

FOREIGN LANGUAGES AND VIETNAMESE

**COMMON LEXICAL ERRORS MADE BY NON-ENGLISH
MAJOR FRESHMEN IN ENGLISH SPEAKING
PERFORMANCE AT HANOI UNIVERSITY OF INDUSTRY****NGUYEN THI MINH* - HUYNH THI THU HANG****

ABSTRACT: Vocabulary is of paramount importance to language learning in general and speaking skills in specific. Communication cannot be successful without vocabulary when no ideas can be effectively conveyed between speakers. However, it has not been fully addressed yet how to acquire vocabulary in an efficient manner. The paper investigates the types and frequency of lexical errors in spoken English production by first-year non-English major students at Hanoi University of Industry (HaUI). The research was conducted in the second term of the academic year 2022-2023 with the participation of ten first-year non-English major students. Descriptive research design and the taxonomy of errors by Carl James (1998) were used with data collection instruments including randomly chosen students' midterm speaking tests for an English for Information Technology course. The findings reveal that learners made formal errors more often than semantic errors, with misformation being the most common error. Other errors included confusion of sense relation, misselection, distortion, and collocation errors. The study attributes these errors to both interlingual and intralingual factors. The paper concludes by providing recommendations for EFL teachers and learners at the university and other higher education institutions with similar educational contexts to enhance students' English vocabulary competence.

KEY WORDS: lexical errors; error analysis; formal errors; semantic errors.

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1. Introduction

English is a crucial language for Vietnamese learners as it enables global communication. In the process of teaching and learning, various aspects like pronunciation, linguistic structures, and vocabulary should be considered for the development of speaking skills (Burn, 2019). However, lexical knowledge holds a key role in enhancing communicative competence and acquiring a second language (Schmitt, 2000). EFL learners at HaUI, in fact, are given essential vocabulary items and required to complete online vocabulary tasks before engaging in face-to-face speaking activities. Despite this preparation, it has been noticed that these learners make various vocabulary errors when speaking English. These lexical problems can undermine students' confidence in oral communication and hinder the effectiveness of their English language skills. Surprisingly, no research has been conducted thus far to investigate the common lexical errors encountered by HaUI students when speaking English.

Additionally, the study of lexical errors is of importance to facilitate teaching and learning EFL speaking. This is because examining errors provides valuable insights into the language acquisition process, which places a great significance on both EFL teachers and learners (Coder, 1967). For teachers, understanding the difficulties that learners face in acquiring a new language helps them refine their teaching methods and adopt more effective approaches. Students, on the other hand, can utilize lexical error analysis as a tool to grasp essential language rules and avoid making such errors, ultimately enabling the improvement of their oral English abilities. Investigating learners' errors also provides researchers with a comprehensive understanding of how students acquire a language and their level of proficiency.

For these reasons, this study was conducted to figure out the types and frequency of lexical errors in HaUI students' oral English production. We argue that categories and frequency of particular

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errors are needed to help teachers and students have a better understanding of students' problematic areas in using vocabulary in speaking to facilitate their teaching and learning. To achieve these objectives, the study specializes in seeking answers for two following research questions:

1. What are the types of lexical errors in speaking performance committed by first year non-English major students at Hanoi University of Industry?
2. How often do non-English major freshmen at Hanoi University of Industry produce the lexical errors when speaking English?

2. Theoretical background

2.1. Errors versus mistakes

There have been various definitions of "error" developed from different viewpoints in error analysis literature. According to Dulay et al. (1982), errors refer to the noticeable flawed side deviating from some standards or institutionalizations of a language that a learner makes in his spoken or written performance. Moreover, Richard et al. (2002) also share the idea with Dulay, defining errors as the wrong use of pronunciation, grammatical and lexical items in speech or writing.

An array of researchers find it necessary to make a distinction between errors and mistakes. Coder (1971), for instance, clarifies errors are originated from learners' lack of education of the target language. Errors are systematic, so they find unable to self-correct the errors, but need to have teachers or instructors guide. On the other hand, mistakes are also described as the incorrect language use by learners while they know the correct norms. That is, tiredness, discomfort or worries perhaps cause such distortions and learners can absolutely correct by themselves. In the same vein, Ellis (1994) explains that errors mirror students' shortage that they have not been imparted in their learning acquisition and mistakes reflect their insufficient performance as they are incapable of applying what they know properly.

