TECHNICKÁ UNIVERZITA V LIBERCI
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Analysing Mistakes Made by Undergraduates of English in the Transcription of Selected Words

Bakalářská práce

Studijní program:	B7507 Specializace v pedagogice
Studijní obory:	Anglický jazyk se zaměřením na vzdělávání Historie se zaměřením na vzdělávání
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Zadání bakalářské práce

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Zásady pro vypracování:

Cílem mé bakalářské práce je shromáždění, následná analýza a kategorizace chyb, jichž se studenti dopouštějí v transkripcích anglických slov. Data potřebná k provedení analýzy budou získána z dostatečného počtu respondentů. Při analýze výsledků získaných ze zápočtových testů budou použity postupy tzv. descriptive statistics (popisná statistika). K zobrazení četnosti chyb bude použit sloupcový graf. Při práci bude využito četby relevantní odborné literatury a dotazníků zaměřených na danou problematiku.

Rozsah grafických prací:
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30. dubna 2021 Aneta Stejskalová

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Anotace a Klíčová slova

Tato bakalářská práce se zabývá chybami ve fonémických transkripcích, kterých se dopouštějí studenti české národnosti během studia na Technické univerzitě v Liberci, kde jsou připravováni na jejich budoucí profesi učitele. Chyby byly zjištěny na základě analýzy provedené prostřednictvím písemného testu, jenž byl zaměřen na transkribování pomocí fonémické transkripce. Test se skládal z 20 otázek, jež byly zaměřeny na několik aspektů transkripce (např. progresivní „postupná“ asimilace řeči). Test byl realizován na konci 14týdenního univerzitního kurzu Fonetiky a Fonologie a byl vyplněn studenty prvních ročníků akademických roků 2018/2019 a 2019/2020. Dohromady bylo prostudováno 2 427 chyb. Z nich bylo možné identifikovat vzorce ve kterých se chyb studenti dopustili. Na základě těchto postřehů, byly vytvořeny distinktivní kategorie chyb. Tyto kategorie byly vytvořeny pro účely bakalářské práce, jelikož kategorie naleznuté v předchozích studiích věnujících se chybám ve fonémické transkripci nebyly účelům dostačující. Každá z chyb byla posléze prostudována podruhé a přiřazena odpovídající kategorii chyb. Následně, byly analyzovány konkrétní vzorce, v nichž se každá z chyb objevila. Analýza chyb spolu s jejich odhalením a naleznutím vzorů, ve kterých se objevují, byla stanovena jako cíl této bakalářské práce. Výsledky, jichž bylo analýzou dosaženo dokázaly, že čeští studenti se dopouštějí poměrně jednotných chyb, které by mohly být považovány jako pro ně typické. Výsledky disponovaly praktickým využitím, jelikož poskytly lektorovi kurzu Fonetiky a Fonologie podklady pro vytvoření podpůrných výukových materiálů zaměřených na chyby ve fonémických transkripcích. V následujícím akademickém roce 2020/2021, výzkum této bakalářské práce sloužil jako základ pro cvičný materiál vytvořený lektorem s cílem zvýšit povědomí studentů ohledně problémů jimž by mohli čelit během transkribování slov.

Klíčová slova: fonologie, foném, fonémická transkripce, fonémické symboly, grafémy, chyby ve fonémických transkripcích, výuka fonémické transkripce, výuka fonologie

Abstract & Keywords

The focus of this thesis is on mistakes made in phonemic transcription by Czech undergraduates who are to become English teachers at lower secondary schools. The mistakes were analysed through an end-of-semester phonemic transcription-based written test. This consisted of 20 questions designed to test specific aspects of transcription such as progressive assimilation of voice with suffixes –(e)d and – (e)s. The test was taken by first year undergraduates at the end of a fourteen-week course of Phonetics and Phonology in the academic years 2018/2019 and 2019/2020. A total of 2 427 mistakes in transcription were examined. From this initial overview, it was possible to detect patterns in the mistakes students made. Based on these observations, distinct categories for various types of mistakes were created, since the existing categories found in the previous research papers were insufficient for the purposes of the thesis. Each mistake was then carefully analysed a second time and assigned to a particular category of mistake. It is the analysis of the mistakes and identification of their patterns that were the aims of the bachelor's thesis. The findings obtained during the analysis revealed that undergraduates made readily identifiable mistakes, some of which could be considered typical for Czech native speakers. The findings of the thesis had an immediate practical application, serving a basis for remedial work for the students who made the mistakes which were analysed. In the subsequent academic year 2020/21, the outcome of this research formed the basis of pre-test exercises, which the course teacher created to raise course participants' awareness of typical problems they might encounter in transcribing individual words.

Keywords: phonology, phoneme, phonemic transcription, phonemic symbols, graphemes, mistakes in phonemic transcription, phonemic transcription training, teaching phonology

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CEFR - Common European Framework of Reference for Languages

EFL – English as a foreign language

TUL – Technical University of Liberec

Introduction

"Why transcribe?" (Tench 2011, 3) is a question linguists or students of Phonetics & Phonetics, might legitimately ask. The usual answer to this question is that via transcription, pronunciation can be illustrated (Wells 1996, 239). Moreover, by means of transcribing, some linguists, like Lintunen or Šuštaršič, analysed the interrelationship between mistakes made in transcription and pronunciation. Other linguists, like Trzeciakowska, used transcription to analyse mistakes made in the task itself. Hitherto conducted analyses on such bases concerned Finnish, Slovene and Polish EFL learners. What therefore appears to be an unresearched field is the mistakes Czech EFL learners make in transcription. This is then what this bachelor's thesis contends with. The primary focus is to research mistakes made in phonemic transcription by Czech students of English. Its main aim is to analyse them based on their relevance to phonemic transcription and answer the following research questions:

- What mistakes are made in phonemic transcriptions by Czech students of English?
- Can any patterns in these mistakes be identified, and if so, which ones?

These matters are discussed later in the practical part of this thesis. Here, at the beginning, the means by which the analysis was implemented is introduced. In the case of this research project, the data was gathered from a phonemic transcription-based test taken by first-year Czech students of the Technical University of Liberec (TUL) for two consecutive years: the end of the winter semester of the academic year 2018/19 and 2019/20. The students were all undergraduates at the B2 level of CEFR, majoring in English. The test was taken at the end of the Phonetics and Phonology course, which lasted 14 weeks. In total, 500 sheets of the test were collected in order to gather enough

data to study. What follows the introduction of the test is a report of analysing the mistakes made in students' phonemic transcription. The analysis included four stages – collecting the tests, examining them, identifying the mistakes, categorising them into groups, and finally identifying their patterns. This whole procedure is described in more detail in Chapter 2.3. Following this, the findings of the research are introduced. They are presented in the form of groups devised during the stage of categorising. At the end of the practical part, possible implications of the findings are introduced and suggestions are made for pre-test activities designed to practise particularly problematic aspects of the transcription arising from the analysis. The overall aim of the activities was to anticipate such mistakes, draw the students' attention, practise them sufficiently, and ideally prevent these from being made.

The practical part of this thesis is preceded by the theoretical part. In this part, terms relevant to phonemic transcription are presented. Such terms are a **phoneme**, a **grapheme** and **phonemic symbols**. Here, emphasis is also placed on introducing the topic of phonemic transcription in the EFL classroom and hitherto conducted research into mistakes made in it.

