Common Speech Errors in L2: Categorization, Analysis, and Implication

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Abstract
English is Filipinos' Second Language (L2). It is used and understood by most people in the community. In a person's daily conversation using the L2, speech errors occur regularly and spontaneously. This study sought to identify, categorize and analyze the 20 speech errors committed by random users of English as a Second Language in different contexts in a normal speech or communication. It also sought to provide its implication to English Language Teaching. The study employed the Qualitative descriptive research design through context analysis. Qualitative descriptive research design is completely derived from the data gathered and is generally characterized by collecting data and analysis simultaneously. Qualitative data analysis was used to analyze and give a level of explanation and interpretation of the data gathered. Speech errors detected firsthand by the researcher were documented using a speech monitoring log in a span of one month. The study revealed that speech errors detected were categorized into seven according to types such as anticipation, perseveration, metathesis or exchange, blends, addition, mis deviation and shift. The data showed that substitution speech errors are prevalent compared to all other error types. These errors happened due to the movement, exchange, and substitution of a phonological or morphological segment to another. Most of the speech errors regardless of type are highly phonological. This implies that most of the speech errors were on the production of phonemic sounds which are nearly related to the intended speech. English teachers play an important role in honing students' speaking skills and preparing them to become fluent and effective communicators in the future. It is, therefore, the responsibility of the teachers to provide lessons that would challenge students to be fluent and to produce the correct speech. Students may also be encouraged to practice self-repair more to prevent the same mistakes in speech production in the future. Teachers may also research strategies in correcting students' speech error to properly address the problem.

Keywords: Second Language (L2), Speech Errors, Phonological error, Speech Production

I. Introduction

Natural speech is not perfect. Speech errors occur regularly and spontaneously in a person's day-to-day conversation. It may be funny for many but frustrating for some. Now, it has been the object of exploration and investigation in the field of psycholinguistics. Speech errors, also commonly known as "slips of the tongue", generally refers to the unsuccessful speech in a normal oral communication where there is a mismatch involving the sounds of the language. It is commonly regarded as the mistakes one commits in speaking and articulating words which are the contrast of successful and continuous communication.

Sigmund Freud (1901) refers to these errors as a form of self-betrayal of inner thoughts which come from controlled, unintended desires. Yule (1996, as stated by Young, 2016) believes that when a person's tongue and the brain do not work harmoniously, slips of the tongue occur. He suggests that our word-shortage system allows us to retrieve words easily than others due to phonological information. Longham Dictionary of Language Teaching and Applied Linguistics (2003) defined this phenomenon as the mistakes one commits in the course of pronunciation and sentence making.

This study is focused on the common speech errors, specifically slips of the tongue, in the second language committed by random L2 speakers in a normal speech or communication. It aims to categorize, discuss, and analyze these errors to provide a better understanding of the language production process and the relationship between language and thought. Moreover, this study intends to provide its implication to English Language Teaching.

This study is beneficial to all English speakers who have been experiencing slips of the tongue particularly to those whose work demands them to speak fluently and efficiently. People who are always asked to talk in front of others may use this study to further understand why speech errors happen and what should they do to lessen the embarrassing misunderstandings brought by it especially in oral communication. English teachers may also use the findings of this study in designing their speaking activities. Moreover, it contributes to the very limited studies conducted around the world about speech errors.

II. THEORETICAL BACKGROUND

The study is anchored on the three theories of speech error such as the Theory of Parapraxis by Sigmund Freud (1901), Perception loop theory by Levelt (1983) and Natural Phonology by David Stampe (1979).

Theory of Parapraxis by Sigmund Freud (1901) is also called Freud's Theory of the Slips of the Tongue. Freud posits that speakers commit speech errors or slips of the tongue as a result of a psychological disturbance not by linguistic factors. It is the manifestation of the person's cognitive state. This means that the errors take place due to the semantic influence of the mind which are dependent on the speaker's intended utterance. What was actually said tells what the person was thinking at the moment. These slips are verbal or memory mistakes which reveal the person's secret thoughts, emotions, wishes and beliefs he/she holds (Cherry, 2018). In addition, Freud (1901) believed that most of the slips committed by people were sexual in nature thus, surfacing the deeply repressed desires from the person's subconscious. This is the reason why he also sees the slips of the tongue as the "window of the soul" which makes the person feel embarrassed and betrayed by his/her thoughts (Bilcik, 2018).

Perceptual Loop Theory proposed by Levelt (1983) is a theory of speech monitoring which assumes that a speech comprehension system checks the quality of a person's speech. This speech monitoring system inspects one's observable speech and the inner plan or also called the "inner loop". The speech rate or speed are considered one of the factors affecting the time planning interruption and repair (Hartsuiker, 2001).

