	Fossilizable

Results of the Causal Factors of Fossilization

Objective 4: To identify the causal factors of fossilization in the written composition of Thai learners.

The final objective of this research was to identify the root cause of fossilization in the written composition of Thai learners. In order to address this, the researcher conducted an interview using the taxonomy of causal factors of fossilization proposed by Han (2004). The results show that the causes of fossilization were both internal and external. Internal factors included (a) L1interferance, (b) lack of understanding and (c) lack of interest. For external factors however, (a) lack of communicative relevance and (b) language complexity were the primary reasons. According to Han (2009), *L1*

interference along with *satisfaction of communicative needs* are the most common causes of fossilization.

Chapter Summary

This chapter reports the results of the analysis of the near synonym errors in the four writing compositions of Thai learners, and longitudinal study and the contemporary study using M1R2 rating scale in relation to lexical fossilization. It also reveals the putative causal factors of fossilization. Some possible reasons for these results will be discussed in Chapter 5.

CHAPTER 5

DISCUSSIONS, CONCLUSION AND IMPLICATIONS

This chapter presents a summary of the main study, then a discussion of the findings in relation to the objectives and hypothesis. After that, the pedagogical implications in relation to English teaching and learning, particularly in the advent of *globalized English* are included. Then, some areas that are beyond the researcher' control are presented in the limitation of study. Finally, this chapter concludes this research with recommendation and guidance for future research.

The data from this study were obtained through a longitudinal study and analysis of the writing compositions of ten purposely selected third year English major students. The data were analyzed according to the following objectives:

1. To analyze and identify the near synonym errors in the written composition of Thai learners;
2. To analyze and determine whether near synonym errors are fossilizable lexical errors for Thai learners;
3. To test the predictive power of selected fossilization hypothesis;
4. To identify the causal factors of fossilization in the written composition of Thai learners.

Research Findings

1. The analysis revealed that (a) case II errors (in which the meaning of the synonym used and the appropriate synonym were not exactly identical) was the most numerous and persistent type of error followed by case I (informal vs. formal) and case III (meaning vs. usage).

2. Longitudinal study revealed that all three cases of near synonym errors were fossilizable.
3. The selected fossilization hypothesis, through the M1R2 Rating Scale, an instrument personally developed by the researcher based on L1 markedness and L2 robustness, classified case II and III to be fossilizable while case I to be learnable.
4. The results show that the causes of fossilization were both internal and external. Internal factors included (a) L1interferance, (b) lack of understanding and (c) lack of interest. For external factors however, (a) lack of communicative relevance and (b) language complexity were the primary reasons.

Discussion of the Findings

The main purpose of this study was to investigate whether near synonym errors are fossilizable linguistic elements for Thai learners. The objectives of this study serve as guides in presenting the result of this study. The discussion stated in this chapter will cover significant issues that emerged from the study, including classroom activities, teaching vocabulary, lesson planning, students' motivation, the general concept of education, problems that arouse and some precautionary measure on how they were dealt with.

Analysis of near synonym errors

From the date in Figure 6 which represents the result of the analysis of near synonym errors, it can be interpreted that the intervention (tutorial session), which took place between the first and second essays, may somehow have helped the students. Another observable finding from this data is the parallelism between essay 1 and essay 2. The numbers of errors from both essays are similar considering its mean of 6. 4 and 6. 1 respectively. For essay 3 and essay 4 on the other hand, the relationship was quite dissimilar and there was no clear pattern between the two. It can be inferred that during their OJT, which took place between essay 2 and essay 3, students suffered from what Selinker (1972) called *backsliding.* According to Selinker (1972), backsliding occurs when students commit the same errors they previously learned. Essay 2 provides evidence that some near synonyms were learnt by the students and the dramatic increase in the number of errors in essay 3 was evidence of *backsliding.* This proposition may be explained by Thorndike's *Decay Theory* in his book The Psychology of Learning in 1914. According to Thorndike, learners need constant practice and revision of what they have learned because if not, it will gradually fade from their memory and ultimately disappear. Most of the students admitted that OJT did not provide sufficient opportunities to practice their English and in turn, they have forgotten most grammatical rules and synonyms they learned.

Number of errors, number of words and lexical fossilization

If we look at the linear pattern of the number of words and number of errors, it was clear that all essays have almost exactly the same fluctuating pattern. This can be interpreted in three interconnected posits. First, the presences of errors in four essay compositions were compelling to show that there were no significant differences among the number of errors. This assumption was supported by statistical analysis

using Kruskal-Wallis test leaving another valid proof about lexical fossilization. The second interpretation was the tendency that the more words the students write, the bigger chances of committing near synonym errors. The last issue that was worth discussing in relation to the number or errors and number of words ineach essaywas the assigned topic of each essay. The researcher was convinced that essay topic could influence the writing output of each student in both lexical use and number of words. Essay 1 and essay 4 therefore focused on exactly the same topic while essay 2 and 3 were different. As expected, students committed the same errors for essay 1 and essay 4 considering the fact that they already learned the correct synonym from their errors in their first writing task and yet they still committed the same errors in their fourth writing task. For example: Essay 1: *I can get <gain>experience. , ...I would like to take<visit>...,* Essay 4: *We can get<gain> a new experience. , My favorite place that I usually take <visit>...* Assigning the same topic was done intentionally in order to check whether the students would commit the same synonym errors over a period of time, which would further qualify as lexical fossilization.

Longitudinal study vs. the predictive power of M1R2 rating scale

One explanation why Case I (the use of informal words instead of formal ones) was predicted to be learnable was because the M1R2 rating scale was based on L1 Markedness and L2 Robustness which are both based on the frequency and variability of a particular error in a particular language community. This means that the M1R2 rating scale viewed and dealt with fossilization from a more specific angle than a traditional longitudinal study. The data from the M1R2 rating scale came from both L1 native speakers and L2 native and non-native speakers residing in the language community for a considerable amount of time. Another explanation for why Case 1

was predicted to be learnable (which a longitudinal study may not be able to identify) was that formal language is one of the most common features and emphasis of Thai English language classroom. Formality is most often coupled with *politeness* in Thai context. Thai people in general are very cautious not to hurt others' feelings, particularly through the utterance of words. Furthermore, formal and informal words are included and emphasized in most English textbooks published by Thai universities (Permkasetwit, Kaetkaew& Chaisiri, 2008). Norms and exposure to L1 may intuitively influence the raters of the M1R2 rating scale. Hence, the output more closely reflects the real situation than the expected one. Two Thai raters admitted that they might have a tendency to consider the general use of *have* in replacement to *there is* or *there are* because they often encounter such words whether in spoken or written discourse. They themselves use it for *quick* communicative reasons.