1 THEORETICAL PART

1.1 PHONEMIC TRANSCRIPTION

At the beginning of this chapter, the term phonemic transcription must be introduced. As the word **transcription** implies, it deals with transcribing. In terms of linguistics, transcription is a means of converting speech into a written form. Such a written representation might look like /wɒʧɪz/ (a phonemic transcription of the word *watches*). There are several types of transcription. The most common are **phonetic** and **phonemic**. Some linguists, like Wells, generally call transcription "phonetic" even when referring to its various types. Therefore, it is possible to regard phonetic transcription as "an umbrella term that is used to refer to several types of transcription" (Lintunen 2007, 27). What this suggests is that phonetic transcription is also used to refer to phonemic transcription. Moreover, some linguistic platforms, like Antimoon, consider phonemic transcription to be a type of phonetic transcription ("Antimoon: Phonemic transcription vs. narrow transcription"). However, phonetic transcription and phonemic transcription do in fact differ from each other. The main differences are in the way they are enclosed and in their usage. Phonetic transcription is enclosed in square brackets (['wɒʧɪz]) and used to convey how speech converted sounds, whereas phonemic transcription is enclosed in slant brackets (/wɒʧɪz/) and used to convey any differences in the meaning of the speech converted ("Australianlinguistics: Phonemic vs. Phonetic Transcription" 2014) (Crystal 2008, 490). To put it another way, if there are more ways of how the speech sounds, such as conveying a particular accent or allophonic variations, it is a phonetic transcription that captures this precision, not phonemic. Thus, it follows that phonetic and phonemic transcription are used for different purposes. Therefore, it should be stated which transcription was used in this

thesis. It was a broad phonemic transcription due to its usage of conveying the differences in the meaning. For example, in /pen/ and /pæn/, no attempt is made to denote aspiration, neither is attention paid to vowel length in /bet/ and /bed/. What was assessed was students' ability to transcribe words using the standard forty-four phonemes of English. In order to complete the transcription test tasks, students were taught and practised these phonemes during the 14-week semester.

1.2 PHONEME

A phoneme is important when introducing phonemic transcription. The reason is that phonemes are used in phonemic transcription. Generally, phonemes can be defined as sounds produced when humans speak. Though, in this case, such sounds should rather be called **phones** than phonemes because actual sounds by their nature are called phones. However, in connection with language, the sounds (or phones) bear more details than needed when identifying how languages contrast in meaning (Crystal 2008, 387). That is why abstract constructs of sounds (or phones) are used. These constructs are called **phonemes**. The inventory in the EFL dictionaries, like Cambridge Advanced Learner's Dictionary or Oxford English Dictionary, consists of 44 of phonemes. They are to be found in Figure 1 on page 15. Phonemes are used so that a meaningful element of a sound could be recognised (Katz 2014, 84). In fact, a phoneme itself is recognised as the meaningful element (Katz 2014, 84). This means that phonemes bear the meaning of sounds. Moreover, because they bear it, only they can change it. For example, if a phoneme is replaced by another, it results in changing the meaning. To illustrate, in the phonemic transcription-based test, the students replaced the /æ/ in the word *ham* (/hæm/) with /e/, which resulted in creating the word *hem* (/hem/) that has a different meaning. In such a case, the words *ham* and *hem* are

called a **minimal pair**[1]. This implies that by means of phonemes, differences in the meaning of the sounds can be projected. That is why they are used in phonemic transcription, as has been already mentioned above. In other words, phonemic transcription conveys differences in the meaning of speech, and through phonemes, these differences can be demonstrated.

1.3 GRAPHEME

So that phonemes can project the differences, they first need to be recognised. This is executed by means of **graphemes**. A grapheme is defined as a letter or a combination of letters enclosed in angle brackets representing phonemes in words ("Phonicbooks: What Is a Grapheme?" 2011). For example, a grapheme are the letters <yo> in the word *yolk*, where they represent the phonemes /jəʊ/. In particular the <yo> is a two-letter grapheme. However, if two letters represent one phoneme, they are called a **digraph**, not a grapheme. To illustrate, a digraph is a combination of the letters <oo> in the word *wool* where it represents the phoneme /uː/ (Crystal 2008, 145). For the sake of the distinction between what is a digraph and a two-letter grapheme, it was important to distinguish between them in the research since both occurred in the test. In other words, it proved necessary to create separate categories for both (see Chapters 2.4.3 and 2.4.4).

In English spelling, there is not a straightforward relationship between letters and sounds (Katz 2014, 50) as there is in Czech. Not every grapheme represents a particular phoneme. Certain graphemes do not represent a phoneme (an abstract construct of sounds). These are called **silent letters**. An example being the letter <r>

[1] "two words which differ in meaning when only one sound is changed" (Crystal 2008, 307)

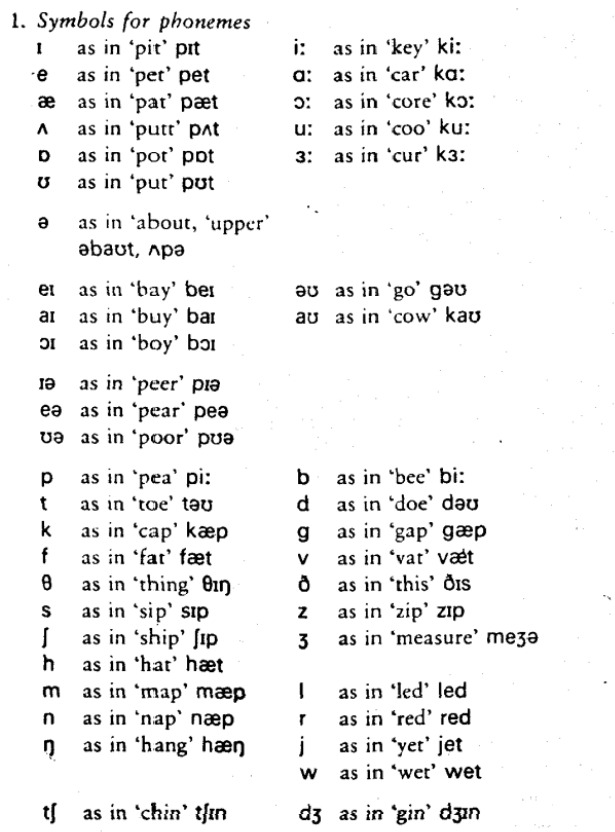
in the word *surprise* where it is not pronounced in Rhotic accents, or the grapheme <b> in the word *debt*.

1.4 PHONEMIC SYMBOLS

As mentioned in Chapter 1.2, phonemic transcription uses phonemes to convey differences in meaning. However, so that phonemes can be used in it, they need to be transcribed. For this, so-called **phonemic symbols** are utilised. They are symbols for phonemes enclosed in slant brackets. (Roach 2009, 33). In fact, phonemic symbols complete the process of conveying the differences in meaning because via them, phonemic transcription can use phonemes to convey the differences.

They need to be formed correctly. Thus, the phonemic symbol /aɪ/ in the word *spice* has to be formed as aɪ not, for example, as aɪ. Otherwise, a "wrong" symbol is used and this was marked as a mistake in the end of term transcription test. That is why close attention should be paid to the forms of phonemic symbols. These forms consist of so-called **characters**. Their number varies as a phonemic symbol might consist of one or more characters (Roach 2009, 33). To illustrate, the phonemic symbol /aɪ/ consists of two characters (a and ɪ), whereas the symbol /e/ of one (e).

The forms of phonemic symbols are taken from the International Phonetic Alphabet (the IPA) defined as a set of symbols representing sounds of any language. Of course, only a fraction of the symbols is used in English (Katz, 2014, 38). The most commonly used ones are depicted in Figure 1. This is the phonemic inventory of Received Pronunciation.