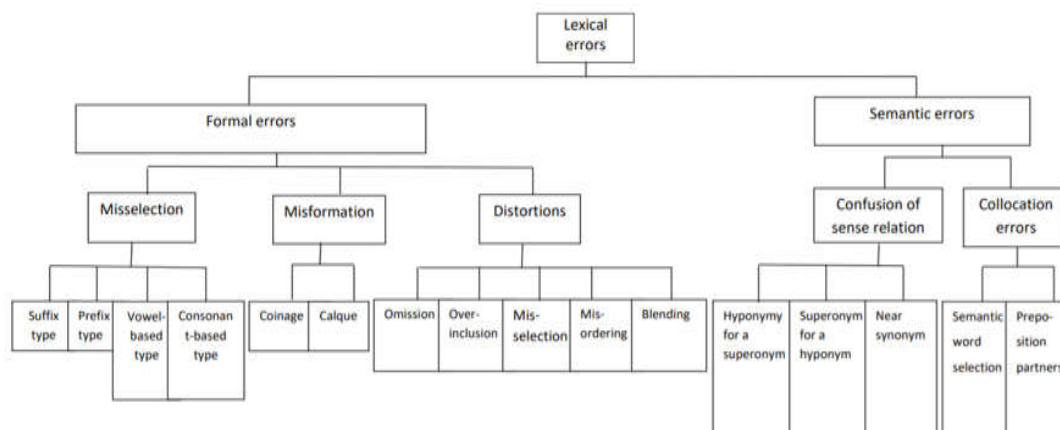
2.2. Lexical errors

Lexical errors are deviations made by students when they select words incorrectly. It could be due to a lack of vocabulary or discrepancies between their native language and the target language (James, 1998). Lexical errors can make it difficult for readers or listeners to understand the intended meaning of a text or speech. They can also make writers or speakers look less knowledgeable or professional. Misspellings, inappropriate word choice, collocation-associated errors, errors related to omission and word formation are some examples of lexical errors.

2.3. Types of lexical errors

Perhaps one of the most comprehensive classifications of lexical errors can be found in the theoretical framework by James (1998) as follow:

Figure 1. Taxonomy of lexical errors by Carl James (1998)



2.3.1. Formal errors

Misselection:

This error is classified into four major taxonomies, including *Suffix type*, *Prefix type*, *Vowel-based type* and *Consonant-based type*. *Suffix type* includes errors which might be attributed to attaching an inappropriate letter(s) at the end of root words. *Prefix or affix* is described as a letter or a group of letters placed at the beginning of a lexical stem, which changes one word into another word. At lexical level, so-called *vowel-based errors* are caused by adding a letter demoting a vowel sound like *a, e, i, o, u* wrongly. *Consonant-based type* errors happen when language learners insert a wrong consonant into a word. One possible explanation for the deviation stems from similar pronunciation of words. *Price/ Prize* is an example.

Misformation:

According to James (1998), misformation errors occur when words that do not exist in a foreign language are produced. Such error types include *coinage* and *calque*. Providing that an L2 word is created as a result of direct translation of an L1 word, “calque” happens. Such kind of errors can be made at different levels, ranging from words, phrases, clauses to sentences. The sources of this error type can be mainly attributed to the L1 influence. Al-shormani & Al-Sohbani (2012) define *coinage* errors as transmitting a word from the source language to imply the same notion or idea in the target language. The error might happen when learners use a word in L1 to convey their meaning in L2, while their self-invented words are not available in L2.

Distortions:

Misapplication of the target language is considered as a major leading cause of distortions. The errors drive language learners to create lexical items whose forms are non-existent in the target language. These errors include five sub-type ones: *Omission* (dropping necessary morphemes from a word), *Over-inclusion* (adding unnecessary letters to a word or unnecessary words to a sentence), *Misselection* (selecting wrong morphemes of a word or wrong words of a sentence), *Misordering* (arranging letters/ morphemes within a word, or words/ phrases within a sentence incorrectly), *Blending* (combine various targets assumed).