Moreover, Levelt (1995) believed that utterances are produced through stages such as conceptual preparation, grammatical encoding, phonological encoding and lastly, articulation. He further explained that as a speaker, you hear your own overt speech which becomes part of the speeches you hear or overheard. This may be used by the speaker to monitor and do a repair in his own speech which explains the fact that one can detect speech errors before it is spoken loudly. (Dell & Jacobs, 2016).

Natural Phonology Theory advocated by David Stampe (1969,1979, 1981) is a theory which views phonology of language as subconscious mental processes which mediate between an intended but unpronounceable and pronounceable lexical form of utterances. The theory deals with the phonological processes which contain the system of natural human vocal and perceptions to the difficulties encountered in speech production and perception. It emphasizes

that phonological processes are motivated phonetically. Humans are believed to have the same potential to respond to the difficulties of speech.

In addition, this theory makes two important assumptions. First, phonemes are images of the sounds of language in our mind. Second, the natural response of human beings to the relative difficulties of sound production is by substituting one sound or one class of sound for another. This phonological process is not learned by speakers when acquiring a language but rather a natural response to the limitations of human nature physically and perceptually. This theory predicts that learners of the second language substitute "easier" sounds for those not found in their mother tongue and treat them as if they were the same (Mayuuf & Al-hindawi, 2017).

OBJECTIVES OF THE STUDY

This study is focused on identifying the common speech errors or slips of the tongue committed by random second language users in a normal speech or communication. It specifically aims to categorize, discuss, and analyze these errors to provide a better understanding of the language production process and the relationship between language and thought. Moreover, this study intends to provide the implication of speech errors to English Language Teaching.

III. REVIEW OF RELATED LITERATURE

Speech error is a common phenomenon which caught the interest and attention of many researchers of psycholinguistics. The study on speech error started in 1960s and is still one of the topics seriously investigated today in order to explain the nature of speech production and to identify the causes and remedy to correct or prevent these errors in our daily communication. Studies conducted aimed to give insight into the relationship between language and thought in speech production. According to Levelt (2013), the study of psycholinguistics shows that using diaries to record naturally occurring observations, the speech errors, in this case, has a long history in the study of the development of language (Vitevitch, 2015).

Speech errors are commonly known as slips of the tongue. One of the significant contributors is Vicktoria Fromkin (1973) who contended that slips of the tongue are often the product of a sound produced from one word is carried to the next. According to her, though slips of the tongue are considered as an error of articulation, it was suggested that they might be a result

from "slips of the brain" since pre-planning of words to be uttered are organized in the brain. Moreover, Fromkin (1991) posits that speech error reveals the speakers' competence in using the language and performance based on the produced form.

Smith (2003) identified three levels of tongue slips such as sound errors which happens when sounds are interchanged, morpheme errors where morphemes are interchanged and lastly, word errors which refer to the interchange of words.

Yule (1996) as stated by Young (2016) suggests that slips of the tongue occur when the speaker's brain and tongue fail to work together to produce the intended utterance. He contends that one's phonological information is limited thus, creating a "word shortage" system where some words are more easily retrieved than others.

Meringer (1895) is considered as the father of the linguistic tradition when it comes to speech error analysis. Meringer's approach states that the influence of another component of the same speech stream by the semantic formation of ideas contained within the same context caused the disturbance of speaking manifested in a slip of the tongue. In contrast to the previous claims, Mirenger (1895) disregard psychological factors as having an impact in the normal speech production process.

Similarly, Shutter (2004) stated that speech error is a complex mental process which occurs entirely below the level of consciousness. This means that we are unaware of the errors we make unless we hear ourselves saying something weird or funny. It happens in a fast speech that we do not keep track of whether the steps are already taking.

Zhu, Q. and Liu, B. (2018) conducted a study on categorization and causes of speech errors. Based on their study, speech errors are categorized into six according to the relationship between structures and intention. These are exchange, anticipation, perseveration, blends, shifts and substitution errors. However, other sources like Clark and Clark (1971) gave nine types including deletion, addition, and misdeviation. Their study revealed that there are psychological and physiological causes of speech errors. In terms of the psychological cause, Sigmund Freud the main motivation of the mistakes is the controlled thought to libido. On the physiological aspect, gender, age, and physical conditions cause speech errors. Furthermore, Lina (2013) identified the causes of these speech errors such as the negative transfer of mother tongue,

negative transfer of target language, constraints of cultural factors, learning skills, communicative approach and the influence of learning environment.

In the study of Dell and Jacobs (2016) entitled "Successful Speaking: Error Monitoring", they found out that studies of monitoring suggest that at least half of our observable slips are detected after they happen. This implies that when a speaker produces an utterance, he or she detects and blocks potential errors. This offers a valid idea that speech errors can be avoided once the speaker detects it before articulation or production.

