An Analysis of Varied Speech Errors in a Diverse Speech Community

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Abstract*: Speech error is a language phenomenon that is prevailing during oral conversations. It is one of the interesting studies in the field of linguistics as it delves into why speakers tend to commit such errors – linguistically, phonologically, or semantically. For many linguists, they term it "slips of the tongue" during spoken communication. The said speech errors can also be defined as speech utterances that deviate from the speaker's intention over production. In other words, speech errors reveal a mismatch between what the speakers intends to say and what they actually says. It has the relationship of language with the human mind and a pattern or procedure in language transformation*

Keywords: *Speech error*

I. INTRODUCTION

Speech error is a language phenomenon that is prevailing during oral conversations. It is one of the interesting studies in the field of linguistics as it delves into why speakers tend to commit such errors – linguistically, phonologically, or semantically. For many linguists, they term it "slips of the tongue" during spoken communication. The said speech errors can also be defined as speech utterances that deviate from the speaker's intention over production. In other words, speech errors reveal a mismatch between what the speakers intends to say and what they actually says. It has the relationship of language with the human mind and a pattern or procedure in language transformation.

According to Longman Dictionary of Language Teaching and Applied Linguistics (2003), speech error as a phenomenon is defined as the mistakes that the speaker made in the process of pronunciation and sentence making. However, in the eyes of Boomer and Laver (1968), it is a kind of deviation of the speaker's intention which means that it is not the pronunciation error caused by the dislocation of pronouncing organ and misunderstanding of words. In addition, as for Zhang Ning's (1990), it is the mistake made by people who occasionally and unintentionally deviate the pronunciation, meaning of the words and grammar that he wants to use in the speech act. These contradictions of claims have forged the further exploration of this phenomenon particularly in the academe or school settings.

The study is focused on the analysis of the speech errors committed by students and teachers at Surigao State College of Technology- Del Carmen Campus, Siargao Island who are said to be the participants of the investigation. It specifically looked into their utterances observed anywhere in the campus (setting and context), the error committed (types of speech errors), and discussions (analyses).

This paper would be of great help to the ELT educators in dealing with common phenomena in the classroom particularly in the speaking classes and assessment. It would also shed light on teachers' biases over the mispronunciations and misuse of terms in the class.

II. SPEECH ERROR ANALYSIS

Speech errors generally refer to the unsuccessful speech in the normal oral communication. From the syntactic aspect, a speech error only has one deep structure, but has many surface structures. Owing to the fact that speech errors have many morphological manifestations, it can be expressed in many language forms. Errors are considered as the inevitable consequences of language learning. They are in fact part of a learning process and may provide valuable insight into the language learning process. Corder (2011) differs the term "error" from "mistake" in that the term 'error',

is considered as systematic error, occurs in a second language while the term 'mistake', is considered as non-systematic error which occurs in one's native language, and therefore it is not significant to the process of language learning.

2.1. Summary Table

Error/ Utterance	Type of Error	Source (where/what context)
"Enough lightning is important in any film production…" *Target:* Enough lighting is important in any film production.	Substitution	In the classroom; one student is the oral presenter on the topic "Film Productions"….
"Pull-pledge professor nasi Dr. Donoso…" *Target*: Dr. Donoso is now a full-pledged professor.	Substitution	In the faculty room where faculty members talked about NBC 641 implementation….
"Let's give them a sound of applause..." *Target:* Let us give them a round of applause.	Exchange error	The event is in the school's covered court during an Orientation Program for College Freshmen….
As a matters of fact *Target*: As a matter of fact	Perseveration	In the faculty room where a teacher announced an upcoming school activity…
Do you "veliebe" that…? *Target:* Do you believe that?	Anticipation	In the classroom where a student shared his trivia of the day before he started the presentation..
I would like a present the criteria for judges…. *Target:* I would like to present the criteria for judging.	Substitution	In a school event where an SSG Officer read a criteria for the competition.
Beauty is in the eye of the holder *Target:* Beauty is in the eye of beholder.	Deletion	At the Covered Court; Search for Mr. and Ms. SSCT 2020
Alice in wonderful is a wonder movie *Target:* Alice in wonder land is a wonderful movie.	Exchange error	In a classroom where a student presented his oral book report
Of course, nobody's ferpect *Target:* Of course, nobody's perfect.	Exchange error	At the canteen where students were talking about their experiences with one teacher.
bake spaghetti *Target:* Baked spaghetti.	Omission	At home; house mates are talking about their favorite dessert
you cannot able *Target:* You cannot be able / you are not able	Omission	At the cafeteria; faculty meeting
i-rule ang money *Target:* i-role ang money (The money will	Substitution	At the faculty room; teachers discussing investments
I would like to enroll for BTTA *Target:* I would like to enroll for BTTE	Substitution	At the Guidance Office; an applicant for college freshman is interviewed
"I have ferceibed…" Target: I have perceived	Exchange error	A video material submitted by my student as his final requirement
"Kantaanay, weng, kay mag-records ako." (Weng, just sing a song for me to records your voice.) *Target:*Weng, just sing a song for me to records your voice.	Addition/Insertion	At home; an uncle tries to record my voice
The first and second runner ups…. *Target:* The first and second runners up go	Shift	At the covered court during the search for Mr. and Ms. SSCT 2019