2.3.2. Semantic errors

Confusion of sense relations:

The first error type in this category is *Hyponymy for a superonym*. Such error is attributed to using a word that denotes more specific meaning than necessary. *Superonym for a hyponym* is another kind of error under this classification which means using a word having too general meaning where a specific lexical item is needed. *Near synonym* is the third error type associated with Confusion of sense relations. Al-Shormani (2014) ascertains that synonym, which refers to words to possess similar meaning but under different contexts of use, is a popular lexical phenomenon that can be found in any languages in the world. *Near synonym* deviations happen when EFL learners perhaps have enough vocabulary, but are not master at distinguishing their use in some certain context.

Collocation errors:

The first collocational error is *Semantic word selection*. When learners already know two words whose meanings are close to each other, they find it embarrassing to choose which word to combine with other ones to form correct collocations. Another one is *Preposition partners*. EFL/ ESL learners might produce errors related to preposition partners if they use an incorrect preposition like “in”, “at”, “on”, “of” and “to” to go with lexical phrases.

2.4. Sources of errors

When it comes to linguistic factors, Coder (1971), Richards (1974) and James (1998) absolutely share an idea when acknowledging that two major sources of spoken errors in EFL learning are interlingual and intralingual factors. Concerning interlingual errors, such error type is induced by the negative impact of students’ mother tongue or native language. In terms of intralingual errors which are due to the target language itself, it is subdivided into some aspects such as Simplification,

Overgeneralization, Faulty teaching, Fossilization and False hypothesis. Another source for lexical errors is non-linguistic factors. According to Aprida et al. (2020), non-linguistic aspects including psychological reasons, social reasons and cognitive reasons have influences on making errors by learners. In certain contexts, some affective filters such as being unconfident, nervous to speak, afraid of losing face, and discomfort may be the causes of errors. Besides, errors are also associated with the relationship between the speaker and the listener. Additionally, the ways that people think, perceive, remember, and learn affect students' error production.

3. Methodology

3.1. Research setting and participants

The study was implemented at Campus C of HaUI in Ha Nam province as the first-year students are assigned to study here. At HaUI, blended learning is utilized in teaching and learning English. Under the educational mode, students have four face-to-face 45-minute periods for learning English per week. The class time is entirely utilized for enhancing students' speaking skills with a wide range of activities, from role-play, reporting, presentation to mock interviews. All the other tasks with respect to grammar, vocabulary, reading, and listening are required to complete online through eop.edu.vn platform at home before in-person speaking lessons. The research was conducted in the second term of the academic year 2022-2023 with the participation of ten first-year non-English major students. The participants attended English for Information Technology 2 course in classes by researchers of this study. Most students were at the age of 18-20 and of low English proficiency.

3.2. Research approach

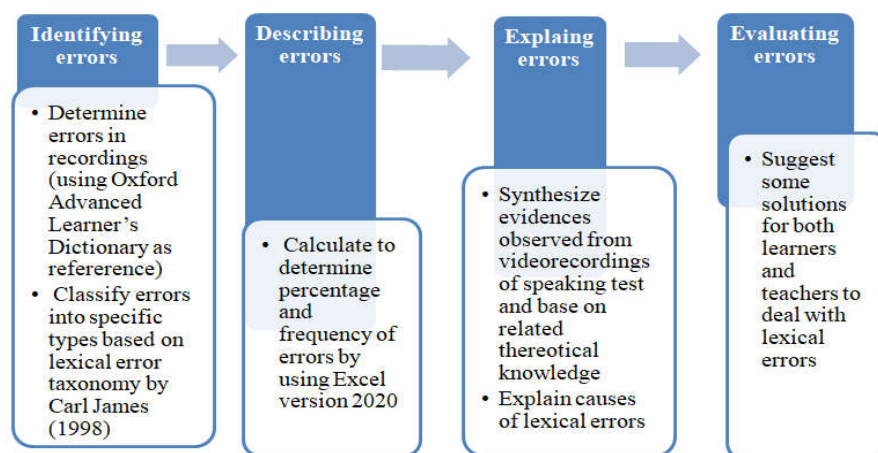
The study employed the descriptive research method to probe categories and frequency of vocabulary errors made by non-English major freshmen at HaUI in their oral production. The researchers collected data from ten students' mid-term speaking tests. The participants were assigned to pick up one topic randomly from the ones they learnt in the first half of their second semester. Subsequently, they were given two minutes for preparation and another two minutes for delivering their answer to the topic. Students' oral performance was recorded. Then, the researchers chose randomly ten video recordings and transcribed them into written text using the free online speech-to-text tool called Otter.ai. Next, the documentation was carefully examined to identify lexical errors, which would be encoded with different colors. After the classification of lexical errors following the framework of errors by Carl James (1998), the authors employed tables and tabulation for error type description, and then proposed possible explanation.