1. *Symbols for phonemes*

ɪ	as in 'pit' pɪt	iː	as in 'key' kiː
e	as in 'pet' pet	ɑː	as in 'car' kɑː
æ	as in 'pat' pæt	ɔː	as in 'core' kɔː
ʌ	as in 'putt' pʌt	uː	as in 'coo' kuː
ɒ	as in 'pot' pɒt	ɜː	as in 'cur' kɜː
ʊ	as in 'put' pʊt		
ə	as in 'about, 'upper' əbaʊt, ʌpə		
eɪ	as in 'bay' beɪ	əʊ	as in 'go' gəʊ
aɪ	as in 'buy' baɪ	aʊ	as in 'cow' kaʊ
ɔɪ	as in 'boy' bɔɪ		
ɪə	as in 'peer' pɪə		
eə	as in 'pear' peə		
ʊə	as in 'poor' pʊə		
p	as in 'pea' piː	b	as in 'bee' biː
t	as in 'toe' təʊ	d	as in 'doe' dəʊ
k	as in 'cap' kæp	g	as in 'gap' gæp
f	as in 'fat' fæt	v	as in 'vat' væt
θ	as in 'thing' θɪŋ	ð	as in 'this' ðɪs
s	as in 'sip' sɪp	z	as in 'zip' zɪp
ʃ	as in 'ship' ʃɪp	ʒ	as in 'measure' meʒə
h	as in 'hat' hæt		
m	as in 'map' mæp	l	as in 'led' led
n	as in 'nap' næp	r	as in 'red' red
ŋ	as in 'hang' hæŋ	j	as in 'yet' jet
		w	as in 'wet' wet
tʃ	as in 'chin' tʃɪn	dʒ	as in 'gin' dʒɪn

FIGURE 1. Phonemic symbols in Peter Roach "List of symbols used" in *English Phonetics and Phonology* (Cambridge University Press: Cambridge, 1991): vi.

These are to be found in most of the English online dictionaries, like Cambridge Learner's Dictionary, or their printed version. Moreover, Phonetics and Phonology textbooks[2] written by leading linguists, like Wells or Roach, use them as well. Nevertheless, instances of using different symbols are common ("Antimoon: The sounds of English and the IPA"). An example being the Merriam-Webster online learner's dictionary website. It uses the phonemic symbol /ɛ/ instead of /e/ ("Merriam-Webster: Guide to IPA symbols"). Thus, for example, the transcription of the word *pet* would be /pɛt/, not /pet/ (see /e/ in Figure 1). The website itself does not state why it uses this particular symbol instead. However, the Antimoon website claims that the

[2] *English phonetics and phonology* by Peter Roach or *Sounds Interesting: Observations on English and General Phonetics* by J.C. Wells

reason for it is that the IPA does not use the symbol /e/ for the phoneme in the word *pet*. It is the symbol /ɛ/ the IPA uses ("Antimoon: The sounds of English and the IPA"). What this implies is that it is possible to find minor differences in the phonemic symbols themselves. Therefore, it should be clarified which ones were used in this thesis. These were only the symbols depicted in Figure 1. Whenever the students used a different symbol from the ones in this inventory, it was considered to be incorrect. An example of incorrect use of the symbols would therefore be /ɛ/ instead of /e/ or using /oɪ/ instead of /ɔɪ/. Correct and incorrect rendering of the written symbols was pointed out during the 14-week course prior to the end of semester test.

1.5 PHONEMIC TRANSCRIPTION IN EFL CLASSROOM

In order to place my research within the context of previous research into transcription, I looked at the work of four academics who regard phonemic transcription as an effective tool in pronunciation teaching. They were Trzeciakowska, Wells, Lintunen and Šuštaršič.

Trzeciakowska considers transcription to be not only an effective tool but also a teaching aid (2016, 1). According to her incorporating phonemic transcription into EFL classrooms at primary and secondary schools might enhance the development of accurate pronunciation (2). Moreover, she refers to Jolanta Szpyra-Kozłowska, who points out that even EFL learners themselves regard it as an enjoyable activity (Szpyra-Kozłowska in Trzeciakowska 2016, 3).

Wells notes that when acquiring pronunciation of a foreign language, like English, whose spelling is irregular, mismatches between phonemes and graphemes (or digraphs) might occur (1996, 239). Thus, he often incorporated phonemic

transcription-based exercises within his courses at University College London (239). In there, his students could look pronunciation of words up in a dictionary, whereas, under examination, they were not allowed to use it and had to rely on their own memory. It was during the examination that Wells noticed the mismatches being made. Well's observation of the mismatches inspired me to create categories for problematic graphemes and digraphs representing various phonemes, which were mismatched with one another (see Chapters 2.4.1, 2.4.3. and 2.4.4). Because of these mismatches, Wells finds phonemic transcription useful (241). According to him, phonemic transcription does demonstrate a difference between the pronunciation of words that are spelt ambiguously. In terms of such words, transcribing is essential as ordinary spelling does not automatically reveal the difference. But when transcribing, the difference is immediately evident (242). Moreover, Wells states that so-called spelling-to-sound rules usually considered to be sufficient when acquiring pronunciation of a foreign language are rather complicated as many exceptions exist. Thus, "it is necessary to learn the pronunciation of many words individually" (241). He suggests that phonemic transcription is an effective tool for it (241). Wells' work was particularly useful to me as it assured me that my research would have an outcome and practical application. For instance, the findings could be used to demonstrate the detected mismatches between graphemes and phonemes made by Czech students of English.

Another researcher whose work enabled me to see that my research had an outcome was Lintunen. He states that phonemic transcription is "likely to be very beneficial for Finnish learners who are accustomed to a close-grapheme correspondence" (2005, 1) in their mother language. To them, the relationship between English spelling and pronunciation might not be clear. According to him, awareness of this relationship could be enhanced via phonemic transcription (1). As in the case

of Wells' work, the findings of my research could be used to indicate the relationship to Czech students who are accustomed to a close-grapheme correspondence in their mother language as well. Possibly, the relationship could be indicated on the words of the test that demonstrate it well.

1.6 PREVIOUS ANALYSES INTO PHONEMIC TRANSCRIPTION

Since the above-mentioned linguists consider phonemic transcription to be an effective tool in pronunciation teaching, two of them (Lintunen and Trzeciakowska) decided to research the interrelation between mistakes made in phonemic transcription and pronunciation. What follows now are three analyses that proved possible interrelation. The reason why they are mentioned is that all of them were implemented by means of a phonemic transcription-based test similar to the one used in the thesis. Moreover, based on having browsed academic platforms Google Scholar, Researchgate, Academia.edu and Web of Science, it seems that these analyses are the only ones focusing on analysing mistakes made in phonemic transcription.

The first of them was conducted in 1997 by Rastislav Šuštaršič. He focused on mistakes made in phonemic transcription and pronunciation by Slovene EFL learners. Within his course, the learners were obliged to transcribe words without using a dictionary or an audio recording. After a week, they had to transcribe the exact words again, but this time an audio recording was used (Šuštaršič in Lintunen 2004, 37). Then Šuštaršič analysed mistakes made in the transcriptions. The analysis proved that the learners had made fewer mistakes in transcriptions where the audio recording had been used. From the results, Šuštaršič derived that when transcribing without the recording, the learners had projected their pronunciation skills into the transcriptions. Moreover,

he claimed that several of the mistakes were identical to those made in pronunciation by Slovene EFL learners. Based on this, he concluded that the mistakes made in transcription and pronunciation might be related (Šuštaršič in Peltarri 2004, 38).

The second of the analyses was carried out by Pekka Lintunen. In order to prove the interrelation, he had 34 Finnish EFL learners sit a series of three phonemic transcription-based tests and three pronunciation tests (Lintunen 2005, 1). Having collected the tests, he examined each and analysed mistakes that had been made in it. Then he compared the mistakes and ascertained that they were interrelated. What is more, Lintunen ascertained that the learners who were the best in the transcription tests were also the best in the pronunciation tests and that those who were the worst in the transcription tests were also the worst in the pronunciation tests (Lintunen 2005,4).

The third analysis was carried out by Julia Trzeciakowska. Unlike Lintunen and Šuštaršič, who focused on mistakes made in phonemic transcription and pronunciation, Trzeciakowska initially aimed to research only mistakes made in phonemic transcription by Polish EFL learners. Nevertheless, in the end, she designed her analysis so that she could compare the mistakes with the ones the Polish EFL learners made in pronunciation. Hence, she analysed the mistakes based on their relevance to pronunciation. After she had compared the mistakes in phonemic transcription with the mistakes made in pronunciation, she identified that there was strong interrelation between them (Trzeciakowska 2016, 13).