to…		
Ibutanganay an kalderosabugas (Kindly place the pot in the rice.) *Target:* Kindly place the rice in the pot.	Exchange/ Metathesis	At home, I tasked my helper to cook for rice.
Yes, we have pive books in Philippine Literature *Target:* Yes, we have five books in Philippine literature.	Anticipation	At the Library; I asked the library staff the availability of Philippine literature books
Uno man jaonija tag-pause safacebook? (What did pause post on Facebook?) *Target:* What did he post on Facebook?	Substitution	At home; a housemate asked about a colleague's post on Facebook
Faculty 1: Kalibangongajudko. Faculty 2: Akomouligajudkosabayay kun kalibsna. *Target:*Kalibangon instead of Kalibs	Deletion/Omission	At the faculty room; after having taken our lunch

2.2 Detailed Analysis

The following presents the details of each error found during any of the oral communication settings. The setting reveals the place, time, or weather condition. The context is a brief description of an event, activity, or happening. The actual utterance displays the raw conversations where the speech error is detected. Lastly, the analysis part discusses how the error is committed with specific category of speech error and backed up literatures and studies that justify the said speech error.

Error 1.

Setting:

February 2, 2019, 3:00-4:00PM atRoom 301-Literature Class

Context:

One student is discussing the topic "Film Productions" with interactions from the classmates.

Actual Utterance:

Student: How do we produce a quality film?

Reporter: Enough lightning is important in any film production.

Discussion/Analysis:

This is substitution type of speech error wherein a speaker plans to say one thing, and somehow something else appears in the speech output. In this type of error, the target utterance (lighting) and the actual utterance (lightning) bear strong phonological similarities (similar in sound).Yang (1997) cited that according to Fromkin (1971) the speech environment (contextual factors) and the speaker's mental status (psychological factors) also play a role in causing an error.

According to Harley (2006) there is a consensus that lexicalization is a two-stage process.When we produce a word, processing moves from the semantic level to an intermediatelevel containing *lemmas*, which are specified syntactically and semantically. We then retrieve the phonological forms of these words in a stage of phonological encoding. Thereis a great deal of evidence supporting the two-stage hypothesis.Fay and Cutler (1977) observed that there were two distinct types of whole wordsubstitution speech error: semantic substitutions, such as fingers ->*toes,* husband ->*wife,*and form-based substitutions, such as equivalent ->*equivocal, and* historical ->*hysterical. The example above lightning* ->lighting is an example of semantic-based substitution.Fay and Cutler argued that the existence of two types of word substitution suggeststhat the processes of word production and comprehension use the same lexicon, but inopposite directions. Items in the lexicon are arranged phonologically for spoken wordrecognition, so that words that sound similar are close together.

Error 2

Setting:

March 1, 2019, 9:00AM at the CTE Faculty Room, Surigao State College of Technology- Del Carmen Campus

Context:

It was after the print-outs of NBC 461 Promotion results were handed in to the faculty under the College of Teacher Education.

Actual Utterance:

F1: Uno may imo academic rank kuman? (What is your academic rank now?)

Faculty 2: Associate Professor ra.(Associate Professor only.)

F1: Si Ma'am Tonet?(How about Ma'am Tonet?)

F2: Pull-pledge professor nasi Dr. Donoso.(Target: She is already a full-pledged professor.)

Discussion/Analysis:

This is another type of error under substitution. It can be gleaned in the conversation above the Faculty 2 committed the error by saying *pull-pledge* instead of *full-fledged.*T and A can differ by a word, a syllable, or even by only one phonetic feature. "Full-fledged' is substituted with "pull-pledge." The target utterance (full-fledged) and the actual utterance (pull-pledge) bear strong phonological similarities (similar in sound----"*edge*"), and they may also involve semantic relations between the A and T utterances (related in meaning).

