NATIVE SPEAKERS' VS. NON-NATIVE SPEAKERS' EVALUATION OF JORDANIAN SECONDARY STAGE STUDENTS' ERRORS IN COMPOSITION

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ABSTRACT

Native Speakers' vs Non-native Speakers' Evaluation of Jordanian Secondary Stage Students' Errors in Composition

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This study aimed at exploring the evaluation and reaction of native speakers and non-native speakers of English towards a sample of sentences containing errors committed by non-native speakers with respect to their comprehensibility, acceptability and irritation. It also aimed to decide if there is correlation between the intelligibility of the sentence containing an error and its irritation.

The subjects of this study were 60 evaluators. They were 20 native speakers of English teaching in Language
Centers at Yarmouk University and Jordan University and in Yarmouk University School. The others were 20 non-native speakers having a B. A. and 20 non-native speakers with Diploma.

The hypotheses of this study were:

1. There is no significant difference between native speakers (Ns) and non-native speakers having B. A. (NNSBA) in their judgement of these types of errors.

2. There is no significant difference between native speakers (Ns) and non-native speakers having Diploma (NNSD) in their judgement of these types of errors.

3. There is no significant difference between non-native speakers having B. A. and non-native speakers with Diploma in their judgement of these types of errors.

4. There is no significant difference between types of errors (concord, verb form, word order, preposition and spelling) in the judgement that each group of evaluators make.

5. There is no correlation between the acceptability of the error types and the irritation they cause to each group of evaluators.

These hypotheses were tested at alpha 0.05.
In analyzing the data of this study, the percentage of responses to each category of judgement of each group was calculated. The "Z" test was used to test the differences between the percentages, and the Rank Order Correlation Coefficient was used to investigate the relationship between the intelligibility of the error and its irritation.

The findings of this study indicate the following:

1. There is significant difference between native speakers and non-nativespeakers with B. A. in considering concord error, verb form, preposition and spelling errors as comprehensible and acceptable, and comprehensible but unacceptable. There is significant difference between the two groups in judging word order error as comprehensible but unacceptable. With respect to irritation, there is significant difference in judging verb form and spelling errors as irritating.

2. There is significant difference between native speakers and non-native speakers with Diploma in considering concord, verb form and spelling errors as comprehensible and acceptable and comprehensible but unacceptable. With respect to irritation, there is significant difference
between the two groups in judging concord and spelling
errors as irritating.

3. There is significant difference between non-native
speakers with B.A. and non-native speakers with Diploma
in considering concord, and word order errors as compre-
hensible and acceptable and not comprehensible.
But with respect to prepositions errors, there is significant
difference in judging it comprehensible and acceptable and
comprehensible but unacceptable. According to irritation,
there is significant difference in evaluating concord,
verb form and word order errors as irritating.

4. There is significant difference between the types of
errors in their evaluation. Native speakers considered pre-
positions error the most comprehensible and acceptable, and
verb form error the most comprehensible but unacceptable,
but word order error was judged the most incomprehensible.
Verb form error was the most irritating type.

Non-native speakers with B.A. considered concord error
the most comprehensible and acceptable, and verb form error
the most comprehensible but unacceptable, but spelling error
is the most incomprehensible. The most irritating type
for them was verb form error. Non-native speakers with Diploma considered spelling the most comprehensible and acceptable but prepositions error was the most comprehensible but unacceptable. Word order error was considered the most incomprehensible and irritating type.

5. There is a correlation between the intelligibility of the error and its irritation. That is, the more comprehensible the sentence is, the less irritating it will be.

In the light of the findings of this study, it is recommended that:

1. Further study on other aspect of communication such as speaking because there are many factors affect the comprehension of the message as facial expressions, attitudes and situations.

2. Further investigation on other types of errors is needed in order to be able to generalize the findings. Large samples of evaluators would be better to evaluate sentences with more than one type of errors.

3. It is recommended that expansion and replication of such studies are needed. Through these studies, we can know more about the factors that affect the perception of the second language learners' performance.