The Causal Factors of Lexical Fossilization

L1 interference is one of the reasons of fossilization of Thai students. Most of them do not know or are uncertain of the correct synonyms in English, generally use L1as their departure point. This can be illustrated by the use of words *look*, *see* and *watch*. The sentence *I watch<see> a lot of pictures.* , is a literal translation from Thai ฉันดูรูปภาพมากมาย. Thai students might be uncertain whether to use *watch* or *see* in this particular instance, but due to L1 they may automatically use the word *watch*. Although synonyms are grouped up in a thesaurus, it does not follow that the words are identical. Even if their official meanings are identical, different synonyms convey subtly different moods and ideas. The use of electronic dictionaries may also contribute to the erroneous lexical choice of Thai students. Most students admitted that

when using an electronic dictionary, they often use the *first* English word in the list. In the case of *watch* and *see*, the former often appears first.

The second internal factor affecting fossilization was *lack of understanding.* This finding supports the claim of Thep-Ackrapong (1990) that low proficiency was one of the root causes of fossilization. The recent national standardized examination (Advanced National Examination Test –A-NET) in Thailand shows how scores in English suffered a steep drop in 2011 - 11% or one-third in the last two years for upper-secondary and 15% or half of the score in the last two years of lower secondary. This shows that Thai students at this level generally have low proficiency, which therefore may constitute lack of understanding.

In terms of *lack of interest,* this was related to students' motivation to learn. Students in this generation are living in the most intensive time in the history of the earth. Students are being besieged by a huge explosion of technology and innovation, including smart phones, tablets, social networks, and hundreds of television channels. As a result, they are becoming distracted and the classroom is becoming a boring place for them.

For external factors, *lack of communicative relevance* was the main reason revealed by the students. Most of the students find no communicative relevance studying near synonyms. Although they are satisfied with the tutorial sessions, they see no real tangible value in understanding the differences between *wake-up* and *get-up, scared* and *afraid, strangers* and *foreigners* etc. Another example is that they can *watch* a movie or *see* a movie, but they can only *watch* TV, never *see* it. Another thing is that, they cannot *view* either of them, even though when they watch either of them, they become a *viewer* and never a *watcher*, much less a *seer*. This makes no sense to

most students because the can still relay the meaning using any of the words mentioned.

Language complexity As a multilingual speaker and a second language educator, the researcher is convinced that English language is not simple. Following Lightbrown's (1985) proposal, he claimed that one of the factors that promote fossilization is the complexity of the target language. There are many reasons why English is a difficult language but in this research, the researcher will point out only those related to Thai context. The following reasons (but not limited to) are the reasons why English is difficult to Thai learners:

a. Natural learning. One of the reasons why English is difficult for most Thai learners is that there is a very less opportunity to use it in a natural way. Gallwey (2000) argued that any system of instruction [and learning] should be built upon the best possible understanding of natural learning, the learning process we were born with. He further stress that the less instruction interferes with the process of learning built into individual's DNA, the more effective our progress is going to be. This is true in language and in Thai context. Aside from that fact that the term *natural* is relative because of the emergence of *Englishes* or the diverse version of English, Thailand has scarcity in the use of English.

b. Memorization. A certain degree of memorization is of course essential in language learning. However, it would be impossible to literary memorize all linguistic features of English language. Words alone are massive amount of memorization beyond human capacity. For example, *Oxford English Dictionary (Second Edition of 20-*

volume) contains full entries for 171,476 words in current use, and 47,156 obsolete words. This data is even more complicated considering around 9,500 derivative words as subentries, parts of speech, sense of use, inflectional meaning, distinct English words, technical and regional vocabulary not covered by the *OED*, synonyms, antonyms and words not yet added to the published dictionary. Thai learners memorize everything in English. For most students, learning English means memorizing the pieces and rules. Hence the manner of using English becomes a process of trying to remember the pieces and mentally assembling them using the rules. This manner of learning is on the opposite side of *natural learning* that is why English is a complex language for Thai.

c. Linguistic aspects. The linguistic aspects of English are so diverse and worsen by the increasing number of foreign users or diversity of speakers. Few among many results of Thai-English comparative study show the difference in syntactical, phonological, morphological and lexical aspects.

Implications of the Study

The results of this study suggest three main implications for the very core of language acquisition, learning and education. The three broad areas are curriculum, assessment and pedagogy.

Curriculum

First and foremost, there must be a curriculum solely intended for vocabulary teaching. If this is attained, then there are two implications of lexical fossilization. The

first implication relates to whether the curriculum is an *Emergent*or *Prepared* curriculum. More often than not, teachers mainly rely on following the *prescribed* or so called *prepared* curriculum mandated by the school or by the commission on higher education simply because it is obligatory and the students will be tested according to the items manifested in the curriculum. In language teaching however, the classroom environment is situational. Anything can happen inside the classroom. The insistence on teaching of linear guidelines of prepared-standard-tied curriculum automatically pushes away essential learning opportunities readily available for students. While prepared curriculum is essential for ministerial purposes and report, an emergent curriculum is also very important to address any unforeseen circumstances inside the classroom. However, the key toward the achievement of an emergent curriculum lies mainly in the teacher him/herself.

The second implication relates to whether the curriculum is *personalized* or *standardized.* Vocabulary acquisition happens in the minds and souls of individuals and not through multiple-choice tests. When designing a vocabulary curriculum, it is very important to promote a sense of collaboration, a sense of belongingness and a sense of appreciation among the three co-equal pillars of an educational institution—students, teachers and administrators. The actual learners must be engaged and not gauged. The equality among pillars—and none is nobler than the other—is one of the hardest things to accept when designing a curriculum. It is the most daring task and yet the only life-transforming one. *Progetazione*, a curriculum in the northern Italian town of Reggio Emilia, best exemplifies a personalized curriculum. Widely recognized as the Reggio Approach or project based approach, this curriculum sees students as intellectually curious, resourceful, full of potential and a vital element of curriculum

design. Wurm (2005), explained that knowledge building is not a linear process and a planned curriculum is *unsuitable* considering the multiple strategies of teaching and multiple modes of learning. This premise gives way to discuss another means of how lexical fossilization should be deal with—the assessment.