3.3. Data collection

Prior to the mid-term speaking test scheduled for week six of the course, students were informed about the test details. The researchers clearly explained that the purpose of recording students' performance was to evaluate their progress in English speaking and gather data for analyzing lexical errors. Students were given specific time allowances and requirements for the test. During the test, students were instructed to speak about topics related to the first four lessons in English for Information Technology course 2. To aid their preparation, participants received five questions for each topic, which they could use to brainstorm ideas during the two-minute preparation period. They were then given another two minutes to deliver their speech on the assigned topic. Throughout the test, the researchers recorded videos of all the tests as evidence of the students' study outcomes. The recorded data was subsequently coded, transcribed, described, and presented based on the students' error items.

3.4. Data analysis

Data was analyzed through four fundamental steps belonging to an error analysis procedure developed by Coder (1971) stated in the literature review as follows:

Figure 2. Data analysis procedure

After having video recordings of oral production by sample participants, the researchers started to locate the lexical errors made by all the non-English major freshmen in their speaking test referencing to Oxford Advanced Learner's Dictionary and Cambridge Dictionary. In this step, not only did the researchers watch the participants' recorded speaking tests, but also read the converted transcriptions of their tests to define different vocabulary problems. Subsequently, each individual type of lexical error which was classified based on Carl James's framework was coded by different colors as shown in the following table.

Table 1. Color codes for error types

Colors	Error types
	Borrowing from L1 (coinage)
	Direct translation from L1 (Calque)
	Near synonym
	Distortion (omission/ <u>overinclusion</u>)
	Preposition partners
	<u>Misselection</u> of suffix (suffix type)
	Consonant-based type
	Near synonym
	Semantic word selection

Next, they described the errors by tabulating data and creating statistical figures using Microsoft Excel. At the same time, the researchers also applied the formula by Bungin (2001) to calculate the percentage or frequency of specific subjects as below:

$$N = \frac{fx}{\sum fx} \times 100\%$$
 (N= percentage of errors, fx = frequency of errors, $\sum fx$ = total number of errors)

Afterwards, explanations of lexical errors, their sources, and evidence observed from the video recordings were provided. The selected students' lexical errors were evaluated, and possible causes of these errors, as well as suggestions and recommendations to reduce them, were given.

4. Findings and discussion

4.1. Types of errors

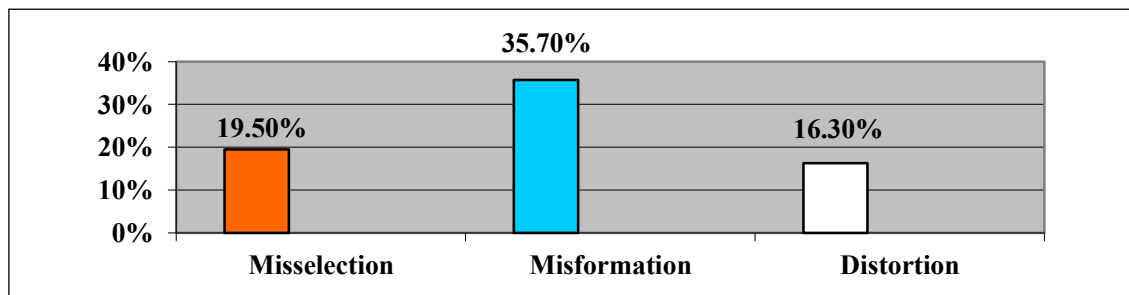
The result of the study indicates that both formal and semantic errors were identified from all participants' speaking performance. Speaking production from ten non-English major freshmen contained 123 lexical deviations in total. Specifically, 88 out of 123 errors are formal, which accounted for 71.5%, while the remaining 28.5% belonged to the semantic category. As such, it is clear that students in the present study committed more formal errors than semantic ones. A high percentage of detected vocabulary problems do shed light on two facts. To begin with, the study found that EFL learners at HaUI faced difficulties with both formal and semantic problems in their spoken English. These difficulties were categorized into five major classifications: misselection, misformation, distortion, confusion of sense relations, and collocation errors. These errors may be caused by the influence of the learners' first language (L1) or their limited knowledge of the target language (Hamdi, 2016). Another noticeable fact derived from the study results is that surveyed students did not commit all subcategories of lexical errors listed in Carl James' taxonomic framework. In specific, among 14 kinds of vocabulary errors mentioned in Literature Review, only nine lexical error types were detected in selected EFL learners' oral production. They particularly included suffix type, consonant-based type, coinage, calque, omission, over-inclusion, near synonym, semantic word selection and preposition partners. The result may be a good sign that the EFL learners are trying their best to comfort some standards related to lexical usage in speaking.