In general, all these literatures and studies mentioned are of great significance in categorizing, explaining and analyzing the speech errors committed by random L2 speakers. It bears certain similarities since it also looked into the relationship between language and thought in explaining speech errors in English.

IV. METHODOLOGY

This study employed the qualitative descriptive research design using purposive sampling technique. Qualitative descriptive research is purely derived from data and is generally characterized by simultaneous data collection and analysis. The qualitative data analysis method was used to explain and interpret the data gathered. A speech error log was used by the researcher to document the speech errors or slips of the tongue committed byrandom users of the second language in different contexts. Only speech errors committed in L2 were recorded, categorized and analyzed. The documentation of errors was done through a speech error monitoring log for a span of one month.

V. SPEECH ERROR ANALYSIS AND DISCUSSION

The following table shows the summary of errors committed by random L2 speakers which were recorded by the researcher in a span of one month. The actual utterances were listed with the errors highlighted. Errors were then categorized according to its type. The last column shows the source of data where the error was detected. A detailed version of each error which contains the setting, context and actual utterance of speech is written and analyzed. The data gathered were analyzed and discussed in this chapter with the support of theories and models in speech production.

Table 1. *Summary table of Speech Errors*

ERROR UTTERANCE	TYPE OF ERROR	SOURCE OF DATA
Error 1 *"The prevailing __two temes...__themes are cruelty and compassion."*	Perseveration	Creative Reporting Student's recitation
Error 2 *"Mrs. Vhd Vhd stayed in the moon because she __tougth__ (thought) that she will be loved by the Deaf one.*	Metathesis/ Exchange	Creative reporting (Student's discussion and sharing)
Error 3 *"Ok, classmates…What do you __tink...think__ is the theme of the story?"*	Substitution	Student's Discussion and Sharing
Error 4 *"The point of view is First person central…It is because, it was told in the main character's __ferspectib__,ayy..perspective.."*	Substitution	Student's Discussion and Sharing
Error 5 *The words "it grows day and night"… With those__sords said__ by the speaker in the poem..we can say that his anger increased as time goes by."*	Anticipation	Student's Discussion and Sharing
Error 6 *""Well for me, the kind of love that was shown by Qwfwq is an __Eros kinds__..i mean, kind of love because he was attracted only with Mrs. Vhd Vhd's breast..." (talks fast)*	Addition	Student's Discussion and Sharing
Error 7		

*"As a journalism student, I can help disseminate information about how humans destroy the earth we live in. In order to save all **livings...living things**..we should cooperate in clean and green programs."*	Blends	Student's Speech
Error 8 *"We can only solve traffic if manufacturers or companies will not be allowed to **sells** car anymore."*	Shift	Student's Speech
Error 9 *"Mommy, where is my **g**allpen? Magpadrawing ko nimog dinosaur."*	Substitution	Conversation with my nephew
Error 10 *"Mas nice ang **Vird**..haha..Bird Sanctuary didto.."*	Substitution	Couple's Conversation
Error 11 *"Nah..ang akong di ganahan kay katong **Anacobra**..hadlok gyud kog bitin.."*	Substitution	Conversation with friends
Error 12 *"Aw, O..bitaw..hapit nasad ang **April pools…***	Perseveration	Conversation with friends
Error 13 *"Lagi My, bahalag 2 **MEllion plsos** lang.."*	Metathesis/Exchange	Conversation with a friend
Error 14		

*"Wala raman,I just feel very **weakling** today. Monday man gud…"*	Misdeviation	Conversation with a workmate
Error 15 *"Here, tan-awa si Tita, **she look likes you**when she was little."*	Shift	Conversation with a little girl
Error 16 *"…And now, we going to, into the advantag**ez**, ah..advantages of the **Z**ip Grade..."*	Anticipation	Speech (Rationale of the Activity)
Error 17 *"The first speaker is a faculty of the mathematics department, who is very intelligent at his field. Just with **her**looks, just with his looks, I thought he is Mao Tzi Tong…"*	Substitution	Introduction of the Speakers by the Emcee of the seminar-workshop
Error 18 *"We use mobile phones to check our answer sheets in Zip Grade…but what is very important is that the human intervention, how will you check that those items are better… that is why you should have to determ**E**n (determine) by the use of what? Test item analys**E**s (analysis)…"*	Perseveration	Talk of the Speaker during the Seminar-Workshop
Error 19 *"We ha**B**(have) to install the app in our mobile phones…"*	Substitution	Talk of the Speaker during the Seminar-Workshop

Error 20	Anticipation	Talk of the Speaker
*"In the app, tap New Sheet, and you may choose fifty question form for **p**ifty points (fifty points) or items."*		during the Seminar-Workshop