The lexicon is accessed inproduction by traversing a semantic network. Semantic errors occur when traversing thedecision tree, and phonological errors occur when the final phonological form is selected.Although the idea that lexicalization occurs in two stages appears to be supported byevidence from other sources such as picture naming, tip-of-the-tongue states, studies ofpeople with anomia, and brain imaging, there is nevertheless some dissent (Caramazza,1997; Caramazza&Miozzo, 1997).

Error 3

Setting:

August 23, 2020, 9:00AM at Covered Court, Surigao State College of Technology-Del Carmen Campus during the Joint Orientation Seminar for New Freshmen, Transferees

Context:

An emcee made an introductory line for the Head of Student Affairs who was about to deliver an orientation of Campus Rules and Regulations for the College Freshmen.

Actual Utterance:

Emcee: Ladies and gentlemen, let us welcome the Head of Student Affairs for the topic "Campus Rules and Regulations". Let us give her a sound of applause.

Discussion/Analysis:

This error above is categorized under *metathesis* (or *exchange)*wherein itoccurs when two segments in an utterance exchange positions. Such errors have been well-discussed in English, an example of which is Fromkin's (1971) *left hemisphere —>hefilemisphere.* The exchanged segments are usually from the same phonological domain (e.g.. initial for initial, final for final, and syllable for syllable), but they are not necessarily from the same grammatical category (e.g.. noun for noun, or verb for verb). For Garrett (1980), sound exchanges and word exchanges aredifferent in nature, and indicate that sentence production is conducted at twodifferent levels.

As Garrett (1980) observed that word exchanges in phrases involve words from the same grammatical category, as in the word exchange between *cigar* and *briefcase* in sentence (a). This suggests that the speech process is affected by the grammatical properties of the exchanged elements. As cited by Yang (1997) Garrettpoints out that word exchanges typically occur with words of the same syntacticclass. They can occur across a span of several words, and the participating wordsneed not be phonologically similar. In contrast, sound exchanges can involve soundsfrom words that differ in syntactic class, but the participating sounds are usuallyclose to one another and they are usually phonologically similar. Garrett accounts forthese differences by assuming that word exchanges take place at the functional leveland

sound exchanges at the positional level. This explains the fact that wordexchange errors occur over greater distances than sound exchanges (since soundexchanges occur more often within a phrase while word exchanges occur acrossphrases). Thus, in Garrett's model, the speech mechanism is assumed to produce asentence by the following stages: (a) "planning frames'' are selected for elaborationof the positional level representation; (b) such planning frames are to mark specificphrasal geometry, with inflectional and other grammatical morphemes assumed to befeatures of that frame; (c) stress contours at least, and possibly more general prosodicfeatures as well, are to be represented in the planning frame; (d) assignment of majorcategory vocabulary items to places in the planning frame is accomplished in termsof descriptive constraints marked at the functional level.

Error 4
Setting:
March 1, 2019, 10:41 AM at the Faculty Room of the College of Teacher Education.
Context:
Four (4) faculty members were talking about the recently concluded meeting wherein the Calendar of Activities was one of the agenda.
Actual Utterance:
Faculty 1: Ang agenda hamokrakarajaw. (The agenda were too many.)
Faculty 2: Gajud. As a matters of fact, ang Calendar of Activities dapatdugayranahipresent. (As a matter of fact, the Calendar of Activities should have been presented long ago.)

Discussion/Analysis:
This is an example of perseveration type of Speech error. This type involves the carrying-onward of a segment, a syllable, or even a whole word in an utterance. An example of these perseveration errors in English is "give the boy --> give the goy";this segment can be carried across a syllable, a word, or even a sentence, as can be seen in the utterance "As a matters of fact" wherein the [s] sound perseverated onward in the word matters**.** The[s] sound produced early in an utterance reappears in an incorrect location later in the utterance of the word matters. This is an interesting chain reaction in the process of speech production. Similarly, the perseverated speech unit can be what yang called "a feature pattern", which means that the error involves the perseveration of the pattern of a group of syllables rather than an individual phoneme in a particular syllable. The basic assumption in Meringer's approach was that disturbances in speaking, manifested in a slip of the tongue, are caused by the influence of another component of the same speech stream: by an anticipatory sound, by a perseveration, or by another semantic formulation of the ideas contained within the context. Few would argue in favor of Freud's claim that all speech errors, except for some of the simplest cases of anticipation and perseveration, could be explained as being caused by the speaker's unconscious thoughts and repressive mechanisms.
As described in Kupin's (1982) discussion on Englishtongue-twisters (e.g.*..S>he sells seashells)*. Speakers tend to follow a pattern, orgeneralize one pattern to match another. Therefore, the perseverated speechunit in example (9) is not just a feature, but the entire sound pattern of the phrase. Italso suggests that speakers tend to generalize (or be primed by) a pattern from whatis processed earlier and apply this pattern in what is going to be processed.