Assessment

Assessing vocabulary needs assessment. We use the preceding sentence to put an outlay on the real objectives of vocabulary assessment. Huges (2003, p. 179) admitted that vocabulary has its own special sampling problems. He further emphasized that as far as the placement test is concerned, a particular set of lexical items as a prerequisite for a particular language class is not normally required. Furthermore, a general indication of the adequacy of the students' vocabulary must be taken into consideration before any assessment takes place. He further recommends that a vocabulary proficiency test must be constructed by the teacher based on his or her own students. In this study, the researcher did not deal with the general aspects of vocabulary. Rather, the researcher delved deeper into a specific aspect of lexis, and so if the general aspect of vocabulary needs personalization, it is even more required to personalize near synonym assessments to ensure a consistent standard. The primary aim of the assessment is to raise standards and not to standardize. One of the practical ways to personalize testing is to use the *Vocabulary Size Test* proposed by Nation & Beglar, 2007. Vocabulary size test is a multiple-choice vocabulary test divided into thirteen one-thousand-word family level. The sample of the test is available in the book Teaching Vocabulary (Nation, 2008).

Pedagogy

The pedagogy or the teaching itself is the heart of education. The real role of a teacher is to teach the students and not to teach the subject. The main point that the researcher would like to emphasize in terms of pedagogy is whether the teacher is in the plane of *realistic* or *idealistic* teaching, in other words whether the teacher teaches the attainable subject matter or whether he/she remains a catalyst to keep the system of education running. There is a clear distinction between the two but having idealistic teaching, with a connotation of being traditional, without thoroughly assessing its feasibility, is simply a sheepskin of intellectual nakedness. Realistic teaching on the other hand must not only conform to the *whats*, and *how*s but most importantly, the *whos*, for whom education is for—the students. As far as near synonyms are concerned, native-like fluency is an unrealistic aim. Although there are handful of individual who are able to traverse this unrealistic aim, mastery of *near synonyms* is very difficult, if not almost impossible for Thai second language learners. It is therefore essential to re-think our view in teaching vocabularies. For example, teachers may focus on teaching chunks, phrases and collocations. Teachers may also use communicative activities such as *pelmanism, grammar auction, running dictation noughts and crosses, and board race*. Such activities are communicative in nature and require Total Physical Response (TPR) meaning, students are learning by doing. Teachers may also introduce the use of corpora (for example, the British National Corpus – written and spoken English, the Cambridge and Nottingham Corpus of Discourse in English – a spoken corpus) and the frequency words list in teaching synonyms. High frequency words should be the priority instead of low frequency words. For Thai teachers on the other hand, direct translations should be used with outmost caution. Thai teachers must provide ample contextualization in teaching

synonyms. For example, Thai teacher may adopt the following steps in translation: Translation (direct translation or maybe through the use of Thesaurus or Thai-English dictionary) → Interpretation (Finding the correct synonym that fits in the context of the lesson) → Localization (Finding the correct synonym that fits in Thai context).

Limitations of the Study

This research has the following limitations:

First, a single vocabulary itself is exponential in nature. That means, before a certain individual produces (i. e. writing and speaking) a single meaningful word, it was influenced by many factors. Therefore, studying the very nature of vocabularies output requires ample amount of time and extensive corpus analysis. Hence, the study conducted herein might be limited in nature.

Second, the task given to the students (i. e. essay writing) was a productive task. The researcher has less leverage on the output and therefore the analysis follows. Even though the topics were assigned, it could not rule out the data was invulnerable from any internal or external influences that might affect the results.

Third, the statistical tool used, although non-parametric and useful when outliers are present, it may not be powerful enough to determine whether the significant difference could formulated as variable rule.

Recommendations for Further Studies

Based on the results of this research, it is recommended that the future research should account both learning and non-learning. Following Gass (1998), which state that:

> The ultimate goal of second language acquisition research is to come to an understanding of what is acquired (*and what is not acquired*), and the mechanisms that bring the second language knowledge about. (emphasis added)

In this research, the main emphasis is to stir the linguistic features that are erroneous in order to prove the existence of lexical fossilization. However, it is also important that apart from identifying the persistent errors, future research should focus on the learnability of particular linguistic features and develop a certain program, curriculum or special instruction for it.

Likewise, the following questions of high relevance are also a matter of consideration:

Is it Global English (Englishes) or *a fossilized linguistic features?*

Does communicative language teaching (CLT) promote fossilization?

Is fossilization an 'explainable' phenomenon or *a 'natural' phenomenon?*

In greater perspectives, the following phrases need to be re-defined when dealing with the subject of fossilization:

Learners' success

Target language

Native-speaker competence

Conclusion

The claim that near synonym errors are fossilizable linguistic elements for L2 Thai learners has compelling evidence from hypothesis to facts. Although debatable, the theory that there is a maximum or there is an end state for learning a second

language has a certain degree of truth. In this research, near synonym errors are still midway between assumed and established. Clearly, a follow-up research on the same participants is necessary. Repeated testing of different linguistic features is essential to prove the approximation and assumption set forth herein. The formula presented in this research may require revision and adjustments resulting in a more complex equation. Finally, despite the limitation of ideas and facts presented herein, it is the researcher's' hope that this research will inspire fellow SLA researchers, teachers and students to investigate the unexplored mystery of fossilization beyond what the researcher have attempted.

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APPENDIX

APPENDIX 1:

Research Information Sheet

The aim of the research information sheet is to inform the participants about the background and rationale of the study.

Research title: An Analysis of Lexical Fossilization: Near Synonyms Errors

My name is **Mr. Lawrence H. Platon**, an MA student of Srinakarinwirot University, currently undertaking a research study on the Selected Fossilization Hypothesis in the Writing Composition of the Third Year English Major Students of Rajamangala University of Technology.

The research project, entitled "An Analysis of Lexical Fossilization: Near Synonym Errors", involves an analysis of four essays, which will be taken at the beginning and the end of the first semester of a regular essay writing class and twelve months later. Furthermore, a short interview with students will be conducted in order to clarify ambiguous errors found by the researcher. The aim of the study is to come up with authentic data from an analysis of repeated errors in Thai students' writing compositions. This data will be primarily used for the researcher's thesis on the same title and for further research on teaching English. The intention is not to focus on individual students, nor to make judgments about individual errors but to understand the persistent errors that may hamper second language acquisition or be hypothesized as fossilized linguistic elements.

Srinakarinwirot University Thesis Defense Committee has approved this project. If you have any ethical concerns about the project or questions about your rights as a participant please contact the undersigned using the following contact details: Mobile: 0842182635 and Email: lawrence_101@yahoo. com.

If you are prepared to take part, a Consent Form is attached for you to sign.