Analysis Per Error

Error 1

Setting: 10:30-12:00 N, Feb. 20,2019, Classroom

Context: World Literature class, discussion of the story, "A very old man with enormous wings"

Actual Utterances

Teacher: "*What are the themes of the story?*"

Student: "*The prevailing **two temes**...themes are cruelty and compassion.*"

Discussion/Analysis:

The speaker committed the speech error categorized under perseveration. It is an error which happens when a sound produced in an early utterance reappears or replaces a segment in a later word. In this error, the sound of t in the word two reappears in the next word which was pronounced as temes instead of themes. According to Meyer (2012), this error is a phonological mistake which occurs because our tongues, which has the task of producing different sounds simply got confused and produced the sound of the previous word. Based on the Initialness effect theory, initial sounds or consonants are prone to errors because they are detachable from the other parts of the word and are produced separately. Fromkin (1973) as stated in Pavitasari (2015) argued that the occurrence of the slips of the tongue happens often as a result of a sound being carried from one word to the next. This suggests that an utterance is planned prior to production and that speakers have a "mental image" of the intended sound to be produced.

Error 2

Setting: 10:30-12:00N, Feb 20,2019, Classroom

Context: World Literature class, discussion   the story, "The Distance of the Moon"

Actual Utterances

Student: "*Mrs. Vhd Vhd stayed in the moon because she **Tougth** (thought) that she*

will be loved by the Deaf one."

Discussion/Analysis:

The speech error which occurs in this utterance is metathesis. It is a type of speech error which happens when a sound or segment of an utterance in the earlier and later word exchange positions. This error is also known as spoonerism which is named after William A. Spooner. It is usually characterized by the exchange of the same phonological domain such as initial for initial, final for final, and syllable for a syllable in a pair of words. However, in this error, the exchange happens between the initial and the final sound /t/ and /th/ in the word thought mistakenly pronounced as tougth. The confusion happened due to the phonological relationship between the two sounds. The /t/ sound is voiced and /th/ is voiceless. Based on the generative phonological theory, one basic well-formedness distinction in speech error is between phonological structures that are present vs. absent within a language. Metathesis error is a combination of anticipation and perseveration which may further explain the occurrence of the transposition of the initial and final sounds. This means that the sound /t/ is anticipated and at the same time, the sound /th/ is perseverated all together. Garett (1975, 1980) believes that the distinction of sound and word exchanges is important since they occur at different levels. Hence, it is important to clarify the units switched in order to identify the level the error has occurred.

Error 3

Setting: 10:30-12:00 N, Feb. 21,2019, Classroom

Context: World Literature class, The reporter asks her classmates

Actual Utterances

Student: "*Ok, classmates…What do you **t̲ink...think** is the theme of the story?*"

Discussion/Analysis:

The speech error which occurred in this utterance is a substitution. Substitution is a type of speech error which happens when a closely related segment substitutes the present segment. The two segments usually have a similarity in sound or meaning. In the initialness effect theory, MacKay (1972) and Shattuck-Hufnagel (1987) hypothesize that initial consonants of syllables and words have a distinct representation in the phonological frame. This idea suggests that initial consonants in syllables and words are more detachable from the remainder of the word and

would, therefore, be more susceptible to error. In this error, the voiced sound /t/ is substituted by the voiceless sound /th/. The error is related to phonological processing than lexical selection.

Error 4

Setting: 10:30-12:00 N, Feb. 26,2019, Classroom

Context: World Literature class, Discussion on the story, " The Distance of the Moon"

Actual Utterances

Student: "*The point of view is First person central…It is because, it was told in the main character's **ferspectib**,ayy..perspective…*"

Discussion/Analysis:

In this speech error, the word perspective is pronounced wrongly since the speaker substituted the sound of /p/ to /f/ and /v/ to /b/. The speaker committed the substitution type of speech error. This error in speech production is also called an articulation error. In phonological theory, it is called alterations. This phenomenon happens when a person cannot produce the speech sounds correctly and ends up producing another sound closely related to the intended sound. Filipinos often commit mistakes under this type of speech error due to the limited consonants in our own language. According to Syuradi (2011), this error is caused by language transfer where the learner transfers his first language elements such as sound, form, and meaning to the language they are learning.