Error 5
Setting:
February 3, 2019, 8:00-9:00 AM, Literature Class
Context:
The student-discussant was presenting his trivia of the day before he was about to present his assigned topic.
Actual Utterance:
Student: Good morning, classmates. Do you "veliebe" thatthere is still life after death?
Discussion/Analysis:
As the very word indicates, the anticipation type of speech error refers to the anticipation of a speech unit (a phonemic feature, a phoneme, a syllable or a word) that should or is expected to occur later in an utterance, resulting in the

substitution of one speech unit by another one that should (or is expected to) occur later, other units remaining unchanged. Such errors usually involve the involuntary forwarding of the anticipated segment across a syllable, one or several words, or even across a sentence.*In this context, the speaker intends to say "veliebe"*but says instead "believe" anticipating the "v" at the beginning of "believe" in the speaker's pronunciation of "believe"

The basic assumption in Meringer's approach (Yang, 1997) was that disturbances in speaking, manifested in a slip of the tongue, are caused by the influence of another component of the same speech stream: by an anticipatory sound, by a perseveration, or by another semantic formulation of the ideas contained within the context.

Although the erroneous utterance in the above example is not well-formed, or it may be considered as nonsense in a certain sense, it can still be understood in its respective context. Speech errors of the anticipation type indicate that the human mind processes word or sentence organization for speech production at a much faster speed than the speech organ can articulate, and this advanced process may influence the actual production of an intended utterance.

Error 6

Setting:

February 17, 2019, 8:32 PM, Literary-Musical Competition

Context:

The student leader was given the task to read the criteria for various competitions in literary and musical events.

Actual Utterance:

Student Leader: Those were our judges. And now, I would like a present the criteria for judges

Discussion/Analysis:

The utterances above depict the error substitution. The target utterance should be *I would like to present the criteria for judging.* Because the preceding statement introduces the judges, here go the term *judges* to substitute the term *judging*. A slip of the tongue under substitution of a phoneme in a word mostly changes the sound of the target (someconsequently change the meaning if the error happens to be a legitimate word but totally out of the context), the substitution of a word (or lexical substitution) often changes both the sound and the meaning of the sentence. Many lexical substitution errors involve words that are semantically related but phonologically totally different from the target. Yang (1997) cited that according to Fromkin (1971) the speech environment (contextual factors) and the speaker's mental status (psychological factors) also play a role in causing an error. "Judging" is substituted with "judges".The target utterance (criteria for judging) and the actual utterance (criteria for judges) bear strong phonological similarities (similar in sound----"*judge*"), and they also involve semantic relations between the A and T utterances (related in meaning) since judging is a verb derivation of the plural noun judges. Perhaps, the speaker was looking at the judges while saying the phrase. Thisassumption explains why certain words (but not others) are more likely to replace thetarget words in an error of speech.

Error 7

Setting:

February 16, 2019, 7:30PM, Search for Mr. and Ms. SSCT 2019

Context:

A candidate was introducing herself during the production number.

Actual Utterance:

Candidate: I believed that beauty is in the eye of holder…I am……representing the College of Technology

Discussion/Analysis:

Speech segments can sometimes be omitted, resulting in speech errors of the *omission* type. In the statement "Beauty is in the eye of the holder" the first syllble [be] in the word 'beholder' is omitted. According to Landi (2008), "omission errors" occur in two different ways phonologically. First, there are assimilation "errors", where a phonological unit is omitted in the context of another phonological string which also lacks the element, making the "error" and source more structurally similar. This is illustrated in the following "error", which was produced after the child noticed their toe was sticking out of their torn stocking: My toe! My toe [_tʰɪks] (sticks) out (Jaeger 2005). According to Jaeger (2005), the

onset cluster of sticks omits the [s] in order to assimilate to the onset of toe. The other type of omission "error" is the dissimilation "error", which occurs when a segment is planned for several slots in an utterance, and one of these instances is deleted. The deletion of the segments in these examples could be largely due to the speed effect. It has been reported that speakers experience a speech-accuracy trade-off in normal speech. As pointed out in Baars and cited by Yang (1997) formulating a correct response takes time, and a more careful or detailed formulation takes more time. Forcing a rapid response tends to cut short the time needed to produce an error-free action. Kupin (1982) also finds that the segments often ignored in fast speech are usually the unstressed syllables in that any saved time is invested in the normally information-rich syllables. In Chinese, the omitted elements are often the prevocalic glides (e.g., /i/ in (30) and /u/ in (31)), which are between the onset consonant and the nuclear vowel which carries the stress. Also, there has been debate on whether the prevocalic glide occupies a phonemic slot in the Chinese syllablestructure or is just a phonetic feature associated with the onset (see Daunmu 1990). A feature in a syllable is more easily omitted than a fully stressed syllable. Yang illustrates the fact that the omitted segment is a nonstressed neutral tone syllable and hence easily omitted.

Error 8
Setting:
March 4, 2019, 2:00-3:00 PM, Lit 1 class
Context:
A student was presenting his assigned book report as part of his final requirement of the course.
Actual Utterance:
Student: This book has been filmed. In fact, Alice in wonderful is a wonder movie.

Discussion/Analysis:
Errors of *metathesis* (or *exchange)* occur when two segments in an utterance exchange positions. Such errors have been well-discussed in English, an example of which is Fromkin's (1971) *left hemisphere —>hefilemisphere.* The exchanged segments are usually from the same phonological domain (e.g.. initial for initial, final for final, and syllable for syllable), but they are not necessarily from the same grammatical category (e.g.. noun for noun, or verb for verb). In the aforementioned error "And the round for this winner is...." the words wonderland and wonderful exchanged places creating a humorous statement.

It is generally believed (Yang, 1997) that a mistakenly selected word always or nearly always belongs to the same word class as the intended word: that is when words are switched, nouns transpose with nouns, verbs with verbs (Fromkin 1971, Garrett 1975). When individual words are exchanged, they tend to keep the completeness of the morphological and semanticstructure of the words, regardless of the number of syllables they have. This indicates that the grammatical structure of the sentence under active construction impose restrictions on the selection of words in the course of grammatical encoding (Levelt, 1989).

Error 9
Setting:
January 21, 2019, 9:00AM at the School Cafeteria
Context:
A group of students talking about their experiences with a particular teacher
Actual Utterance:
Student 1: Normal ramangajudanmasajup. (It's normal to commit mistakes)
Student 2: Correct. Taworagud ta. (Correct. We are just human beings)
Student 3: Of course, nobody's ferpect.
Discussion/Analysis:
The error above is an example of metathesis or exchange. "Nobody's perfect" has been an overly used phrase today which refers that everybody really commits mistakes. Instead of *perfect*, there was an exchange of /p/ and /f/ to their positions. The exchanged segments are usually from the same phonological domain (e.g.. initial for initial, final for

final, and syllable for syllable), but they are not necessarily from the same grammatical category (e.g.. noun for noun, or verb for verb). In the aforementioned error "Nobody's ferpect" the initial sound [p] exchanged for the final sound [f] resulting to an erroneous wordferpect instead of perfect. As cited by Yang (1997) Garrett points out those sound exchanges can involve sounds from words that differ in syntactic class, but the participating sounds are usually close to one another and they are usually phonologically similar. Garrett accounts for these differences by assuming that word exchanges take place at the functional level and sound exchanges at the positional level. This explains the fact that word exchange errors occur over greater distances than sound exchanges (since sound exchanges occur more often within a phrase while word exchanges occur across phrases). Thus, in Garrett's model, the speech mechanism is assumed to produce a sentence by the following stages: (a) "planning frames'' are selected for elaboration of the positional level representation; (b) such planning frames are to mark specificphrasal geometry, with inflectional and other grammatical morphemes assumed to be features of that frame; (c) stress contours at least, and possibly more general prosodic features as well, are to be represented in the planning frame; (d) assignment of major category vocabulary items to places in the planning frame is accomplished in terms of descriptive constraints marked at the functional level.