As stated earlier in this chapter, these analyses are mentioned because in all a phonemic transcription-based test similar to the one in this thesis was used. This implies is that in all of them, the linguists had to analyse mistakes made in phonemic transcription so that they could compare them with the mistakes made in

pronunciation. Initially, it was presumed that the analysis conducted in the thesis could be based on the same or at least similar principle as the above-mentioned. Moreover, it was anticipated that within them, categorisation of the mistakes might have been designed and that the categorisation devised in the thesis could be created on a similar basis. Nonetheless, the linguists released the analyses and the categorisation based on their relevance to pronunciation, not phonemic transcription (see Figure 2). An example being Trzeciakowska's categories of overgeneralisations of pronunciation rules and spelling pronunciation. They are depicted in Figure 2. What this suggests is that, to my knowledge established on having browsed the platforms Web of Science, Google Scholar, Academia.edu and Researchgate, no previous analysis into mistakes in phonemic transcription based on their relevance to it has been conducted.

- **overgeneralizations of pronunciation rules** (e.g. transcription of <th> as [θ] in *Thomas*, *thyme*; <s> as [z] in *cease*; <ng> as [ŋ] in *finger*)
- **spelling pronunciation** (e.g. <eit> as [eɪt] in *graduate*, *separate* irrespectively of the word category; <ng> as [ng] in *finger*; <ey> as [eɪ] in *money*; also presence of silent letters <b> in *subtle* – */ˈsʌbtlə/; <w> in *answer* – */ˈɑːnswə/)

FIGURE 2. Trzeciakowska's categories of mistakes in Trzeciakowska, Julia. 2016. "Mistakes in Phonemic Transcriptions Made By Polish EFL Teacher Training College Students". *Currents A Journal Of Young English Philology Thought And Review* 2016 (2). ISSN 2449-8769

2 PRACTICAL PART

As noted in Chapter 1.6, it appears that no previous analysis into transcription mistakes based on their relevance to phonemic transcription has been conducted. What is more, the hitherto conducted studies has not been carried out on Czech native speakers. It is such an analysis that was set to be one of the aims of this thesis. The other was to find whether the mistakes occur in patterns and, if so, what they are. To achieve these aims, 500 sheets of the phonemic transcription-based test were collected to implement the analysis.

2.1 PHONEMIC TRANSCRIPTION-BASED TEST

The test was created by the lecturer of the course, Nicola S. Karásková, M.A. (Oxon), PGCE, Dip. RSA, LTCL DipTESOL. Primarily, it was created to test the knowledge attained during the course. The main emphasis was put on transcribing by means of phonemic transcription. To guarantee that it would be of value, the test was designed to be a part of the final assessment of the Phonetics & Phonology course.

It consisted of twenty words divided into three tasks. The majority of the words in the test were introduced to the students during the course; thus, when sitting the test, the students were expected to be familiar with them. The rest of the words were chosen based on the phonemical resemblance to the words introduced during the course. For example, the word similar to the *drunk* was *drank*. In fact, many of the words were minimal pairs (like *drunk* and *drank*). In the first task, ten short words were to be transcribed by means of phonemic transcription. Its structure is depicted in Figure 3.

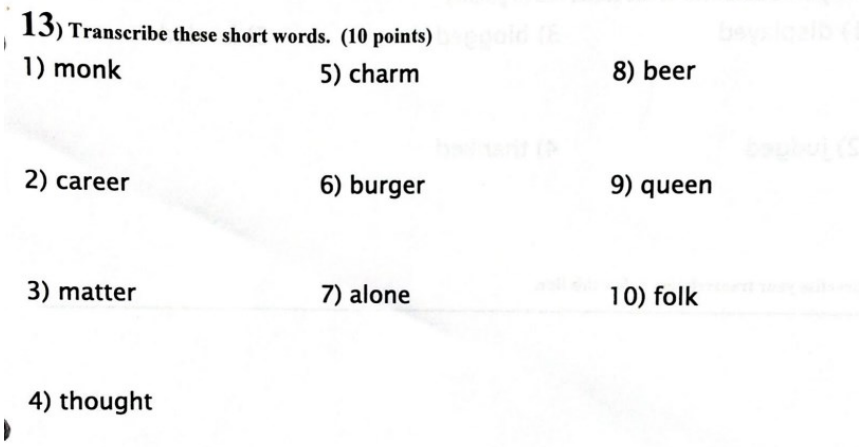


FIGURE 3. The first task of the phonemic transcription-based test

The second task put an emphasis on transcribing how the suffixes –(e)s were pronounced in five chosen words. These words were chosen based on correspondence with the tested aspect of suffixes –(e)s. This aspect was introduced to the students during the course; therefore, they were supposed to be well aware of the rules and capable of applying them by transcribing the chosen words. How this task was structured is depicted in Figure 4.

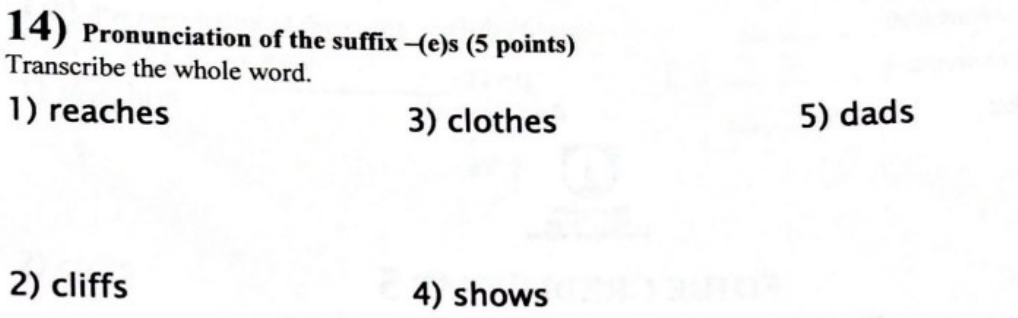


FIGURE 4. The second task of the phonemic transcription-based test

The last task tested the application of progressive assimilation of voice[3] in the suffixes –(e)d. In Figure 5, the structure of this task is depicted. Like in the second task, the

[3] a type of assimilation where one sound affects the sound immediately after it (Brown, 2014, 101) and basically defines rules of how the suffixes –(e)s and –(e)d are pronounced within a word.

five words in it were chosen based on correspondence with the aspect of suffixes –(e)d. Again, the students were lectured on this aspect; hence, their ability to apply these pronunciation rules was tested.

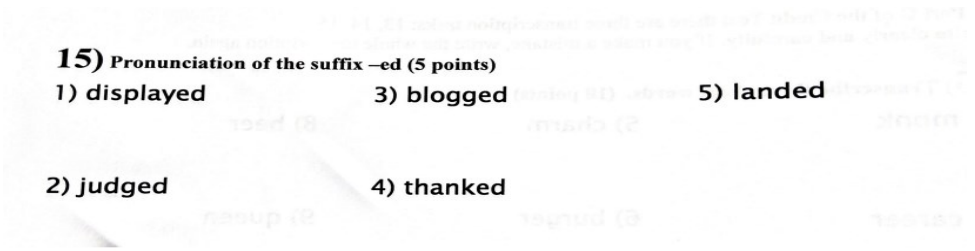


FIGURE 5. The third task of the phonemic transcription-based test

To prevent students from cheating, eight different versions of the test were created. The numbers of the versions studied in the thesis are depicted in Table 1. Each version contained the same tasks but different words. The words in each were at the same level of difficulty so that an equal opportunity for all students would be preserved. The copies of the versions were not enclosed in this thesis as they are still a part of the final assessment of the course.