Thank you for considering this request.

Mr. Lawrence H. Platon
Student
Master of Teaching English as Foreign Language
Faculty of Humanities
Srinakarinwirot University
Prasamit, Bangkok

APPENDIX 2:

Consent Form

The aim of the consent form is to protect the interest and identity of the participants.

Research title: An Analysis of Lexical Fossilization: Near Synonyms Errors

CONSENT FORM – STUDENTS

I (name)…….
hereby consent to participate in the research project entitled:

An Analysis of Lexical Fossilization: Near Synonym Errors

I have read and understood the Information Sheet on the above research and understand that my essays will be recorded as part of the study.

I confirm that I am over 18 years of age and will keep a copy of the information sheet for future reference.

I agree to write three essays, to be interviewed as part of the study and to attend six tutorial sessions (2 hours per meeting) at a time negotiated with me.

I understand that the soft copies of my essays will be stored on a password-protected computer which can only be accessed with the permission of the researcher. I agree that these may be used for

a) teaching material at the university,
b) research and research training, and
c) professional development of teachers.

(Cross-out any you do not wish to include).

I understand that information acquired in the study may be published, and that I will not be identified in journal articles and conference presentations on this topic. I also understand that the essays will not reveal my identity.

I understand that I may not directly benefit from taking part in the project.

I understand that I can withdraw from the study at any stage and that this will not affect my status now or in the future.

I grant the researcher permission to use and reproduce my essays and my voice recording for the purposes of the research. I acknowledge that my essays and voice

may be used and reproduced in photographs, videos or any other recordings by any means, which are produced in the course of the research.

I understand that the researcher shall not be required to make any payment to me arising out of this right.

I understand that wherever practical, the researcher will acknowledge my participation in the project.

Name of participant…….

Signed……. . …….

Dated……

APPENDIX 3

Sample M1R2 Rating Scale (Near Synonyms)

The aim of this rating scale is to classify the markedness of L1 and the robustness of L2

APPENDIX 3: Near Synonym Errors

Instruction: Based on your perception, please rate the frequency with which you encounter (notice) the usage of the word(s) in the lists from _____ learners.

No	C-No.	Sample Errors	Infrequent						Frequent				
1	e2	But I have 3 places that I want to go	-5	-4	-3	-2	-1	0	1	2	3	4	5
2	e5	How to different between Taiwan...	-5	-4	-3	-2	-1	0	1	2	3	4	5
3	e9	In holidayI have activities.	-5	-4	-3	-2	-1	0	1	2	3	4	5
4	e11	I want to go there are the first place because...	-5	-4	-3	-2	-1	0	1	2	3	4	5
5	e13	Chang Mai are nice weather country, many mountain...	-5	-4	-3	-2	-1	0	1	2	3	4	5
6	e14	I want to go is Kra bi provide ther are many activities	-5	-4	-3	-2	-1	0	1	2	3	4	5
7	e16	Because Nakhon Nayok have my family	-5	-4	-3	-2	-1	0	1	2	3	4	5
8	e17	It take warm feel	-5	-4	-3	-2	-1	0	1	2	3	4	5
9	e20	But I feel that other travel don't warm as myhouse.	-5	-4	-3	-2	-1	0	1	2	3	4	5
10	e21	But I feel that other travel don't warm as myhouse.	-5	-4	-3	-2	-1	0	1	2	3	4	5
11	j25	I would like to take is Tak province	-5	-4	-3	-2	-1	0	1	2	3	4	5
12	j26	...waterfal stand in "Aumper Oung-pang"	-5	-4	-3	-2	-1	0	1	2	3	4	5
13	j27	I watch a lot of picture...	-5	-4	-3	-2	-1	0	1	2	3	4	5
14	j28	...that make me want to touch real place.	-5	-4	-3	-2	-1	0	1	2	3	4	5
15	j29	"Pai" that place is verynice weather	-5	-4	-3	-2	-1	0	1	2	3	4	5
16	j31	make me want to touch real place	-5	-4	-3	-2	-1	0	1	2	3	4	5
17	j34	I make a plan can fix you feel better	-5	-4	-3	-2	-1	0	1	2	3	4	5
18	j35	I would like to take : Korea, Krabi and Japan.	-5	-4	-3	-2	-1	0	1	2	3	4	5
19	j38	When the water sea down...	-5	-4	-3	-2	-1	0	1	2	3	4	5
20	j40	...I stand on sea.	-5	-4	-3	-2	-1	0	1	2	3	4	5
21	j41	...and spend a long time to go there.	-5	-4	-3	-2	-1	0	1	2	3	4	5
22	j42	I can see many people and improve...	-5	-4	-3	-2	-1	0	1	2	3	4	5
23	j43	Different place made me many feeling...	-5	-4	-3	-2	-1	0	1	2	3	4	5
24	j44	There are many strangers and when I see it...	-5	-4	-3	-2	-1	0	1	2	3	4	5
25	j45	There are many strangers.	-5	-4	-3	-2	-1	0	1	2	3	4	5
26	j48	...to go to "Korea" alone because I need to meet my...	-5	-4	-3	-2	-1	0	1	2	3	4	5
27	j51	...them to meet different and get experience...	-5	-4	-3	-2	-1	0	1	2	3	4	5
28	j54	I really would like to get knowledge.	-5	-4	-3	-2	-1	0	1	2	3	4	5
29	e64	There is build the dam near the town	-5	-4	-3	-2	-1	0	1	2	3	4	5
30	e67	... tourist attraction, fresh air, and relax .	-5	-4	-3	-2	-1	0	1	2	3	4	5
31	e70	...but I cannot test entrance.	-5	-4	-3	-2	-1	0	1	2	3	4	5
32	e73	...many places that had visited and never to go there.	-5	-4	-3	-2	-1	0	1	2	3	4	5
33	e74	It was build by many big stones.	-5	-4	-3	-2	-1	0	1	2	3	4	5
34	e75	No one know how it can be constructed.	-5	-4	-3	-2	-1	0	1	2	3	4	5
35	e80	It is very wonderful thing in the world.	-5	-4	-3	-2	-1	0	1	2	3	4	5
36	e82	I would like to take ; China, Japan, and Italy.	-5	-4	-3	-2	-1	0	1	2	3	4	5
37	e84	It has many arts of food, culture and places.	-5	-4	-3	-2	-1	0	1	2	3	4	5
38	e85	I like a pretty package that they made	-5	-4	-3	-2	-1	0	1	2	3	4	5
39	e87	If I have couple, I will go to date in Italy.	-5	-4	-3	-2	-1	0	1	2	3	4	5
40	e88	I need to see views and building together.	-5	-4	-3	-2	-1	0	1	2	3	4	5
41	e89	Italy is mydream country that I need to travel .	-5	-4	-3	-2	-1	0	1	2	3	4	5
42	e91	I must to go.	-5	-4	-3	-2	-1	0	1	2	3	4	5
43	e93	I would like to take are Italy, France, Ankor Wat.	-5	-4	-3	-2	-1	0	1	2	3	4	5
44	e95	It is the city of spaghetti.	-5	-4	-3	-2	-1	0	1	2	3	4	5
45	e96	I want to touch romantic city and...	-5	-4	-3	-2	-1	0	1	2	3	4	5
46	e98	Ankor wat is one place that I would like to take .	-5	-4	-3	-2	-1	0	1	2	3	4	5
47	e100	Italy make me try to taste of original spaghetti.	-5	-4	-3	-2	-1	0	1	2	3	4	5
48	e102	France make me see the beautiful place	-5	-4	-3	-2	-1	0	1	2	3	4	5
49	e103	Ankor Wet make touch a old culture.	-5	-4	-3	-2	-1	0	1	2	3	4	5
50	e104	And I can find knowlage from places.	-5	-4	-3	-2	-1	0	1	2	3	4	5