Error 10
Setting:
March 28, 2019, dinner time, at home
Context:
The housemates are talking about their favorite dessert while having dinner.
Actual Utterance:
Housemate 1: I really love Biko.
Housemate 2: Mas lamiankoug bake spaghetti. (I would love to taste the baked spaghetti)
Housemate 3: That's my specialty. I can bake anytime.
Discussion/Analysis:
The utterance above shows an error by uttering the term "bake" rather than "baked". Speech segments can sometimes be omitted, resulting in speech errors of the *omission* type. According to Landi (2008) Omission "errors" occur in two different ways phonologically. First, there are assimilation "errors", where a phonological unit is omitted in the context of another phonological string which also lacks the element, making the "error" and source more structurally similar. This is illustrated in the following "error", which was produced after the child noticed their toe was sticking out of their torn stocking: My toe! My toe [_tʰɪks] (sticks) out (Jaeger 2005). According to Jaeger (2005), the onset cluster of sticks omits the [s] in order to assimilate to the onset of toe. The other type of omission "error" is the dissimilation "error", which occurs when a segment is planned for several slots in an utterance, and one of these instances is deleted. The deletion of the segments in these examples could be largely due to the speed effect. It has been reported that speakers experience a speech-accuracy trade-off in normal speech. As pointed out in Baars and cited by Yang (1997) formulating a correct response takes time, and a more careful or detailed formulation takes more time. Forcing a rapid response tends to cut short the time needed to produce an error-free action. Kupin (1982) also finds that the segments often ignored in fast speech are usually the unstressed syllables in that any saved time is invested in the normally information-rich syllables. In Chinese, the omitted elements are often the prevocalic glides (e.g., /i/ in (30) and /u/ in (31)), which are between the onset consonant and the nuclear vowel which carries the stress. Also, there has been debate on whether the prevocalic glide occupies a phonemic slot in the Chinese syllablestructure or is just a phonetic feature associated with the onset (see Daunmu 1990). A feature in a syllable is more easily omitted than a fully stressed syllable. Yang illustrates the fact that the omitted segment is a nonstressed neutral tone syllable and hence easily omitted.

Error 11:
Setting:
January 5, 2020, Campus Faculty Meeting at the School Cafeteria
Context:
The Campus Director, the presiding officer, was trying to emphasize the need to accomplish targets for IPCR.

Actual Utterance:

Campus Director: For our IPCR, please be reminded that you cannot able to get 5 as a score. The highest is only 3.

Discussion/Analysis:

Speech segments can sometimes be omitted, resulting in speech errors of the *omission* type. In the statement "you cannot able" the third word "be"in the sentence is omitted. According to Landi (2008),Omission "errors" occur in two different ways phonologically. First, there are assimilation "errors", where a phonological unit is omitted in the context of another phonological string which also lacks the element, making the "error" and source more structurally similar. This is illustrated in the following "error", which was produced after the child noticed their toe was sticking out of their torn stocking: My toe! My toe [_tʰɪks] (sticks) out (Jaeger 2005). According to Jaeger (2005), the onset cluster of sticks omits the [s] in order to assimilate to the onset of toe. The other type of omission "error" is the dissimilation "error", which occurs when a segment is planned for several slots in an utterance, and one of these instances is deleted. The deletion of the segments in these examples could be largely due to the speed effect. It has been reported that speakers experience a speech-accuracy trade-off in normal speech. As pointed out in Baars and cited by Yang (1997) formulating a correct response takes time, and a more careful or detailed formulation takes more time. Forcing a rapid response tends to cut short the time needed to produce an error-free action. Kupin (1982) also finds that the segments often ignored in fast speech are usually the unstressed syllables in that any saved time is invested in the normally information-rich syllables. In Chinese, the omitted elements are often the prevocalic glides (e.g., /i/ in (30) and /u/ in (31)), which are between the onset consonant and the nuclear vowel which carries the stress. Also, there has been debate on whether the prevocalic glide occupies a phonemic slot in the Chinese syllablestructure or is just a phonetic feature associated with the onset (Daunmu 1990). A feature in a syllable is more easily omitted than a fully stressed syllable. Yang illustrates the fact that the omitted segment is a no stressed neutral tone syllable and hence easily omitted.

Error 12:

Setting:

August 3, 2020, 4:00 PM, at the SSCT Faculty Room

Context:

There were faculty members talking about the recent shutdown of Kapa, an investment scam.