Error 5

Setting: 1:30-3:00 pm, Feb 28,2019, Classroom

Context: World Literature class, Discussion on the poem "A Poison Tree"

Actual Utterances

Teacher*: "What words would tell us that the speaker's anger increased?"*
Student: "*The words "it grows day and night"… With those**sords said** by the speaker in the poem..we can say that his anger increased as time goes by.*"

Discussion/Analysis:

The speaker committed a speech error categorized under anticipation. It is a type of error in a phonemic segment which happens when the sound that comes later in the utterance

inappropriately appears earlier than intended. In this case, the sound /s/ found in the latter word "said" is used in producing the earlier word "words" mistakenly uttered as "sords". In the stratificational model of Dell and Reich (1981), the simulation revealed that anticipation errors occur due to the repeated production of a phoneme in the utterance. In this example, the repeated sound /s/ tends to equalize the activation level of the initial phoneme /w/ of the word that comes before the intended sound /s/.

Error 6

Setting: 1:30-3:00 pm, March 20,2019, Classroom

Context: World Literature class, Discussion on the story, "The Distance of the Moon"

Actual Utterances

      Teacher:*"What kind of love was shown by Qwfwfq toward Mrs. Vhd Vhd at first?"*

Student:*"Well for me, the kind of love that was shown by Qwfwq is an **Eros kinds**..i mean, kind*

      of love because he was attracted only with Mrs. Vhd Vhd's breast..." (talks fast)

Discussion/Analysis:

      The speech error shown in the line uttered by the students is an addition. In this utterance, instead of saying "It was an Eros kind of the love", the speaker adds s after kind. This may be influenced or caused by the perseveration of the segment /s/ in the previous word Eros. The final sound of the previous word was carried to the next word unconsciously. Another factor which had caused this error is the speaker's speed of utterance. In Dell and Riech's model (1981), the simulation reveals that there errors like this are speaking rate effects. Under this condition, speech errors are committed more often than in normal speed. In fast rates, activation of speech sounds is limited. Moreover, reverberatory loops which act as speech editors are not established when one speaks fast resulting in the many errors.

Error 7

Setting: 9:00-10:30 pm, March 5, 2019,Classroom

Context: Purposive Com, Impromptu Speaking Activity

Actual Utterances

Question: "*As a journalism student, how will you help save mother nature?"*

      Student: "*As a journalism student, I can help disseminate information about how*

*humans destroy the earth we live in. In order to save all **livings**...living*

***things**..we should cooperate in clean and green programs."*

Discussion/Analysis:

Blends in speech error refer to a combination of two speech units which can be a phoneme or syllable which seems to compete into a slot in an utterance. The mixture of sounds is naturally phonological and morphological. In this case, initial syllable /liv/ in the word livings is combined with the final sound /ings/ of the word things.

Dell and Reich's (1981) Stratificational model of speech errors revealed that the reason behind the blending of sounds between words in an utterance is caused by its item similarity effects. In this case, the words living and things are similar sounding words which means that they share a number of phonemes such as /i/, /n/ and /g/ which resulted to the partial replacement and combination of the two words.

On the other hand, the Competing- Plans Model of Baars (1980) attempts to explain that speakers have developed multiple plans competing to be executed in an utterance. Failure in editing mixed or blended plans on time may result in speech error.

According to Yang (1997), in order to solve this speech phenomenon, speakers should be given enough time in the production of speech. Pieces of evidence show that talking in slow speech results to a minimal number of speech errors because the speaker is given enough time to edit competing plans before the final utterance.

Error 8

Setting: 1:30-3:00 pm, March 6,2019, Classroom

Context: Purposive Com, Impromptu Speaking Activity

Actual Utterances

Question: "*How can we solve traffic?*"

Student: "*We can only solve traffic if manufacturers or companies will*

*not be allowed to **sells car**anymore.*"

Discussion/Analysis:

The speaker committed the type of speech error called shift. It is an error committed when the speaker attaches an affix in another word in an utterance. In this example, instead of saying "Companies will not be allowed to sell cars", the student misplaced the affix /s/ to sells thinking it is a singular verb. This kind of error is a morphological error also called a morpheme shift. This error gives us an idea that lexical and phonological errors are made independently.

The error is made as a result of the speaker's confusion on grammatical morphemes and not phonemic.

This error is attributed in Fay's Transformational model wherein the error happens when the transformational rules are misapplied. Example of this is when there is an imposition of an inflectional morpheme. In the above utterance, the inflectional morpheme –s is misplaced resulting in the occurrence of the transformational error. Transformational Hypothesis implies that the occurrence of this error describes how a person generates a well-formed sentence.

Error 9

Setting: Morning at about 9 AM, March 8,2019, At home

Context: My 4 year-old nephew wanted to write and draw on his little notebook and asks for a ballpen

Actual Utterances

Me: "*Kyle, kaon sa didto.. Ayaw samok mommy kay nay gibuhat.*"

Kyle: "*Mommy, where is my **g**allpen? Magpadrawing ko nimog dinosaur.*"

Discussion/Analysis:

The speech error committed by the speaker is a substitution. In this utterance, the young boy replaced the phonemic sound of /b/ in the word "ball pen" with /g/. This kind of error is common among children. Wijmen (1992) stated children commit speech error in a rate of 4 to 8 per 1000 words produced compared to adults who commit only 1 error per 1000 words. In this example, one segment of the word intended to be uttered is substituted by a phoneme which is not found in the sentence. The error happened to the phonological similarity of the two segments (Fromkin,1971).