APPENDIX 4

Pilot M1R2 Rating Scale: L1 markedness and L2 robustness

The objective of the pilot M1R2 rating scale is to try out the initial conception of identifying the markedness of L1 and robustness of l2.

ROBUSTNESS OF SECOND LANGUAGE (FREQUENCY)

Instruction: Based on your perception, please rate the frequency with which you encounter (notice) the usage of the word(s) in the lists . from _____ learners

Classification	Sample Error: Near Synonyms	Frequency
		-5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*We can communicate with people and get <gain/acquire> knowledge from other countries by using computers.*	
CaseII:	*You will get up <wake up> in the morning because of the sound of birds.*	
Case III:	*Because the city has <there are> many hospitals.*	

Classification	Sample Error: Preposition	Frequency
		-5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*Also, you have many things to do and to think <think about>.*	
CaseII:	*I don't have to face up to <face> the traffic congestion.*	
Case III:	*There are no traffic jams that result of <from> having many cars.*	

ROBUSTNESS OF SECOND LANGUAGE (ACCEPTANCE)

Instruction: Based on your perception, please rate your level of acceptance of the usage of the word(s) in the lists from _____ learners.

Classification	Sample Error: Near Synonyms	LEVEL OF ACCEPTANCE
		-5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*We can communicate with people and get <gain/acquire> knowledge from other countries by using computers.*	
CaseII:	*You will get up <wake up> in the morning because of the sound of birds.*	
Case III:	*Because the city has <there are> many hospitals.*	

Classification	Sample Error: Preposition	LEVEL OF ACCEPTANCE
		-5 -4 -3 -2 -1 0 1 2 3 4 5
Case I:	*Also, you have many things to do and to think <think about>.*	
CaseII:	*I don't have to face up to <face> the traffic congestion.*	
Case III:	*There are no traffic jams that result of <from> having many cars.*	

APPENDIX 5:

Questionnaire for the effectiveness of tutorial sessions

The aim of this questionnaire is to measure students' satisfaction toward 6 weeks tutorial sessions on the usage of synonyms using Conscious Raising Awareness approach.

QUESTIONNAIRE

Students' satisfaction toward tutorial on Near-synonym Errors.

The aim of this questionnaire is to measure students' satisfaction toward 6 weeks tutorial sessions on the usage of synonyms using Conscious Raising Awareness approach. All respondents' data will be beneficial for further study in analysis of students' errors.

Part 1: General information of the respondents

Directions: Please mark ✓ on the right answer based on your personal data

1. Sex

❒Male ❒Female

2. Education

❒Grade 12 ❒ Vocational ❒Higher vocational

❒Bachelor degree ❒Higher than bachelor degree

3. Age

…… years old

4. How many years have you been studying English?

…… years

5. Have you ever taken a course on "Writing"?

❒Yes, I have. (Please specify)……

❒ Never

……

……

6. Have you ever been on the training in writing workshop?

❒Yes, I have. (Please specify)……

❒ Never

……

……. ……

Part 2: Students' satisfaction toward tutorial on Near-synonym Errors

Directions: Please indicate the level of your agreement with the following statements by marking ✓ in the boxes.

Tutorial on "Near-synonym Errors"	**Level of satisfaction**				
	Very Satisfied	**Satisfied**	**Neutral**	**Dissatisfied**	**Very Dissatisfied**
Content					
1. The tutorial is interesting. I really learn from this course.					
2. The content is suitable to my level.					
3. The tutorial objectives were clear to me.					
4. The content is beneficial to improve my writing.					
5. The content helps me learn new words and its synonyms.					
Error awareness					
6. I became aware on my own near-synonym errors.					
7. I became aware and careful in using synonyms.					
8. I will be able to use what I learned in this tutorial.					
9. I can identify others' near-synonym errors					
Exercises and activities					
10. The exercises are interesting. I really like them.					
11. The exercises correlate with my daily life.					
12. The activities in this tutorial gave me sufficient practice and feedback.					
Tutorial design					
13. The illustrations were attractive and encourage me to study this course.					
14. The level of material was appropriate for me.					
15 The tutorial activities stimulated my learning					
16. The pace of this tutorial was appropriate.					
Tutorial Instructor					
17. The instructor was well prepared.					
18. The instructor was helpful.					

Parts 3: Self-paced delivery

19. How would you improve this tutorial? (Check all that apply.)

___Provide better information before the tutorial.
___Clarify the tutorial objectives.
___Reduce the content covered in the tutorial.
___Increase the content covered in the tutorial.
___Update the content covered in the tutorial.
___Improve the instructional methods.
___Make tutorial activities more stimulating.
___Improve tutorial organization.
___Make the tutorial less difficult.
___Make the tutorial more difficult.
___Slow down the pace of the tutorial.
___Speed up the pace of the tutorial.
___Allot more time for the tutorial.
___Shorten the time for the tutorial.
___Improve the tests used in the tutorial.
___Add more video to the tutorial.