TABLE 1. The versions of the test

THE VERSION	THE NUMBERS OF STUDENTS WHO TOOK THE TEST (TEST SHEETS)
VERSION 1	88
VERSION 2	70
VERSION 3	59
VERSION 4	68
VERSION 5	68
VERSION 6	40
VERSION 7	64
VERSION 8	44

2.2 PARTICIPANTS

The test was sat by 500 Czech students in the fourteenth week of the Phonetics and Phonology course. This course was taught in the first semester of a Bachelor's Degree programme "English for Education" at the Technical University of Liberec. Within this programme, the students were being trained to become teachers at lower secondary schools.

When entering the course, they were not expected to have received any previous training in phonemic transcription. It was anticipated that they would attain this skill during the course. However, it is possible that some of them had been trained in phonemic transcription whilst studying at a different university. Thus, when taking the course, they had already been able to use it.

2.3 THE ANALYSIS PROCEDURE

2.3.1 COLLECTING THE TESTS

During the Phonetics and Phonology course, the students were given a series of online exercises on the university Moodle platform so that they could practise the knowledge introduced within the course. Several of these did incorporate phonemic transcription. However, these exercises were not formally assessed since their aim was to provide practice for the phonemic transcription-based test. At the end of the fourteen-week course, the students were obliged to take the test and apply the skills they had attained during the course. After taking it, 500 sheets of the test were collected by the lecturer of the course and marked. Then, I was allowed to access them under the supervision of the lecturer. It is important to note that the sheets were being collected for two winter semesters during the academic years 2018/19 and 2019/20. In the first of the semesters 227 sheets were collected and in the second 273. Otherwise,

it would not have been possible to collect such a large number of them as the course capacity had never been that high[4].

2.3.2 EXAMINING THE TESTS AND IDENTIFYING THE MISTAKES

Each of the twenty words in the 500 sheets (10 000 words) was examined in order to identify if there were any common patterns of mistakes students had made in it. At the same time, these mistakes were recorded on spare sheets of paper. One of them is enclosed in appendices (Appendix 1) to give a gist of how the mistakes were identified. In several words, more than one mistake had been made. In these cases, each of the mistakes was recognised as a single one. In EFL learning there is a difference between the terms **a mistake** and **an error**. A mistake refers to failing to apply a rule whereas an error refers to lack of knowledge of the rule ("FluentU: Funny, Not Funny! 12 Humorous Errors and Mistakes in Language Learning to Avoid"). In the thesis, the terms were used interchangeably as its focus was not on why they were made, but which were made.

Having identified every mistake, the most recurring were collected. For instance, when the phonemic symbol /əʊ/ was frequently miswritten, it was defined as a recurring mistake. So that a mistake would be recognised as recurring, it was necessary to be made at least 50 times in the 500 sheets. In total, 2427 recurring mistakes were collected. Having collected these mistakes, I studied the sheets again to assure that the recurring mistakes had been identified accurately. Once it was certain that they had, the mistakes were categorised into groups. To illustrate, when it was certain that the phonemic symbol /əʊ/ had indeed been frequently miswritten, it was

[4] Usually, the capacity is between 200-300 students including full-time and part-time students who either continue studying or leave the studies after the first semester.

categorised under a group of miswritten phonemic symbols (see Chapter 2.4.2) covering miswritten symbols.

2.3.3 CATEGORISING THE MISTAKES

As stated at the beginning of this chapter, it seems, to my knowledge, that no previous analysis focusing merely on mistakes in phonemic transcription based on their relevance to it has been conducted. Therefore, no categorisation on such a basis has been devised. Since the aim of the thesis is the analysis of mistakes in phonemic transcription based on their relevance to it, corresponding categorisation needed to be created. The principle on which it was created is in the form of groups derived from the basis of the mistakes. The basis was determined according to the relevance of the mistakes to phonemic transcription. To illustrate, when certain graphemes were determined to have represented wrong phonemes, the former were recognised as the basis of the error. In particular, the grapheme <a> in monosyllabic consonant-short vowel-consonant words such as *chat* and *jam* was represented by the phonemes /ʌ/, /ə/, /aː/ and /e/ instead of /æ/. Therefore, the grapheme <a> was recognised as the basis of the mistakes made in the phonemes. Graphemes as problematic as the <a> (e.g., the <o> and <u>) were categorised into a group covering graphemes recognised to represent various phonemes but not the appropriate one (for further details see Chapter 2.4.1.). As has been already mentioned, in some words, more than one mistake had been made. Each of them was recognised as a different mistake. Thus, if a student wrote /drenk/ as a transcription for *drank*, two mistakes were recorded: the short vowel /e/ for the grapheme <a>, and the alveolar nasal /n/ instead of the /ŋk/.

For the purposes of my research, I created six categories of mistakes, based on my initial observations of and thoughts concerning the errors in transcription produced during the end of semester written tests. These were:

- problematic one-letter graphemes
- miswritten phonemic symbols
- problematic digraphs
- problematic two-letter graphemes
- lack of familiarity with progressive assimilation of voice
- lack of familiarity with silent letters

Except for the group of lack of familiarity with progressive assimilation of voice, all the groups were established according to the relevance of the mistakes to phonemic transcription. The criterion on which this group was created is derived from its relevance to the phonemic transcription-based test. As stated in Chapter 2.1, the test incorporated tasks (the second and third) focusing on applying progressive assimilation of voice. Thus, mistakes identified in these tasks were categorised into a separate group dealing with the lack of familiarity with progressive assimilation of voice.

2.3.4 IDENTIFYING THEIR PATTERNS

When the mistakes had been categorised, the tests were examined for the third time (the first time being for superficial initial identification of what the mistakes were and the second for confirming them). This time the emphasis was put on collecting all the patterns in which the recurring mistakes occurred. For instance, when a phonemic symbol was miswritten, each of its miswritten forms was identified as the pattern. To illustrate, when the phonemic symbol /aʊ/ was miswritten as /ʌʊ/, / ɑʊ / and /au/,

these three forms were identified as the patterns. Doing so resulted in discovering patterns in which the mistakes had been made. The patterns were being noted down on sheets of paper like the mistakes at the stage of identification (see Chapter 2.3.2). Again, one of them is enclosed in appendices (Appendix 2) to illustrate what the sheets looked like.

2.4 FINDINGS AND DESCRIBING THEM

The findings of this thesis are in the form of the six groups. They are presented as these groups devised during the categorisation of the mistakes (see Chapter 2.3.3). Within them, the mistakes and their patterns are described. An example being the group of miswritten phonemic symbols (see Chapter 2.4.2). In there, every miswritten symbol (a mistake) and its miswritten forms (its patterns) are presented. To illustrate, the symbol /aʊ/ is the mistake, and its miswritten forms /ʌʊ/, / ɔʊ / and /au/ are the patterns.

In order to present the groups of problematic one-letter graphemes and problematic digraphs in an intelligible and clear manner, it was necessary to categorise them further. This was implemented through subcategorising every grapheme according to words of the phonemic transcription-based test in which the grapheme represented certain phonemes. For example, the grapheme <a> that represented the phonemes /æ/, /ə/, /eɪ/, /ɑː/, /eə/ and /ɒ/ was subcategorised according to the words in which it represented these phonemes. An example being the words *afford*, *account*, *alone*, *career*, *around*, *appeal*, *ago*, and *about* in which the grapheme represented the phoneme /ə/.

2.4.1 PROBLEMATIC ONE-LETTER GRAPHEMES

The first group covers one-letter graphemes included in words in which each represented several phonemes (with the exception of the <q> which in the combination with <u> represented a sequence of phonemes /kw/). In most cases, the phonemes, represented by the graphemes, were confused with other phonemes represented by a particular grapheme as well. An example being the phoneme /æ/ represented by the grapheme <a>. This phoneme was confused with the phoneme /ə/ which is in some words (like *afford* or *account*) represented by the grapheme <a> too. The graphemes categorised into this group are depicted in Table 2. There, the numbers of students out of 500 who made a mistake in them are also recorded. What follows is an examination of each grapheme in the order in which they appear in the table.