Error 10

Setting: 7:00- 8:00pm, March 10,2019, Chowking

Context: Couple talking about summer experiences

Actual Utterances

Girl: *Katong nangadto mi og Olango lami kaayu ang Saang. Barato pajud!*

Boy:*Sa Bohol sad barato ra sad pagkaon. Na-shock lang ko sa Alberto's nga pizza kay mura rag pan. Nice sad ang Tarsier.haha*

Girl: *Mas nice ang **Vird**..haha..**Bird** Sanctuary didto..hahaha*

Discussion/Analysis:

The speech error committed by the speaker is a substitution. The source of the error comes from the confusion on speech production where the fricative equivalent sound /v/ replaced the intended sound /b/. This error in speech production is also called an articulation error. In phonological theory, it is called alterations. This phenomenon happens when a person cannot produce the speech sounds correctly and ends up producing another sound closely related to the intended sound.

Error 11

Setting: 1:00-5:00pm, March 16,2019, Friend's House during her son's Christening

Context: Friends talking about movies

Actual Utterances

F1:..*Nanan-aw ming Deo last time sa Captain Marvel..ok ra siya..*

F2: *Kanang kang Bea ron Oh, hadlok kaayu. Sus, di jud ko motan-aw ana sa Sine.*

F3: *Nah, mas hadlok jud tong Conjuring…*

F2: Nah..ang akong di ganahan kay katong ***Anacobra***..hadlok gyud kog bitin..haha

F1: *Unsay **anacobra**?..hahaha..nga **Anaconda** mana..*

Discussion/Analysis:

The error committed by the speaker is a substitution. The last two syllables "conda" of the word anaconda was replaced by the word "cobra". This kind of error is word error which means that the level of error is not limited only the sound feature nor morpheme rather in the meaning of words. This error occurred when the speaker replaced the intended utterance with a word which is nearly associated with the word perceived to be produced. In this situation, anaconda and cobra are associated semantically because they are both kinds of snakes. On the other hand, the word "cobra" which substituted the last two syllables of the word "conda" has a number of similar phonemes such as /c/,/o/ and /a/ with the replaced syllables.

Error 12

Setting: 1:00-5:00pm, March 16,2019, Friend's House

Context: Friends talking about Jaja's Bday

Actual Utterances

F1: *Oie, hapit najud adlaw ni Jaja*

F2: *Aw, O..bitaw..hapit nasad ang **April pools**…*

F3: *hahaha..**April pools**..*

Discussion/Analysis:

The error committed is perseveration. Instead of "April fools", the speaker used the sound /p/ in the word April on the initial sound of the next word mistakenly pronounce as pools instead of fools. Based on the theory of Wickelgen (1969) and Mackay (1970) on speech production, the cause of speech error lies in the relationship between repeated and neighboring phonemes. One of the results of this is perseveration. In addition, the intended sound /f/ which is a fricative may have not been satisfied resulting in the short production of sound /p/ which is a stop plosive.

Garret's Two-stage Processing Model (1975) suggests that natural grammar is compartmentalized according to units and structure. Garret proposed that the production of sentence happens in two stages: the functional (grammatical) and positional (phonological) stage. Errors in any of the stages results in the speech error.

Error 13

Setting: 7:00-8:00pm, March 17, 2019, on our way home from church

Context: conversation with Deo about winning the lottery

Actual Utterances

Me: *Dapat mopusta natag lotto para makapalit tag car Dy.*

Deo: *Lagi My, bahalag 2 **MEllionpIsos** lang...*

Me: *haha, wow, 2 Mellion pIsos jud?di TIn MEllion?*……(intentional)

Discussion/Analysis:

The speech error produced by the speaker is metathesis, exchange or commonly called spoonerism. In this utterance, the vowel sound of /E/ is interchanged with /I/ in the word pair "million and pesos". The error is found not in the initial consonant sounds of the words but the middle vowel sounds. According to McKay (1969), the error is caused by the confusion of identical phonemes /E/ and /I/ and similar articulatory forms.

Error 14

Setting: 7:30-8:30 am, March 18, 2019, Faculty room

Context: A workmate noticed that our other workmate was very silent.

