The Oral Reading Miscues of Jordanian Eighth Graders in Zerqa District

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ABSTRACT

This miscue analysis study attempted to identify and analyze the oral reading miscues of eighth graders in Jordan. It aimed at providing practical guidelines for classroom application of miscue analysis in Jordanian schools.

The oral reading miscues of ten eighth-grade students from ten preparatory schools (covering 'public', 'private' and 'UNRWA' Schools) were analyzed.

To this end, the Reading Miscue Inventory (RMI) and "Goodman Taxonomy of Oral Reading Miscues" were used to categorize, code and analyze in depth the miscues of the readers in this sample.

Oral reading errors were categorized as substitutions, omissions, insertions and reversals.

The major conclusion from this miscue analysis study is that there appear to be no significant differences between males and females or the three school types on the separate miscue types—substitutions, omissions, insertions and reversals.

Another major conclusion is the low percentage of correction attempts made by the readers in this sample. 626 out of 734 miscues were left uncorrected. This low percentage of correction attempts shows that the ten readers were unsuccessful in their oral readings because they overused
graphophonic cues.

The readers in this sample showed a 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 ten readers is just "barking at print" - rather than getting the author's message.

The results of this miscue analysis study also revealed that the majority of the readers' miscues were not syntactically or semantically acceptable in the whole chapter (the selected reading material).

It is recommended that effective measures be taken by the two national Jordanian universities to open the opportunities for in-service English teachers to receive training in miscue analysis, to examine carefully the preparation of reading teachers and the possibility of teaching courses in miscue analysis to provide all English specialists with a window into the reading process as it operates within individual readers. It is also recommended that further miscue research studies be conducted to analyze the oral reading miscues of other grades in other districts in Jordan.