4.2. The frequency of errors

4.2.1. Formal errors

According to the data extracted from the recordings, EFL learners made 88 formal errors which were categorized into three major types, namely misselection, misformation and distortion. The chart below displays the percentage of formal errors detected in the sample students' speaking production.

Figure 3. Frequency of lexical formal errors



Misselection:

Deviations stemming from using wrong suffixes, prefixes, vowels or consonants, i.e. misselection became the second most frequent formal lexical errors encountered by the study's participants. The results demonstrate that no students found it difficult to use prefixes or vowels to form correct words in their English speaking. As to the consonant-based error category, it also constituted a very small proportion of the total corpus with only three errors. Nonetheless, the majority of EFL students (80%) faced challenges with using proper suffixes.

Suffix type:

Concerning suffix-related errors, it was figured out that 80% of the selected participants faced obstacles with forming words due to adding appropriate suffixes. Data collected from students' oral performance unfolds that 21 suffix-related errors were produced in ten students' work, accounting for 17.07%.

The collected data also shows that there were five adjectival suffix errors, five verbal suffix errors and three adverbial suffix ones. In terms of adjectival suffix errors, learners found it confusing to distinguish the suffix "ing" and "ed". They added the suffix "ing" to the words needed ending in "ed" and vice versa. It was also found out in the investigation that sometimes EFL learners used wrong

suffixes. For example, the test takers added the suffix “*ful*” to the word “*reason*” which was meaningless because of the fact that the word “*reasonful*” does not exist in English.

Regarding errors of adverbial suffix, the subject encountered an error which lied in using an adjective as a substitute for an adverb. For instance, they used “*happy*” instead of “*happily*”. Moreover, adding a suffix to a verb after a preposition seemed to be problematic to some learners. Actually, some participants kept the verbs in bare-infinitive instead of putting them in *-ing* form as regulated. After such prepositions as “*after*” and “*for*”, verbs “*listen*” and “*provide*” were not changed into “*listening*” and “*providing*”.

It can be interpreted from the results of this study that the most frequent errors belonging to suffix type. Students seemed to prefer adding a wrong letter or group of letters at the end of a word to form a new word. They made three types of suffix errors which were adjectival suffixes, adverbial suffixes and verbal suffixes. Among such suffix-associated errors, the most frequent one occurred on adjectival and verbal suffixes with five errors in total. The least frequent error pertained to adverbial suffixes with three occurrences. It is highly hypothesized that intralingual factors, i.e. EFL learners’ constraints of English grammar knowledge is one of the main causes for this situation.

Prefix and vowel-based type:

The data also illustrates another notable fact is that the target population was likely to face no difficulties with using a prefix to form an appropriate meaningful word or a word containing a special vowel.

Consonant-based type:

Only three erroneous elements associated with consonants were detected in all students’ tests. The first error was made inasmuch as the test-taker misused one consonant in the word “*prices*”. Consequently, he pronounced the word as /praiziz/ (*prizes*). In other cases, “*save*” and “*tree*” were spoken instead of “*safe*” and “*three*” respectively. It is apparent that once the learners produced the errors which are relevant to using a wrong consonant in one word, the word’s spelling and meaning would be completely changed.

It is concluded from the collected data that the percentage of participants made such category of errors is not significant. The selected test takers made only three consonant-related errors. Undoubtedly, the correct words and the wrongly-created ones have similar pronunciation. Hence, unless learners do pay attention to pronouncing the consonant sounds, they will commit errors. In the current study, students’ errors completely changed the word meanings. Consequently, the intended communicative purpose was not successful. It is highly supposed that they did not have enough phonology practice. Also, another reason may be their lack of pronouncing English correctly since they started learning the language at an early age (Putra, 2019).