Actual Utterances

     Workmate1: *Nganu ka ett? Wala lagi ka sa mood ron?*

     Workmate 2: *Wala raman,I just feel very **weakling** today. Monday man*

gud…

Discussion/Analysis:

     The word weakling is erroneous. Instead, the speaker should have used the word "weak" instead of weakling. This error is called misdeviation. This error occurs when a wrong unit is attached to a word. In this utterance, the unit –ling is added to the word weak which is unacceptable in English grammar but sometimes accepted and understood by the Filipinos.

     Interactive Activation Model by Stemberger (1982) assumes that when syntactic structures are activated, it activates words that are unintended but may belong to the same group or have similarities. In this case, the activation of the word weak, activated the unintended word weakling.

Error 15

Setting: 12:00-1:30, March 18, 2019, Faculty room

Context: A teacher tried to explain to a little girl that she looks like the other teacher when she
       was her age.

Actual Utterances

     Teacher: Hi Eiam. Come here..

     Eiam: Hi, po!

     Teacher: Have you seen Tita T's picture?

Eiam: No, pa po! Let me see…

Teacher: (shows the picture).. Here, tan-awa si Tita, ***she look likes you***…when *she*
was little.

Discussion/Analysis:

     The speech error committed is a shift. It is an error committed when the speaker attaches an affix in another word in an utterance. In this example, instead of saying "she looks like you", the speaker added the affix /s/ to the word "like" thinking it is a singular verb. This kind of error

is a morphological error also called a morpheme shift. This error gives us an idea that lexical and phonological errors are made independently. The error was made as a result of the speaker's confusion on grammatical morphemes and not phonemic.

Error 16

Setting: 8-10:30 AM, March 20, 2019, Tandang Sora

Context: During a training, the speaker gave the introduction and rationale of the activity

Actual Utterances

Adm1: *And now, we going to, into the advantag**ez**, ah..advantages of the **Z**ip Grade*

Discussion/Analysis:

This speech error is categorized under anticipation. It is a type of error in a phonemic segment which happens when the sound that comes later in the utterance inappropriately appears earlier than intended. In this case, the sound /z/ found in the latter word "zip grade" is used in producing the earlier word "advantages" mistakenly uttered as "advantagez". This error occurred due to the phonological similarity of the two segments /z/ and /s/.

Error 17

Setting: 8-10:30 AM, March 20, 2019, Tandang Sora

Context: The emcee calls the first speaker of the activity

Actual Utterances

Emcee: *The first speaker is a faculty of the mathematics department, who is very intelligent at his field. Just with **her**looks, just with his looks, I thought he is Mao Tzi Tong…*

Discussion/Analysis:

This word error is categorized under substitution speech error. In this case, the error occurred when the speaker replaced the intended utterance "his" with a word which is nearly associated or the reverse pronoun "her" which is not found in the utterance. Fromkin (1971) stated that error like this often appears to have little similarity in both phonologically and semantically. The phonological aspect may adhere to the similarity of the initial sound /h/. Semantically, they are related in a way that they are both pronouns.

Error 18

Setting: 8-10:30 AM, March 20, 2019, Tandang Sora

Context: The 1st speaker talks about the guidelines and how to use the Zip Grade

Actual Utterances

1ˢᵗ Speaker : *We use mobile phones to check our answer sheets in Zip Grade…but*
what is very important is that the human intervention, how will you check
*that those items are better… that is why you should have to **determEn***
*(determine) by the use of what? Test item **analysEs** (analysis)…*

Discussion/Analysis:

The association of the vowel sounds /E/ and /I/ caused the perseveration error in the 1st speaker's utterance where the sound /I/ is replaced with /E/ due to the repetition of the vowel sound in the previous syllables of the word "d/E/t/E/rm/I/ne". The same is true with the association of the /E/ in It/E/m which is carried in the next word pronounced as "Analys/E/s" instead of "analys/I/s". However, based on observation, the speaker has the tendency to produce the same error in multiple words or utterances. This may not be caused simply by a slip of the tongue but another problem related to speech production. According to Sigmund Freud, physiological factors like age may have an impact on the production of words.

Error 19

Setting: 8-10:30 AM, March 20, 2019, Tandang Sora

Context: The 1ˢᵗ speaker talks about the guidelines and how to use the Zip Grade

Actual Utterances

Speaker 1: *We **haB**(have) to install the app in our mobile phones…*

Discussion/Analysis:

The speech error committed by the speaker is a substitution. The source of the error comes from the confusion on speech production where the stop plosive sound /b/ replaced the intended fricative sound /v/. This error in speech production is also called an articulation error. In phonological theory, where a person cannot produce the speech sounds correctly and ends up producing another sound closely related to the intended sound. The source of error may be classified under plan internal errors by Meringer and Mayer (1895).