20. What other improvements would you recommend in this tutorial?
……
……

21. What is least valuable about this tutorial?
……
……

22. What is most valuable about this tutorial?
……
……

Part 4: Additional comments

……
……
……
……
……
……
……
……
……

--Thank you for your participation--

APPENDIX 6:

Causal Factors of Fossilization Rubric

The aim of the questions is to generate authentic data from the analysis of students' attitudes in writing class

Interview Questions for the Causal Factor of Fossilization

The aim of the questions is to generate authentic data from the analysis of students' attitudes in writing class. The intention is to focus on understanding students' perceptions vis-à-vis the causal factors that might explain the persistent errors occurring in students' writing, or may be hypothesized as fossilized linguistic elements.

	External Factors of Fossilization *(Absence of corrective feedback, lack of input, lack of communicative relevance, language complexity, quality of input and instruction)*	**Yes**	**Maybe**	**No**
1	Do you think you receive good feedback/correction from the teacher in your written output?			
2	Is input given by the teacher sufficient enough to improve your writing skills?			
3	Is the teacher your main source of influence in your writing?			
4	Do you think the English language is a difficult language, especially in writing?			
5	Do you have any opportunity to practice writing outside the classroom?			
6	Do you understand the way the teacher teaches writing?			
7	Is writing relevant to your communication needs?			
8	Are major examinations (mid-term and final exams) the only factors that push you to study writing?			
	Internal Factors *(L1 influence, lack of attention, lack of understanding, lack of interest, lack of talent, age factor, failure to detect errors)*	**Yes**	**Maybe**	**No**
1	Do you always start translating a word or a phrase in Thai before you write it in English?			
2	Can you easily put your ideas into writing?			
3	Can you recognize your own errors?			
4	Do you have a strong desire to develop your writing skills?			
5	Is writing an interesting subject and do you pay much attention to it?			
6	Do you think you can still improve your writing skills?			
7	Do you think it will get easier for you to progress in writing as you get older?			
8	Do you think you have learned writing to an advance/native-like standard?			

APPENDIX 7:

Putative Causal Factors of Fossilization

The putative causal factors of fossilization proposed by Han (2004) is the basis of the interview question to the students.

Table 3.1 A taxonomy of putative causal factors of fossilization

EXTERNAL	Environmental		Absence of corrective feedback Lack of input Reinforcement from linguistic environment Lack of instruction Lack of communicative relevance Lack of written input Language complexity Quality of input Instruction
INTERNAL	Cognitive	Knowledge representation	L1 influence conspiring with other factors L1 influence Lack of access to UG Failure of parameter-resetting Possession of a mature cognitive system Non-operation of UG learning principles Learning inhibiting learning Representational deficits of the language faculty
		Knowledge processing (receptive/ productive)	Lack of attention Inability to notice input-output discrepancies False automatization Automatization of the first language system Using top-down processes in comprehension Lack of understanding Use of domain general problem-solving strategies End of sensitivity to language data Lack of opportunity to use the target language The speed with which, and extent to which, automatization has taken place Processing constraints Failure to detect errors Failure to resolve the inherent variation in the interlanguage Reduction in the computational capacity of the language faculty Lack of verbal analytical skills Lack of sensitivity to input
		Psychological	Inappropriate learning strategy Change in the emotional state Reluctance to take the risk of restructuring Simplification Natural tendency to focus on content, not on form Avoidance Transfer of training
	Neuro-biological		Changes in the neural structure of the brain Maturational constraints Age Decrease of cerebral plasticity for implicit acquisition Neural entrenchment Lack of talent
	Socio-affective		Satisfaction of communicative needs Lack of acculturation Will to maintain identity Socio-psychological barriers

APPENDIX 8:

Sample of Essay Writing (Transcriptions)

The sample essay writing aims to show the authentic near synonym errors committed by the students. It also shows how the researcher corrected the essay emphasizing on the near-synonym errors.

Global warming

Nowadays, You will see that there are many natural calamity occured around the world. For example, Euro, America, Africa and Asia. Everywhere will face problem from natural calmity such as floods, earthquake, volcano bomb, tsunami and so on. These are occur from human. Human is the main part of global warming. So we must help to find way to solve and protect of global warming do not increase. There are several ways to solve the problem of global warming but I have three wars that easy and not difficult. There are conserve energy, reuse or recycle and plant the tress.

First, conserve energy. Now, we will see that the government and the public have campaigh to conserve energy. Both on TV, tags newspaper and internet. For example turn on the air conditioner at temperature 25°C, switch off electrical every time before go outside or finish to use. Beside, walk stairs instead of use elevator and riding bicycle go to school or walk. Avoid to use plastic bag. You should instead of cloth bag.

Next, reuse or recycle things. It is modify or increase to value thing. For example modify the bottle or can; can make the invention such as mobile and flower-pot. It help to reduce garbage. The old dress modify make a new dress follow style yourself. Recycling the papers in the classroom.

Finally, plant the trees around the places. For example the park, around the house and on the road. It cans help to reduce pollutions. Beside, it cans help to fresh air and shady. It is very comfortable and easily for yourself. It is very comfortable and easily for yourself. It can make temperature on the world that it is hot become colder.

In conclusion, these are conserve energy, reuse or recycle and plant the tress. It can help to solve the problem of global warming. It is easy and not difficult. If you can follow these, you can save world and save yourself. We should cooperate to save this world do not increasing harm from other thing. We will live on this world for a long time.

Words: 353

Comment [J72]: NSE. The usual and more appropriate word, is 'disaster'.

Comment [J73]: NSE. Same comment.

Comment [J74]: NSE. The writer does not mean that human activity is literally a part of global warming (e.g. human activities are getting warmer!) but human activity is the 'cause' of global warming.

Comment [J75]: NSE. I do not know what the writer wants to say here. But I think this is the wrong choice of word.

Comment [J76]: NSE. It would be better to simply say 'use' stairs, rather than 'walk' – the writer would then need to say 'walk up and down' which would be slightly clumsy wording.

Comment [J77]: NSE. I think what the writer means is that we can make the following items by modifying bottles and cans. Therefore the word 'invention' is not appropriate because this word implies something completely new and original.

Comment [J78]: NSE. I don't know what the writer means by this word. 'Mobile' is usually an adjective and so does not fit in this sentence. When it is used as a noun it is used as short-hand for 'mobile phone', but I do not think that's what the writer means.

Comment [J79]: NSE. Does the writer means specifically a 'dress' or just clothes more generally?

Comment [J80]: NSE. I am not sure what the writer is referring to as 'comfortable'. If she is still talking about planting trees, 'comfortable' is not an appropriate word. 'Enjoyable' or 'easy' is better.

APENDIX 9:

Sample of Diary Writing (Scanned copy)

The diary writing aims to solicit informal writing output from the students and to check whether the errors from the formal writing are present in informal one.