Misformation

The results of the present study uncover that errors of misformation were the most frequent with 44 occurrences which contribute the biggest percentage of 35.7% in the total lexical errors encountered by the participants. It further reveals that the test takers committed errors in respect to both borrowing words from L1 (Vietnamese) or “coinage” and direct translation from their mother tongue or “calque”. However, the proportion of translation errors is much higher than coinage ones.

Calque (Direct translation from L1):

With 36 occurrences, which represent 29.2% of all lexical errors in students’ spoken performance, it is apparent that calque was the most frequently-committed errors by non-English major freshmen. Results derived from the collected data demonstrate that all students participated in the study committed at least one error related to direct translating words, phrases, clauses, or eventually sentences from their source language, i.e. Vietnamese into English.

It is worth noticing that of all errors, inappropriate translation of phrases contributed the highest proportion with 16.3%, followed by errors of translation of words with 8.1% and clauses with 4.9% respectively. Surprisingly, the participants did not have a tendency to set up a whole sentence in

Vietnamese and translate it into English incorrectly. For example, the learners used *turn my dream come real* and *future things* as an alternative to *make my dreams come true* and *future plans*.

The data contributes a better understanding of HaUI learners' English speaking proficiency. Specifically, they were unable to convey their thoughts and ideas in English sufficiently. When it comes to sources of such kinds of errors, experts in translation pointed out that interlingual factors and intralingual factors are two major causes of students' translation errors. Regarding interlingual aspects, a number of theorists and linguists (Brown, 1980; Richard, 1974; Touchie, 1986) share an idea that translation errors can be partly attributed to the interference of learners' first language or mother tongue. With regard to intralingual factors, EFL learners' insufficient knowledge of the target language in terms of grammar rules, syntax, vocabulary, etc. is considered as causes of students' linguistic errors.

Coinage (Borrowing from L1):

Obtained data shows that a significant number of students, accounting for 60%, used Vietnamese words in their English speaking tests. The participants tended to speak some Vietnamese words in their English speeches, especially words referring to numbers (mười, hai lăm), conjunctions (và, nên), "to be" (là) and eventually name of their university (Đại học công nghiệp Hà Nội). Using numbers in Vietnamese seemed to be the most serious problem Vietnamese students faced when producing a speaking performance in English on their assigned topics.

The results from the analysis elicit that students might also encounter errors in L2 since they borrowed words directly from Vietnamese, which are not available in English. However, the frequencies of such errors are not remarkable. Some participants had a habit of employing some Vietnamese words in their English speaking performance. It seems that students had a tendency to use their mother tongue due to their limitations of lexical items, grammatical patterns and sentence formation, which made them unable to express their ideas effectively in English. The case can be also explained by the fact that some EFL teachers often use their native language in English speaking class (Littlewood, 2007), which have negative impacts on learners' English speaking motivation.

Distortion

There were 20 detected lexical errors associated with distortion accounting for 16.3% of all the vocabulary errors in chosen students' oral production. These errors appeared in the form of omission and overinclusion use of "s". The number of omission errors (9) made in the students' speaking performance was nearly equal to the number of overinclusion deviations (11). Meanwhile, none of the population encountered problems with regard to misselection, misordering and blending.

Omission

The transcription of students' speaking tests shows that the consonants at the end of words, especially letter "s" are sometimes omitted. It is apparent that these errors stem from students' pronunciation of such popular ending sounds in English as /s/ or /z/. According to a study by Nguyen (2016) on Vietnamese learners' difficulties with final consonants, learners have a tendency to omit the ending sounds which are unfamiliar and difficult to pronounce. The errors might be explained by various reasons. First, the deletion of the ending sounds can occur due to the differences between L1 and L2. Some consonants like /s/, /z/, /f/, /v/, /d/, etc., which occur frequently in English, are unfamiliar to Vietnamese speakers. Additionally, Nguyen (2016) considers limited opportunities to learn ending sound pronunciation at high school and university as a noticeable reason for depletion of word-final consonants.