Error 20

Setting: 8-10:30 AM, March 20, 2019, Tandang Sora

Context: The 2ⁿᵈ speaker talks about selecting answer sheet in the app

Actual Utterances

2ⁿᵈ Speaker: *In the app, tap New Sheet, and you may choose fifty question form for*

pifty points _(fifty points) or items._

Discussion/Analysis:

The speaker committed a speech error categorized under anticipation. It is a type of error in a phonemic segment which happens when the sound that comes later in the utterance inappropriately appears earlier than intended. In this case, the sound /p/ found in the latter word "points" is used in producing the earlier word "fifty" mistakenly uttered as "pifty". According to Meringer and Mayer (1895), the distinct source of this error is plan internal error where there is an interference from the intended elements of the utterance.

V. SUMMARY OF FINDINGS

Detected speech errors can be categorized according to types such as anticipation, perseveration, metathesis or exchange, blends, addition, misdeviation, and shift. The data shows that most of the detected speech errors are categorized under substitution. The occurrence of these errors may fall under different levels such as phonology (sounds), syntax (structure) and semantics (meaning).

Phonological errors offer profound evidence that speech is processed in terms of linguistic units. Under this are errors such as anticipation, perseveration, exchange, and substitution which tend to show movement, exchange and substitution of a phonological segment. During the utterance, units interact with each other on the same level such as phoneme for phoneme, syllable for syllable and word for word. It also shows that segments showing similarity in phonological features are more susceptible to exchange. This suggests that phonological error and target utterance are inter-related. Errors 1, 2, 3,4,5,9,10,11,12,13,16,17,18,19,and 20 are phonological errors.

Syntactic errors are focused on the structure of sentences spoken. These errors are characterized by the mal-functioning of speech processing mechanisms which involves the selecting, retrieving, sorting and placing lexical items in a sentence. When this happens, planned structure changes such as making the adjective "weak" to a noun "weakling" in error 14. Errors under these level include blending and misdeviation. Error 7, and 14 are under syntactic errors.

Lastly, semantic errors refer to the grouping together of lexical items according to their semantic features. This means that the activation of intended lexical items activates all other items belong

to such semantic group. For instance, target words in error 17 such as "his" activate the other pronoun "her". Semantic grouping is based on the speaker's social, cultural and linguistic background. This implies that speech production may be influenced by the speech environment. Errors 14 and15 are also semantic errors.

IMPLICATION

In teaching English as a second language, it is important that the speaker uses the correct message structure. Which means that students should have prior knowledge on how the message is constructed or what elements of speech are necessary for delivering the intended message. Teachers should design strategies to prepare students and to enhance their speaking skills. In addition, speakers should be linguistically knowledgeable in order to plan the accurate message and be in the right state of mind to retrieve the correct lexical items needed in the speech. According to Zhu, Q. (2018), speech errors commonly occur when the speaker experiences fatigue, a bit drunk, or nervous. Teachers may say encouraging words and may avoid sarcastic or cold gestures towards the child. Lastly, the speakers should follow the exact mental process or procedure to create the correct structure and articulate and produce the desired speech. It is, therefore, necessary that teachers know the psychological and linguistic background of the student in order to address their needs. Teachers may also design speaking activities that would enhance students' communication skills for them to deliver the intended message effectively and fluently. When students commit mistakes, it must be addressed and corrected properly to make sure that students don't get embarrassed due to a speech error.

VI. CONCLUSION AND RECOMMENDATION

The phenomenon of speech error is natural, human and universal. It happens too often in our daily communication when an intended speech is unsuccessfully executed due to interference on the phonological, syntactic and semantic features of an utterance.

After errors were analyzed, it can be concluded that speech errors are highly phonological. It is caused mainly by the movement, replacement, transposition, substitution, and addition of the intended sound in an utterance. Substitution speech sounds are prevalent

compared to all other errors which may imply that Filipino speakers are prone to replace a speech segment with other closely related segments of the desired speech.

Both thought and language play an important role in speech production. In the psychological point of view, the production of speech involves mental structure where different linguistic units are processed according to specific language structures. Speech errors are believed to represent the speaker's cognitive state which may be influenced by psychological disturbances and contextual factors (Freud, 1901). On the other hand, the linguistic approach helps us understand the phonological, semantic and syntactic rules that form the structure of the language (Yang 1997). Therefore, language and thought work together in producing a successful utterance or speech. Malfunctioning and disturbance in the process result in errors in speech production.

RECOMMENDTIONS

Based on the findings and conclusion, this study offers the following recommendations:

1. English Teachers may provide lessons that would challenge students to be fluent and to produce the correct speech. They may also research strategies in correcting students' speech error to properly address the problem.

2. Students may also be encouraged to practice self-repair more to prevent the same mistakes in speech production in the future.

3. A larger number of errors may be documented and studied in a longer period of time by the next researchers.

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