Date . . No.

Friday 18 June 2010

Today I don't have class so I woke up late. 6 am. My phone rang awoke me. The women in the line was my mother. She told me about my grandmother. " Tone grandmother was pass away. Tonight will had the funeral so hurry came to the temple before 12 pm. "

I felt a little shocked. My mother told me that's all so finished the phone I still slept. Like a dream. I woke up again at 10:30 am. I called my mother and asked about my grandmother again. It does not the dream it was true. My grandmother really was pass away. I was hurriedly to get dress and went to the temple. At the temple my relatives knowed and ready to accept this time came true, because my grandmother was treated in ICU room since 28 May 2010 until today the grandmother's symptom it not better. The doctor tried to treat with the hopeful from my family but he didn't. The grandmother's body inside wasn't endure so she don't breathe during 4 am. 18 June with the pneumonia

diabetes, and pressure. My grandmother was 73 years old. When I was young my grandmother taught me about Thai food such as Thom yam, Nam-prig-ka-pi and Thai sweet such as Thong yip, Thong yod. I smiled every time when I thought to that time. In my mind I think that she kinds and friendly. She always was the good mother and good grandmother. Whatever she was pass away, but she still was the important person in my mind in my family forever.

I lover grandmother.

Tanasit

APPENDIX 10:

Student profile

The student profile is personal data and background information of the participants.

Personal Data and Background Information
Informant's Code : _____

PERSONAL INFORMATION:

NAME:
_____
(surname) (given name)

Gender: _____ Age: _____ GPA: _____

HOME ADDRESS: _____
_____

Telephone Number: _____ Mobile: _____

PLACE OF BIRTH: _____
DATE OF BIRTH: _____ NATIONALITY: _____

FATHER'S NAME: _____ Occupation: _____
Native language: _____ Language spoken at home: _____

MOTHER'S NAME: _____ Occupation: _____
Native language: _____ Language spoken at home: _____

NAME OF GUARDIAN: _____
(if not staying with parents)
Native language: _____ Language spoken at home: _____

BROTHERS/ SISTERS Dates of Birth
_____ _____
_____ _____
_____ _____

SPECIAL SKILLS/TALENTS:
_____
_____
HOBBIES: _____
AMBITION: _____

When did you start studying English? _____

Did you enjoy studying English when you first started learning it? Why? _____
_____
_____

When did you first have lessons with a foreign English teacher(s) and how did you find it? (Please indicate their nationality) _____
_____

Have you ever spoken English to non-Thais outside English classes? _____
_____

What are your reasons for studying English? _____
_____
_____

In what ways do you use your English skills in daily life?
_____
_____

Do you think your English skills have improved since you started studying it? In what ways?_____
_____
_____

What particular English skills do you find difficult to learn? Why?_____
_____

How do you remember new English words? _____
_____

What do you do when you don't know how to express yourself in English? _____
_____

How do you see your progress in English in five years time? _____
_____
_____

SUGGESTIONS/COMMENTS:
_____
_____
_____
_____
_____

_____ _____
Date Signature

APPENDIX 11:

Sample Errors

Below are the sample errors from the four essay writing of Thai learners.

Case I: The use of informal words instead of formal one

1. make me want to touch (experience) real place
2. Different place made me many feeling and gives(offers) type of activities
3. get (gain) experience
4. get (gain) knowledge
5. Italy make (allows/gives me the opportunity) me try to taste original spaghetti
6. And I can find (gain) knowledge
7. three solution about the global warming that you can solve (implement)
8. They will give (produce) ozone
9. Human is the main part (cause) of global warming
10. recycle is a process that needs (requires) scientific knowledge
11. The government and many public company fight (promote/advocate) for people decreasing
12. The purpose of this essay is to give (offer/propose) solution
13. In polite way (manner)

Case II: The meaning of synonym used and the appropriate synonyms are not identical.

1. The place in Thailand that I would like to take (visit) is Tak province
2. when I stand (stay by/sail) on sea
3. I can see (meet) many people
4. There are many strangers (foreigners)
5. I need (want) to meet my favorite bands
6. three country that I would like to take (visit)
7. It has many arts (kinds) of food, culture and places
8. I must (want) to go
9. help you cut tree lower (less)
10. bring it use again (re-use)
11. when you disuse (stop using) any electric equipment
12. can make the invention (production) such as mobile and flower-pot
13. The old dress (clothes) modify
14. Cooperative Education made (helped) me get more experience
15. Tidy (smart) clothes

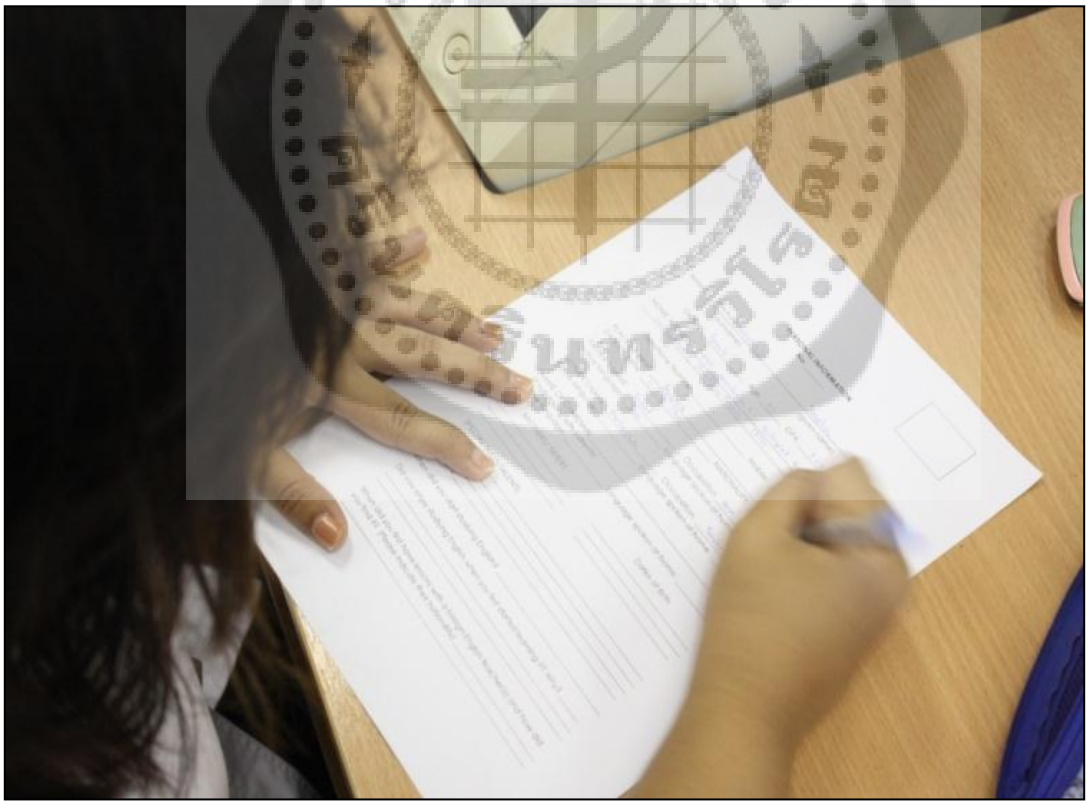
Case III: Two words which are close in meaning but different in usage.