Over-inclusion

The obtained result from the recorded oral test illustrates that over-inclusion errors slightly outnumbered the omission deviations with 11 frequencies. In their oral test, the population produced redundant letters which are sounded /s/ or /z/ at the end of the words. This type of error indicates that some learners were likely to over-pronounce the ending sounds, which is considered a bad habit leading to miscommunication (Ha, 2005). It is proposed that the lack of phonetic training and pronunciation practice led to the sound insertion.

4.2.2. Semantic errors

Gathered data from students' oral production clearly shows that the number of errors connected with confusion of sense relation outweighed the number of collocation errors.

Confusion of sense relation

James (1998) classified errors by confusion of sense relation into three sub-classifications, encompassing near synonym, hyponymy for a superonym (too specific for general) and superonym for a hyponymy (too general for specific). Statistical data shows that near synonym seemed to be the biggest challenge to first-year students at HaUI. The percentage of the participants with such kind of errors remained at the highest position with 80%. Surprisingly, no students committed errors called hyponymy for a superonym and superonym for a hyponymy. The below table extracts some typical utterances containing the category of near synonym errors in each student's speech.

Table 2. Participants' near synonym errors

Participants with errors	Examples
S1	<i>I'm going to apply for a <u>work</u> in a big company [job] ...continue to <u>develop</u> myself [improve] ...will buy a nice <u>home</u> [house]</i>
S3	<i>It was my dream when I was <u>tiny</u> [young] We're going to have two children, a son and a <u>girl</u> [daughter]</i>
S5	<i><u>Behind</u> the tour, it is time for us to come back...[after]</i>
S6	<i>The beach is very <u>clear</u> [clean]</i>
S7	<i>...but it had no <u>affect</u> [effect]</i>
S8	<i>After check, the IT technician <u>sorry</u> me for this technical accident [apologize]</i>
S9	<i>I love him <u>many</u> [much]</i>
S10	<i>I would like to <u>say</u> about a famous person [talk]</i>

The results build on the existing evidence that most surveyed learners could not master the use of synonyms. The classification of errors can be explained by the fact that English lexical treasure contains a great number of words whose meanings are similar. However, they have different usage depending on specific contexts. It, at the same time, seems that students who made semantic confusion lexical errors are already familiar with two or more English words with the same meaning, but are unaware of how to use these words in different contexts (Mohammad, 2019).

Collocation error

Collocation-related errors were not frequent in the participants' speaking tests, which was only 5.7%. While there were only three errors caused by wrong semantic word selection detected, the other errors owing to using inappropriate prepositions by the participants accounted for twice as many. The data revealed such errors in the below example:

I'm going to get married with my girlfriend when I'm 27 [get married to]

These excerpts indicate that students were likely to be struggling with using prepositions in some collocations. Particularly, the phrase "get married" should have been collocated with the prepositions "to". The small proportion of such errors implies that the first-year students' English level has not been proficient enough to use numerous collocations in their speech. Concerning the root of such deviations, Armstrong (1994) ascertains that it is very difficult for speakers of other languages to acquire English collocations.

4.3. Recommendations

Given identified lexical errors, the authors would like to recommend some solutions that both EFL learners and their teachers should take into account to reduce the number of wrongly-used lexical items in their English performance as follows.

Integrating face-to-face vocabulary learning activities

The Faculty of English Linguistics at HaUI is currently using a blended learning approach to teach English, combining online lessons with face-to-face lectures. However, despite the online system providing vocabulary exercises, students still make vocabulary errors when speaking English. This implies that learning vocabulary online might not be very effective for some reasons such as lack of time, technical issues, exercise content, and a negative attitude towards online learning. To improve vocabulary acquisition, it is recommended that managers consider incorporating face-to-face vocabulary learning activities. Additionally, teachers should assist students in applying the vocabulary they have learned at home through activities in class. These activities will help consolidate the vocabulary introduced online and allow teachers to identify and address any problematic areas in which students may be facing. Furthermore, contextualized activities should be implemented to help students apply their vocabulary knowledge in real communicative situations. Currently, the self-designed course book for non-English major students at HaUI includes some contextualized activities, but there is room for improvement in terms of diversity. It is suggested that a wider range of practice activities on real-life topics should be developed to enhance students' vocabulary knowledge and overall English speaking competence.