Actual Utterance:

Faculty 1: Kaganaramanunta an Kapakay i-rule ramanimokwarta. (Kapa is because your money will just be rolled)

Faculty 2: Perona-stop namanlagi. (But it was closed already)

Discussion/Analysis:

This is another substitution type of speech error wherein a speaker plans to say one thing, and somehow something else appears in the speech output. In this type of error, the target utterance (rule) and the actual utterance (role) bear strong phonological similarities (similar in sound). Yang (1997) cited that according to Fromkin (1971) the speech environment (contextual factors) and the speaker's mental status (psychological factors) also play a role in causing an error.

Error 13:

Setting:

July 20, 2019, 1:00 PM, at the Guidance Office for Interview of Applicants

Context:

A Grade 12 graduate who wished to get enrolled under Bachelor of Technical Teacher Education (BTTE)

Actual Utterance:

Guidance Counselor: What academic programs are you going to enroll?

Applicant: I would like to enroll for BTTA.

Discussion/Analysis:

This is another substitution type of speech error wherein a speaker plans to say one thing, and somehow something else appears in the speech output. In this type of error, the target utterance (BTTE) and the actual utterance (BTTA) bear strong phonological similarities (similar in sound). Yang (1997) cited that according to Fromkin (1971) the speech environment (contextual factors) and the speaker's mental status (psychological factors) also play a role in causing an error. It could also be considered a misderivation wherein the speaker knew the root and then chose wrong morpheme to form target word. In this case it is because pronunciation is a noun form referring to the way in which a word is pronounced.

Error 14:

Setting:

April 4, 2019 – Checking on the final requirements submitted by students at the Faculty Room

Context:

The students were tasked the take video on their informative speeches as final requirement of the course.

Actual Utterance:

Student: I have ferceibed that politics play a greater role in the academe as well.

Discussion/Analysis:

Errors of *metathesis* (or *exchange)* occur when two segments in an utterance exchange positions. The word "perceived" becomes an error because there was an /p/, /ff/ and /b/, /v/.The exchanged segments are usually from the same phonological domain (e.g.. initial for initial, final for final, and syllable for syllable), but they are not necessarily from the same grammatical category (e.g.. noun for noun, or verb for verb). As cited by Yang (1997) Garrett points out those sound exchanges can involve sounds from words that differ in syntactic class, but the participating sounds are usually close to one another and they are usually phonologically similar. Garrett accounts for these differences by assuming that word exchanges take place at the functional level and sound exchanges at the positional level. This explains the fact that word exchange errors occur over greater distances than sound exchanges (since sound exchanges occur more often within a phrase while word exchanges occur across phrases).

Error 15:

Setting

March 23, 2019, 7:00 AM; at home during a birthday celebration

Context

The uncle asked for someone to sing a song for the birthday celebrator.

Actual Utterance:

Uncle: Kantaanay,weng, kay mag-records ako. (Weng,just sing a song for me to record your voice.)

Discussion/Analysis:

The utterance above shows an example of addition or insert as a speech error. The term "record" has been added /s/ which does not really mean a singularity or plurality of the subject if subject-verb agreement is looked into. This is one of the common types of errors that yields transposition or addition of elements. The error occurs in some instance such as the speaker wishes to say (At least on conscious level) and leave the unconscious motivation to be explained by others, and as an address for a word that sought from the semantic accompanying phonological features but either because of unconscious wishes or due to random error.

Error 16:

Setting:

February 16, 2019, School's Covered Court, Search for Mr. and Ms. SSCT 2019

Context:

The event host announced the winners.

Actual Utterance:

Host: Ladies and gentlemen, the sashes for first and second runner ups will be donned by our Dean.

Discussion/Analysis:

The error above displays a shift of words. This is also a common error committed by speakers unconsciously. The emcee uttered the term "first and second runner ups" (actual utterance) instead of saying "runners up". It was opined by Gregorios& Wong (2004) that one cannot account for speech errors without speaking of these discrete segments. They constitute the planning units of language production. Among them are distinctive features, phonemes, morphemes, syllables, words and phrases. Thus, it can be concluded that many of the segments that change and move in speech errors are precisely those postulated by linguistic theories. Consequently, speech errors give evidence that these units are psychologically real.

Error 17:

Setting:

March 2, 2020, 6:00 PM at Home

Context:

I asked my helper for an errand.

Actual Utterance:

Ibutanganay an kalderosabugas (Kindly place the pot in the rice.)