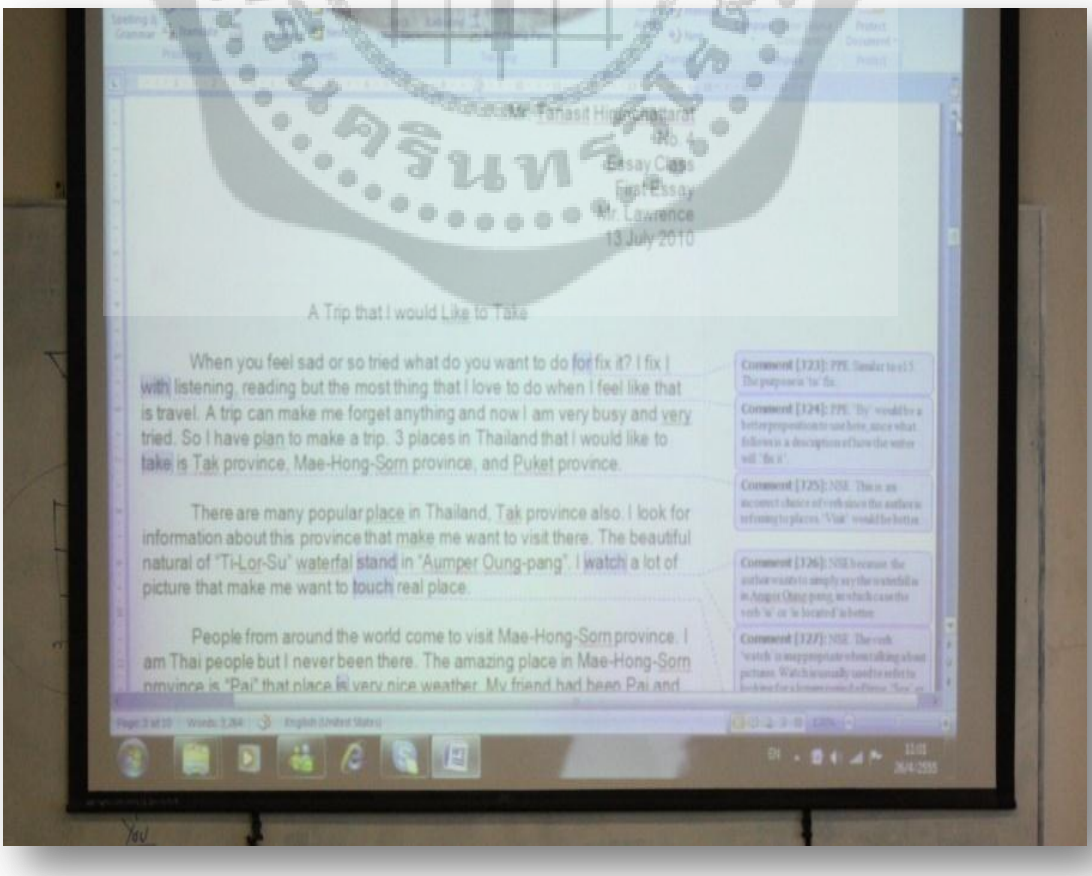
1. But I have (there are) 3 places that I want to go.
2. How to (what is) different between Taiwan culture and China culture?"
3. In holiday I have (do) activities
4. I watch (see) a lot of picture
5. that I make a plan can fix (make) you feel better
6. spend(takes) a long time to go there.
7. Many car exhaust (emit) carbon mon'oxide
8. decrease (less) than the past
9. when you getout(leave) from your house or class
10. natural calamity (disaster)
11. walk (use) stairs instead of use elevator
12. I have to throw (put) old life behind
13. I fell better (good) and bad
14. I have to response about my functions (duties)
15. I knew how an alien (foreigner) can stay in Thailand kingdom

APPENDIX 12:

Sample Pictures of Tutorial Sessions and Essay Writing Task

The pictures below are some activities conducted during the tutorial sessions.




Mr. Tanasit Hiranchattarat
No. 4
Essay Class
First Essay
Mr. Lawrence
13 July 2010
A Trip that I would Like to Take
When you feel sad or so tried what do you want to do for fix it? I fix I with listening, reading but the most thing that I love to do when I feel like that is travel. A trip can make me forget anything and now I am very busy and very tried. So I have plan to make a trip. 3 places in Thailand that I would like to take is Tak province, Mae-Hong-Sorn province, and Puket province.
There are many popular place in Thailand, Tak province also. I look for information about this province that make me want to visit there. The beautiful natural of "Ti-Lor-Su" waterfal stand in "Aumper Oung-pang". I watch a lot of picture that make me want to touch real place.
People from around the world come to visit Mae-Hong-Sorn province. I am Thai people but I never been there. The amazing place in Mae-Hong-Sorn province is "Pai" that place is very nice weather. My friend had been Pai and

VITAE

Curriculum Vitae

Name: Lawrence Honkiss Platon

Date of Birth: 12 April 1980

Place of Birth: Philippines

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EDUCATION

1998-2000	Bachelor of Science in Business Administration De la Salle University, Philippines
2000 -2004	Bachelor of Science in Leadership and Development Philippine Military Academy, Fort Del Pilar Baguio City, Philippines
2004 -2006	Bachelor of Science in Business Administration, Majoring in Management Fisher Valley College, Taguig City Manila, Philippines
2010 - Present	Bachelor of Arts, Majoring in English Language Ramkamhaeng University, Huamak Campus, Bangkok, Thailand
2009 – 2013	Master of Arts in Teaching English as a Foreign Language (TEFL) Srinakrinwirot University, Prasamit Campus, Bangkok, Thailand