Using English in teaching and learning procedure

Most learners at HaUI come from rural areas where the main focus of English teaching and learning is on grammar. Due to limited exposure to English speaking experiences, students find it difficult to speak the language. As a result, learners who share the same first language are more likely to rely on their native language to express their thoughts easily. Unless EFL teachers actively encourage their students to use English during lessons, learners may lose motivation to practice speaking and make lexical errors influenced by their L1. Therefore, the researchers suggest that teachers should use English in speaking lessons to provide students with more opportunities to practice speaking, reduce the use of the mother tongue, and enhance their vocabulary acquisition (Ellis & Barkhuizen, 2005).

5. Conclusion

The study indicates that freshmen at the university encountered various types of problems in relation to vocabulary when speaking English. However, they made formal errors more frequently than semantic errors. By and large, misformation errors were much more common than misselection and distortion errors among formal errors of lexis. In terms of misformation errors, direct translation and borrowing from the first language problems were two major issues that students faced. When it comes to misselection errors, adding an inappropriate suffix was traced as a big obstacle that the participants encountered. Under the category of distortion, omitting and over-including incorrect letters at the end of words were roadblocks which prevented the students from producing speaking performance well. With regard to semantic deviations, errors due to confusing meaning far outweighed collocation errors. In detail, most of the participants found it confusing to choose appropriate words under the communication context due to their similar meanings. The mentioned intensive insights into students' problematic areas of vocabulary contribute a clearer understanding that using vocabulary in speaking English of students at HaUI has not been effective yet. Influence of learners' native language and insufficient knowledge of target language are highly hypothesized as the main causes of students' problematic areas related to vocabulary. To tackle the problematic errors, it requires much effort not only from learners but also from teachers and other relevant stakeholders.

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Lỗi từ vựng phổ biến của sinh viên năm thứ nhất hệ không chuyên Trường Đại học Công nghiệp Hà Nội khi thể hiện kỹ năng Nói tiếng Anh

Tóm tắt: Từ vựng có vai trò vô cùng quan trọng đối với việc học ngôn ngữ nói chung và kỹ năng Nói nói riêng. Giao tiếp không thể thành công nếu không có vốn từ vựng vì khi đó người nói không thể truyền đạt nội dung giao tiếp hiệu quả. Tuy nhiên, để học từ vựng hiệu quả là một việc không dễ dàng. Nghiên cứu này nhằm điều tra các loại lỗi từ vựng và tần suất mắc phải các lỗi này trong kỹ năng Nói tiếng Anh của sinh viên năm thứ nhất hệ không chuyên tại trường Đại học Công nghiệp Hà Nội. Nghiên cứu được thực hiện trong học kỳ 2 năm học 2022-2023 với sự tham gia của 10 sinh viên năm thứ nhất hệ không chuyên. Phương pháp nghiên cứu mô tả, khung lý thuyết phân loại lỗi của Carl James (1998) và công cụ thu thập dữ liệu bao gồm các bài kiểm tra nói giữa kỳ cho khóa học Tiếng Anh Công nghệ thông tin (được chọn ngẫu nhiên) của sinh viên được sử dụng để tìm ra kết quả nghiên cứu. Kết quả phân tích lỗi chỉ ra rằng người học mắc lỗi hình thức từ thường xuyên hơn lỗi ngữ nghĩa. Trong đó, lỗi dùng từ không tồn tại trong tiếng Anh là lỗi phổ biến nhất. Các lỗi khác bao gồm lỗi do nhầm lẫn về phạm vi nghĩa của từ, lỗi do chọn sai từ, lỗi do dùng từ thiếu hoặc thừa hình vị và lỗi sắp xếp thứ tự từ. Nghiên cứu cũng làm rõ nguyên nhân dẫn tới việc mắc lỗi từ vựng khi nói tiếng Anh của sinh viên có liên quan đến cả yếu tố liên ngôn ngữ và nội ngôn ngữ. Ngoài ra, nghiên cứu cũng đưa ra các đề xuất cho người dạy và người học tại Trường Đại học Công nghiệp Hà Nội nói riêng và các trường đại học khác giúp sinh viên cải thiện từ vựng khi nói tiếng Anh.

Từ khóa: lỗi từ vựng; phân tích lỗi; lỗi hình thức; lỗi ngữ nghĩa.