An Analysis of Reading Miscues And Retelling Comprehension of English Majors At Yarmouk University

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ABSTRACT

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This miscue analysis study attempted to identify and analyse the oral reading miscues of \( (20) \) students, (10 males and 10 females) chosen randomly from first year English specialists at Yarmouk University. Those students who were identified by the instructor as being remedial readers and those who were identified as being exceptionally good readers were excluded from the population of the study for the purpose of having a sample very much of average readers.

The (RMI), which was first developed by Goodman, was used to code and analyse in depth the students' miscues with respect to how these miscues relate to their counterparts in the text. They were classified under graphic, phonic, syntactic and semantic categories. This analysis shows also the effect of these miscues on the students' comprehension: meaning and grammatical acceptability.

The major conclusion from this miscue analysis study was the low percentage of correction attempts made by the readers in this sample. Four hundred and fifty seven out of five hundred and sixty seven miscues were left uncorrected. This low percentage of

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correction attempts shows that the twenty readers were unsuccessful in their oral reading because they overused graphophonic cues.

The readers in this sample showed heavy reliance on the graphic display. This high degree of graphic correspondence between expected responses (ER) and observed responses (OR) shows that reading for the twenty readers was just "barking at print" - rather than getting the author's message.

The results of this study also revealed that the majority of the readers' miscues were not syntactically or semantically acceptable. They also show the readers were poor comprehenders.

In the light of the findings of the study, it is recommended that both the objectives and the content of the reading program being offered to students of English at Yarmouk University need to be revised and modified so that it can sufficiently help to realize the ultimate goal of improving the students' skill of reading. It is also recommended that effective measures be taken by the national universities to open the opportunities for in-service English language teachers to receive training in miscue analysis, to examine carefully the preparation process of teachers of reading, and to offer them teaching courses in miscue analysis so as to keep an eye on to the reading process as it operates in their actual teaching classes. Other recommendations suggested avoiding overemphasizing accuracy in oral reading and providing suitable exercises to develop syntactic and semantic acceptability.