AN ANALYSIS OF THE PHONOLOGICAL ERRORS
"SEGMENTAL PHONEMES" IN THE SPOKEN
ENGLISH OF THE JORDANIAN SECONDARY
CYCLE STUDENTS

By

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ABSTRACT

An Analysis Of The Phonological Errors
"Segmental Phonemes" In The Spoken
English Of The Jordanian Secondary
Cycle Students.

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The aim of this study was to investigate the
phonological errors committed by the secondary cycle
students, males and females.

The committed errors were identified, classified,
and the frequency of each type of error in each sound was
counted.

The sample of this study consisted of 54
secondary cycle students, 27 of them were females and
27 were males. Those students were randomly selected
from 6 secondary schools which were randomly chosen from
all secondary schools in Irbid District, (3 were girls'
and 3 were boys' schools).
The hypotheses of this study were:

a). The higher the grade the fewer the phonological errors committed by the secondary students in producing the English Segmental Phonemes.

b). There will be significant differences in the phonological errors committed by males and females.

c). There will be significant differences in the committed phonological errors among sex and grade interactions.

A two way analysis of variance was performed and the aforementioned hypotheses for each type of errors (substitution, insertion and omission) in each sound were tested at the .05 level of significance.

The results of this study were as follows:

a) Errors were committed by secondary students in the following sounds:

/b/, /ð/, /p/, /r/, /s/, /z/, /v/, /z/,
/ʒ/, /ʃ/, /dz/, /ɔ/, /æ/, /ə/, /l/,
/ɔː/, /ou/, /uː/, /u/, /ʊ/, /ʌ/, /əʊ/, /au/,
/ɪ/, /ɛ/, /ɒ/, /ə/.
b) Substitution type errors occurred in all the
aforementioned sounds, but errors of insertion
were committed only in three sounds - /i/,
/ /, and /u/.

c) There were significant differences between male
and female students with respect to errors in the
following sounds, /p/, /r/, /v/, /dz/, / /, /ae/,
/e/, /i/, / :/, /ou/, / /, /i /, / / and / :.

d) There were significant differences among the three
grades with respect to errors in /r/, /v/, /z/, / /,
/e/, / :/, / / & /a:/.

e) There were significant differences among the
interactions of the main variables, (sex and grade).

f) The existence of a sound in the mother tongue
and the foreign language, to be learned, doesn't
mean the absence of the commitment of errors in
these sounds, i.e. /b/, /dz/, /s/, /ae/ ..... etc.

g) Unexpected commitment of errors among female
students were: few - /dz/ and /b/.
h) The researcher **conjectured** that these errors were committed as a result of the following sources:

a) Interference of the mother tongue.

b) Interference of local dialects.

c) Overgeneralization.

d) Lack of being able to detect the rule, way and place of articulation.

e) Lack of correct model.