TABLE 2. The problematic one-letter graphemes

Grapheme	Number of students
<a>	296
<o>	205
<u>	80
<w>	78
<q>	70
<i>	69
<e>	66
<j>	55

2.4.1.1 THE GRAPHEME <a>

As can be seen in Table 2, 296 students made a mistake in the grapheme <a>. Clearly, it proved to be the most problematic. In the 10 000 examined words, this grapheme represented the phonemes /æ/, /ə/, /eɪ/, /ɑː/, /eə/ and /ɒ/ in words such as

*ch**a**t* /ʧæt/, ***a**ccount* /əkaʊnt/, *bl**a**med* /bleɪmd/, *ch**a**rm* /ʧɑːm/, *c**a**re* /keə/ and *w**a**tches* /wɒʧɪz/.

2.4.1.1.1 THE WORDS REPRESENTING THE PHONEME /æ/

The phoneme /æ/ was represented by the <a> in the following words: *anger*, *chat*, *ham*, *jam*, *matter*, *thank*, *stamps*, *cabs*, *bangs*, *tracks*, *dads*, *masses*, *matches*, *manages*, *stands*, *handed*, *cracked*, *crashed*, *matched*, *landed*, *drank*, and *banging*. In the words *anger*, *chat*, *tracks*, *dads*, *manages*, *landed cracked*, and *thanked*, this phoneme was confused with /ʌ/, /ə/ and /e/. In the words *dads* and *landed*, also with /ɑː/ and in the word *chat* with /ɜː/. The reasons for the confusion were not researched since the focus of the thesis was not on why the mistakes were made, but which were made. In the word *chat,* a mistake made in transcribing the symbol /ʧ/ occurred as well. This mistake is described in Chapter 2.4.2. In the word *stamps,* the phoneme was confused with /e/. These mistakes are depicted in Table 3.

TABLE 3. The phoneme /æ/ in the words anger, chat, stamps and landed

Word	**anger**	**chat**	**stamps**	**landed**
Correct transcription	/æŋgə/	/ʧæt/	/stæmps/	/lændɪd/
/ʌ/	/ʌŋgə/	/ʧʌt/		/lʌndɪd/
/ə/	/əŋgə/	/ʧət/		/ləndɪd/
/e/	/eŋgə/	/ʧet/	/stemps/	/lendɪd/
/ɑː/	/ɑːŋgə/			/lɑːndɪd/
/ɜː/		/ʧɜːt/		

In the words *ham*, *thank*, *stands*, *bangs*, *matches*, *drank*, and *crashed,* the /æ/ was confused with /e/ and /ʌ/. Furthermore, in the word *ham* with /ɜː/. As far as the words *jam*, *matter*, *masses* and *matched* are concerned, the phoneme was mistaken for /ʌ/ and

/ə/. In the word *masses* also with /eɪ/ and /ɑː/, in the word *jam* with /ə/ and /ɒ/ and in the word *matte*r with /ə/ and /e/. All the mistakes are depicted in Table 4. Additionally, in the word *jam,* a mistake made in the grapheme <j> occurred as well. Interestingly, the grapheme <j> proved to be less problematic than the <a>. More details about this grapheme are in Chapter 2.4.1.8.

TABLE 4. The phoneme /æ/ in the words *ham*, *matches*, *masses*, *jam* and *matter*

Word	**ham**	**matches**	**masses**	**jam**	**matter**
Correct transcription	/hæm/	/mætʃɪz/	/mæsɪz/	/dʒæm/	/mætə/
/e/	/hem/				/metə/
/ʌ/	/hʌm/	/mʌtʃɪz/	/mʌsɪz/		
/ɜː/	/hɜːm/				
/ə/			/məsɪz/	/dʒəm/	/mətə/
/eɪ/			/meɪsɪz/		
/ɑː/			/mɑːsɪz/		
/ɒ/				/dʒɒm/	

Surprisingly, the words *maps*, *banging*, *cabs* and *handed* were always transcribed, as far as the 500 sheets of the phonemic transcription-based test are concerned, correctly. It would be interesting to carry out further tests and interviews with students to attempt to discover why this might be the case. Why, for example, were they able without fail to transcribe *cabs* correctly, yet the majority of them were unable to transcribe *chat* without a mistake

2.4.1.1.2 THE WORDS REPRESENTING THE PHONEME /ə/

The phoneme /ə/ was represented by the <a> in the words *afford*, *account*, *alone*, *career*, *around*, *appeal*, *ago*, and *about*. In the words *afford*, *account* and *about* it was confused with the phonemes /e/, /æ/ and /ʌ/. In the words *alone* and *around* also with /e/. Moreover, in the word *around*, also with /æ/. In terms of the word *career,* the phoneme /ə/ was mistaken for /ɜː/ and /ʌ/. In this word, a mistake in the grapheme

<ee> occurred as well. This mistake is described further in Chapter 2.4.3.7. Still, all these mistakes are depicted in Table 5. As far as the words *appeal* and *ago* are concerned, no evidence showing having made a mistake in determining the phoneme was recorded.

TABLE 5. The phoneme /ə/

Word	**account**	**around**	**career**
Correct transcription	/əkaʊnt/	/əraʊnd/	/kərɪə/
/e/	/ekaʊnt/	/eraʊnd/	
/æ/	/ækaʊnt/	/æraʊnd/	
/ʌ/	/ʌkaʊnt/		/kʌrɪə/
/ɜː/			/kɜːrɪə/

2.4.1.1.3 THE WORDS REPRESENTING THE PHONEMIC SYMBOL /eɪ/

The phoneme /eɪ/ was represented by the one-letter grapheme <a> in the words *blamed*, *bathes*, *changed*, *danger*, *dated*, *phasis*, *chain* and *made*. In the words *changed* and *danger,* it was confused with the phonemes /e/ and /æ/. Furthermore, in the word *danger* with /ə/. In the words *blamed* and *phases,* the phoneme was confused with /aɪ/. In the word *blamed* also with /ə/ and in the word *phases* with /ɑː/. In the words *dated* and *made,* the phoneme was mistaken for the phoneme /aɪ/. All these mistakes are illustrated in Table 6. In the words *bathes* and *chain*, no mistake was identified.

TABLE 6. The phoneme /eɪ/

Word	**Danger**	**phases**	**blamed**	**dated**
Correct transcription	/deɪndʒə/	/feɪzɪz/	/bleɪmd/	/deɪtɪd/
/e/	/endʒə/			
/æ/	/dændʒə/			
/ə/	/dəndʒə/		/bləmd/	
/aɪ/		/faɪzɪz/	/blaɪmd/	/daɪtɪd/
/ɑː/		/fɑːzɪz/		

2.4.1.1.4 THE WORDS REPRESENTING THE PHONEME /ɑː/

The phoneme /ɑː/ was represented by the grapheme <a> in the words *father*, *jar*, *charm* and *rather*. In them, it was mistaken for the phonemes /æ/ and /ʌ/. Additionally, in the word *rather* for /e/ and in the word *charm* for /ʌ/. All of the mistakes are depicted in Table 7. In the word *jar,* a mistake made in the grapheme <j> occurred as well (for more details see Chapter 2.4.1.8).

TABLE 7. The phoneme /ɑː/

Word	**rather**	**charm**
Correct transcription	/rɑːðə/	/ʧɑːm/
/æ/	/ræðə/	/ʧæm/
/ʌ/	/rʌðə/	/ʧʌm/
/e/	/reðə/	/ʧem/

2.4.1.1.5 THE WORDS REPRESENTING THE PHONEME /eə/

The phoneme /eə/ was represented by the grapheme <a> only in the word *care*. In this word, it was confused with the phonemes /ɜː/, /e/ and /æ/. These mistakes are depicted in Table 8. In the word *care*, also a mistake in transcribing the <r>, which is silent, occurred. More details about this mistake are to be found in Chapter 2.4.6.