Discussion/Analysis:

The utterance above is a native language of Surigaonon which means "Kindly place the rice in the pot" (Target language) but is stated in shifting mode such as "Kindly place the pot in the rice". It might be funny but the speaker's thought does not justify the speech production. According to Caroll (1986), shift occurs when one speech segment disappears from its appropriate location and appears somewhere else. Speech errors such as shift occur when there is the phonological and semantic confusion on the components of language, and for a model of interactional processes. A mechanism to affect the correct serial order of phonemes during speech production is therefore crucial to ensure the correct words are spoken (Wickelgren, 1969.)

Error 18:

Setting:

April 6, 2019, 3:00 PM at the College Library

Context:

One faculty member asked the librarian as to the availability of books in a specific subject.

Actual Utterance:

Faculty: Jaoyijo new books sa Philippine literature, ma'am? (Do you have the latest books on Philippine literature, ma'am?)

Librarian: Yes, we have pive books in Philippine Literature.

Discussion/Analysis:

The error committed above is an example of anticipation. The librarian had the thought in mind the number 5 (five) but had uttered "pive" instead of "five". The /f/ is anticipated by /p/. Speech errors of the anticipation type indicate that the human mind processes sentence organization for speech production at a much faster speed than the speech organ can articulate, and this advanced process may influence the actual production of an intended utterance.

Error 19:
Setting
May 4, 2019, 6:43PM, at home
Context:
A housemate asked about a colleague's status posted on Facebook while having their dinner.
Actual Utterance:
Uno man jaonija tag-pause safacebook? (What did pause post on Facebook?

Discussion/Analysis:
The error above is a clear example of substitution. The term is 'pause' instead of 'post' since these two terms are far different but sounds alike. In the utterance, substitution occurs as a type of speech error in which a speaker plans to say one thing, and somehow something else appears in the speech output. In this type of error, the target utterance (P) and the actual utterance (F) bear strong phonological similarities (similar in sound), and they may also involve semantic relations between the P and F utterances (related in meaning). The speech environment (contextual factors) and the speaker's mental status (psychological factors) also play a role in causing an error. The context of the utterance is in a report presentation in which the speaker had felt the tension and nervousness or anxiety.

Error 20:
Setting:
March 3, 2019, 12:30 PM, at the Faculty Room
Context:
It was after taking lunch and my colleagues are talking something.
Actual Utterance:
Faculty 1: Kalibangongajudko. (I feel the need to defecate)
Faculty 2: Akomouligajudkosabayay kun kalibsna. (On my case, I really need to go home to defecate)

Discussion/Analysis:
The language used above is Surigaonon, a native language of the provinces of Surigaodel Norte, Surigao del Sur, and Dinagat Islands. The term 'kalibangon' (defecate) is completely uttered by faculty 1 but faculty 2 omitted few syllables in the word. It was 'kalibs' instead of 'kalibangon'. This is a common way of keeping terms short especially if they are pleasing to the ears. In a macro-level, Kohler (1990) suggested that the tendency to reduce articulatory movements is countered by perceptual and phonological constraints. The relative salience of speech sounds is relevant to explaining phonological behavior. An additional factor is the impact of different acoustic environments on the perceptibility of speech sounds. The voicing contrasts are more common in positions where more cues to voicing are available.

III. CONCLUSION

The study of speech errors is of great advantage in the field of language teaching and learning because it sheds light on the common understanding of linguistics – phonology, morphology, semantics, and syntax. Educators are reminded of their roles as language teaching specialists that erroneous utterances have underlying justifications.

It is concluded that the committed errors of language speakers do not always justify the thought. It has been an intriguing part of psycholinguistics - language thought versus language production. In the study of Qi Zhu (2018), it was revealed that there are psycholinguistic factors affecting such phenomenon which includes gender, age and physical condition. These causes are prevalent at any types of errors discussed above.

In addition, the mistakes made by the normal people when they are speaking are called slips of the tongue. However, when these mistakes are made by the people who have damaged brain or other diseases, their speech may have more

problems and this phenomenon is called speech dysfunction. Speech dysfunction is also the physiological cause of speech errors. According to the four elements of speech which are phonation, articulation, language and fluency, speech dysfunction can be divided into sound abnormity, articulation abnormity, language abnormity and fluency abnormity. There into, aphasia is the manifestation of language abnormity and stutters and palilalia are mainly the manifestation of fluency abnormity. All these symptoms will cause the production of speech errors (Qi Zgu, 2018).

In this light, additional studies on speech errors are much recommended in order to investigate further how these can be best minimized or be given adequate remedies for smooth, effective, and confident means of communication.

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