An Analysis of the English Oral Lexical Errors of Jordanian Secondary Students

By
Zohair Dawood Mohammad Zaghlool

B.A. (English Literature), The University of Jordan, Amman, 1978

Submitted in Partial Fulfillment of the Requirements of the Degree of Master of Education (TEFL) to Yarmouk University

Superisory Committee

Dr. Oglah Smadi
Dr. Kapur Ahlawat
Dr. Khalaf Al-Natour

Chairman
Member
Member

November, 1984
ABSTRACT

An Analysis of the English Oral Lexical Errors
Jordanian Secondary Students

Zohair Dawood Mohammad Zaghlool
November, 1984

This study aimed at investigating the English oral lexical errors committed by Jordanian Secondary Students, males and females. The committed errors were identified, classified, and explained. Students' lexical errors were classified into four major types (substitution, overuse, omission, and insertion); the frequency of errors in each category was counted.

The sample of this study consisted of 180 students distributed as follows: 60 first secondary, 60 second secondary and 60 third secondary students of the academic year 1982-83. The students were randomly selected from four secondary schools (two for boys and two for girls) in the city of Mafraq.

The hypotheses of this study were:
1. There will be significant differences in the number of lexical errors among the three grades of the secondary cycle in substitution, overuse, omission, and insertion.
2. There will be significant differences between male and female students in the number of lexical errors with respect to substitution, overuse, omission, and insertion.
A two-way multivariate analysis of variance (MANOVA) was employed to test the aforementioned hypotheses at 0.05 level of significance.

The findings of this study were as follows:

1. There were statistically significant differences among the three grades in the following categories: substitution, omission, and insertion. The first secondary students committed the highest number of errors, fewer errors were committed by second secondary students, and the third secondary students committed the fewest number of errors.

2. There were no statistically significant differences among the three grades with respect to overuse errors.

3. There were no statistically significant differences between male and female students with respect to all the lexical categories.

4. Substitution errors were the most frequent types of errors regardless of grade and sex.

The researcher conjectured that lexical errors were triggered as a result of the following sources: lexical borrowing, translation from Arabic, overgeneralization, incomplete acquisition of lexemes, phonetic similarity, lack of knowledge, performance, and developmental errors.

IX