TABLE 8. The phoneme /eə/

Word	**care**
Correct transcription	/keə/
/ɜː/	/kɜː/
/e/	/ker/
/æ/	/kær/

2.4.1.1.6 THE WORDS REPRESENTING THE PHONEME /ɒ/

The phoneme /ɒ/ was represented by the <a> in the words *watches* and *wanted*. In the word *watches,* it was confused with /æ/ and /ɔː/ and in the word *wanted* with /ʊ/, /ɔː/, /ʌ/ and /ɜː/ (see Table 9).

TABLE 9. The phoneme /ɒ/

Word	**watches**	**wanted**
Correct transcription	/wɒʧɪz/	/wɒntɪd/
/æ/	/wæʧɪz/	
/ɔː/	/wɔːʧɪz/	/wɔːntɪd/
/ʊ/		/wʊntɪd/
/ɜː/		/wɜːntɪd/
/ʌ/		/wʌntɪd/

2.4.1.2 THE GRAPHEME <o>

The second most problematic grapheme proved to be the grapheme <o> as 205 students made a mistake in it (see Table 2 on page 31). This grapheme was included in the words *alone*, *don't*, *won't*, *folk*, *yolk*, *also*, *vogue*, *rogue*, *monk*, *smoked*, *blogged*, *stopped*, *shopped*, *loses*, *shows*, *clothes*, *homes*, *foxes*, *chops*, *jogs*, *tombs* and *wombs*.

2.4.1.2.1 THE WORDS REPRESENTING THE PHONEME /əʊ/

In the words *alone*, *yolk*, *vogue*, *rogue*, *folk*, *also*, *know*, *don't*, *won't*, *smoked*, *lowered*, *shows*, *clothes*, and *homes*, it represented the phoneme /əʊ/. In the words *alone*, *know*, *don't*, *won't* and *smoked* it was confused with /ɔː/, /ə/ or /ɒ/. In the word *smoked* also with /æ/. As far as the words *folk*, *shows*, *yolk*, *also* and *vogue* are concerned, the phoneme was mistaken for /ɔː/ and /ɒ/. Furthermore, in the word *vogue* it was also mistaken for /ʌ/. In the words *rogue* and *homes,* the /əʊ/ was mistaken for

/ʊ/. In the word *rogue* also for /ɔː/, /ʊə/, /aʊ/ and in the word *homes* for /uː/, /ʌ/, /ɔː/. In the word *clothes,* the phoneme was confused with /ɔː/ and /ʊə/. In the word *shows* and *know,* a mistake in the silent letters <w> and <k> occurred as well. Again, this mistake is described in some detail later. In this case in Chapter 2.4.6 where I endeavour to interpret it.

TABLE 10. The phoneme /əʊ/

Word	**smoked**	**vogue**	**rogue**	**Clothes**	**homes**
Correct transcription	/sməʊkt/	/vəʊg/	/rəʊg/	/kləʊðz/	/həʊmz/
/ɔː/	/smɔːkt/	/vɔːg/	/rɔːg/	/klɔːθz/	/hɔːmz/
/ə/	/smək/				
/ɒ/	/smɒkt/	/vɒg/			
/æ/	/smækt/				
/ʌ/		/vʌg/			/hʌmz/
/ʊ/			/rʊg/		/hʊmz/
/ʊə/			/rʊəg/	/klʊəθz/	
/aʊ/			/raʊg/		
/uː/					/huːmz/

2.4.1.2.2 THE WORDS REPRESENTING THE PHONEME /ʌ/

In the word *monk,* the <o> represented the phoneme /ʌ/. In this word, the phoneme was confused with /ɒ/ and /ɔː/ (see Table 11). Within this word, a mistake in the two-letter grapheme <nk> occurred as well. The mistake is described in Chapter 2.4.5, devoted to the group of problematic two-letter graphemes.

TABLE 11. The phoneme /ʌ/

Word	**monk**
Correct transcription	/mʌŋk/
/ɒ/	/mɒnk /
/ɔː/	/mɔːŋ/

2.4.1.2.3 THE WORDS REPRESENTING THE PHONEME /ɒ/

In the words *chops*, *jogs*, *foxes*, *blogged*, *stopped* and *shopped,* the grapheme <o> represented the phoneme /ɒ/. In the word *chops*, this phoneme was confused with /ɜː/. In terms of the words *blogged*, *foxes* and *stopped*, it was mistaken for the phoneme /ʌ/. Moreover, in the word *blogged* for /ɔː/. All these mistakes are depicted in Table 12.In the word *blogged*, a mistake correlated with so-called progressive assimilation of voice occurred as well. More information on this mistake is described within the group of the lack of familiarity with progressive assimilation of voice in Chapter 2.4.5. Interestingly, no evidence showing having made a mistake was noticed in the words *jogs* and *shopped*.

TABLE 12. The phoneme /ɒ/

Word	**blogged**	**chops**
Correct transcription	/blɒgd/	/ʧɒps/
/ʌ/	/blʌgt/	
/ɔː/	/blɔːgd/	
/ɜː/		/ʧɜːps/

2.4.1.2.4 THE WORDS REPRESENTING THE PHONEME /uː/

In the words *loses*, *tombs* and *wombs,* the grapheme <o> represented the phoneme /uː/. In the words, the phoneme was mistaken for the phonemes /ʊ/ and /ə/. In the word *wombs* also for /əʊ/, /ɔː/, /ɜː/ and in the word *tombs* for /əʊ/, /ɔː/ and /ʌ/. The mistakes are depicted in Table 13. In the word *wombs,* a mistake in the silent letter <b> occurred as well. However, it is described in Chapter 2.4.6.

TABLE 13. The phoneme /uː/

Word	wombs	tombs
Correct transcription	/wuːmz/	/tuːmz/
/ʊ/	/wʊmz/	/tʊmz/
/ə/	/wəmz/	/təmz/
/əʊ/	/wəʊmz/	/təʊmz/
/ɔː/	/wɔːmz/	/tɔːmz/
/ɜː/	/wɜːmz/	
/ʌ/		/tʌmz/

2.4.1.3 THE GRAPHEME <u>

The third most problematic grapheme proved to be the grapheme <u> as 80 students made a mistake in it (see Table 2 on page 31). This grapheme was included in the words *survive*, *surprise*, *hut*, *shut*, *judged*, *drunk* and *sure*.

2.4.1.3.1 THE WORDS REPRESENTING THE PHONEME /ə/

In the words *survive* and *surprise* it represented the phoneme /ə/. In these words, the phoneme was confused with the phonemes /ʊ/ and /ɜː/. In the word *surprise* also with the phoneme /ʌ/ and in the word *survive* with /eə/ or /ʊə/. These mistakes are depicted in Table 14. In the word *survive* and *surprise*, a mistake made in grapheme <i> occurred as well. This mistake is described in Chapter 2.4.1.6.

TABLE 14. The phoneme /ə/

Word	survive	surprise
Correct transcription	/səvaɪv/	/səpraɪz/
/ʊ/	/sʊrvaɪv/	/sʊpraɪz/
/ɜː/	/sɜːvɑːv/	/sɜːpraɪz/
/eə/	/seəvaɪv/	
/ʌ/		/sʌpraɪz/
/ʊə/	/sʊəvɑːv/	

2.4.1.3.2 THE WORDS REPRESENTING THE PHONEME /ʌ/

In the words *hut*, *shut*, *judged* and *drunk,* the grapheme represented the phoneme /ʌ/. In all the words, with the exception of the word *drunk*, the phoneme was confused with /ʊ/. Furthermore, in the word *judged* with /ə/, /e/, /ɑː/ and in the word *hut* with /e/ and /uː/. All these mistakes are depicted in Table 15. In the word *judged,* a mistake made in the grapheme <j> occurred as well (see Chapter 2.4.1.8).

TABLE 15. The phoneme /ʌ/

Word	**judged**	**hut**
Correct transcription	/dʒʌdʒd/	/hʌt/
/ʊ/	/ʒʊdʒd/	/hʊt/
/ə/	/dʒədʒd/	
/e/	/dʒedʒd/	/het/
/ɑː/	/tʃɑːdʒd/	
/uː/		/huːt/

2.4.1.3.3 THE WORDS REPRESENTING THE PHONEME /ʊə/

In the word *sure,* the <u> represented the phoneme /ʊə/. In this word, the /ʊə/ was mistaken for /ɜː/, /uː/, /əʊ/ and /ɔː/. The mistakes are depicted in Table 16.

TABLE 16. The phoneme /ʊə/

Word	**sure**
Correct transcription	/ʃʊə/
/ɜː/	/ʃɜː/
/uː/	/ʃuː/
/əʊ/	/ʃəʊ/
/ɔː/	/ʃɔː/

This concludes the mistakes made in transcribing the words including the three most problematic graphemes – the <a>, <o> and <u>. Next, I turn to an examination of other problematic graphemes.

2.4.1.4 THE GRAPHEME <w>

The fourth problematic grapheme proved to be the <w> since 78 students made a mistake in it (see Table 2 on page 31). It was included in the words *won't*, *flowered*, *wired*, *lowered*, *lower*, *where*, *which*, *wombs*, *wanted*, *watches*, *world*, *worse*, *twice* and *worth*. In them, it represented the phoneme /w/. In all of them, the phoneme was confused with /v/ in initial position. This mistake is depicted in Table 17. In the words *wombs, lower* and *lowered* a mistake in the silent letters <b>, <w> and <r> occurred as well. These mistakes are described further in Chapter 2.4.6. Again, I am not going to discuss the reasons for why these mistakes were made since it was not the focus of the thesis.

TABLE 17. The phoneme /w/

Word	**wombs**	**twice**
Correct transcription	/wuːmz/	/twaɪs/
/v/	/vuːmz/	/tvaɪs/

2.4.1.5 THE GRAPHEME <q>

The fifth problematic grapheme proved to be the <q> as 70 students made a mistake in it. The grapheme was included in the initial position of the words *quite*, *queen* and *quit*. In them, it represented the sequence of phonemes /kw/, which was mistaken for the /kv/ (see Table 18).

TABLE 18. The phonemes /kw/

Word	**quite**	**queen**	**quit**
Correct transcription	/kwaɪt/	/kwiːn/	/kwɪt/
/kv/	/kvaɪt/	/kviːn/	/kvɪt/

2.4.1.6 THE GRAPHEME <i>

The sixth problematic grapheme proved to be the <i>. This grapheme was included in the words *surprise*, *survive, twice, spice*, *knives* and *lined*. In them, it represented the phoneme /aɪ/. In the words *surprise* and *survive* this phoneme was confused with /ʌ/ and /ɑː/, in the word *twice* with /eɪ/ and in the word *spice* with /iː/. In terms of the word *knives,* the phoneme was mistaken for /ə/ or /ɑː/ and in the word *lined* for /ɪ/. All these mistakes are depicted in Table 19. In the word *survive*, a mistake in the grapheme <u> was identified too (for more details on it see Chapter 2.4.1.3.1.).

TABLE 19. The phoneme /aɪ/

Word	**survive**	**twice**	**Spice**	**knives**	**lined**
Correct transcription	/səvaɪv/	/twaɪs/	/spaɪs/	/naɪvz/	/laɪnd/
/ʌ/					
/ɑː/					
/eɪ/		/tweɪs/			
/ə/	/sərvʌv/			/nəvz/	
/ɑː/				/nɑːvz/	
/iː/			/spiːs/		
/ɪ/					/lɪnd/
/ɜː/	/sɜːvɑːv/				

2.4.1.7 THE GRAPHEME <e>

Another problematic grapheme proved to be the grapheme <e> as 66 students made a mistake in it. The grapheme followed an initial letter in the words *letter*, *mended*, *destroy*, *designs* and *germs*.

2.4.1.7.1 THE WORDS REPRESENTING THE PHONEME /e/

In the words *letter* and *mended,* it represented the phoneme /e/. No evidence showing having made a mistake was identified in terms of these words.

2.4.1.7.2 THE WORDS REPRESENTING THE PHONEME /ɪ/

In the words *destroy* and *designs,* the grapheme represented the phoneme /ɪ/. In both the words, this phoneme was mistaken for /ə/. Furthermore, in the word *destroy* for /e/ and /iː/. All the mistakes are depicted in Table 20. In the word *destroy*, a mistake made in the digraph <oy> occurred as well. This mistake is described in Chapter 2.4.3.11.

2.4.1.7.3 THE WORDS REPRESENTING THE PHONEME /ɜː/

In the word *germ,* the grapheme <e> represented the phoneme /ɜː/. In this word, the phoneme was mistaken for /eə/, /ə/, /ɑː/ and /e/. These mistakes are depicted in Table 20. Moreover, in the word *germs,* a mistake in the silent letter <r> occurred as well (see Chapter 2.4.6).

2.4.1.7.4 THE WORDS REPRESENTING THE PHONEME /eə/

In the word *where* the grapheme represented the phoneme /eə/. In this word, the phoneme was confused with /e/, /ɜː/ and /ə/ (see Table 20). In the word *where*, a mistake in transcribing the <r> that is silent was made as well. More details about it are to be found in Chapter 2.4.6.

TABLE 20. The phonemes /ɪ/, /ɜː/ and /eə/

Word	**destroy**	**where**	**germs**
Correct transcription	/dɪstrɔɪ/	/weə/	/dʒɜːmz/
/eə/			/dʒeəmz/
/ə/	/dəstrɒj/	/wər/	/dʒəms/
/iː/	/diːstrɔɪ/		
/aː/			/dʒaːmz/
/e/		/wer/	/dʒemz/
/ɜː/		/wɜː/	

2.4.1.8 THE GRAPHEME <j>

The least problematic grapheme proved to be the <j> since only 55 students made a mistake in it (see Table 2 on page 31). This grapheme was included in the words *jar*, *jam* and *judged*. In them, it represented the phoneme /dʒ/. In the word *jar,* the phoneme was confused with /ʒ/, in the word *jam* with /j/ or /ʒ/ and in the word *judged* with /ʧ/, /j/ or /ʒ/. These mistakes are depicted in Table 21. In the word *judged,* a mistake made in the grapheme <u> was identified as well. This mistake is described in more detail in Chapter 2.4.1.3.

TABLE 21. The phoneme /dʒ/

Word	**jam**	**jar**	**judged**
Correct transcription	/dʒæm/	/dʒaː/	/dʒʌdʒd/
/ʒ/	/ʒæm/	/ʒaː/	/ʒʊdʒd/
/g/	/gæm/		
/j/	/jæm/	/jaː/	/jʌdʒd/
/ʧ/			/ʧaːdʒd/

2.4.2 MISWRITTEN PHONEMIC SYMBOLS

The second group covers miswritten phonemic symbols. All of these symbols are recorded in Table 22. In there, also the numbers of students out of 500 who formed them incorrectly are depicted. Their miswritten forms are then depicted in Table 23. As already stated, it is beyond the scope of this thesis to discuss why students made mistakes in these symbols. Therefore, the reasons for the mistakes are not mentioned.

TABLE 22. Miswritten phonemic symbols

Symbol	Numbers of students
/əʊ/	230
/əʊə/	189
/ɔɪ/	165
/aɪə/	157
/aʊ/	130
/ɜː/	118
/ə/	102
/aɪ/	98
/eɪ/	89
/ɔː/	87
/ʊ/	82
/ɑː/	79
/ɒ/	75
/iː/	69
/ɪ/	67
/ʧ/	64

TABLE 23. Miswritten forms

Miswritten forms	**Symbol**			
	/əʊ/	**/əʊə/**	**/ɔɪ/**	**/aɪə/**
	/ɘʊ/ /ɔʊ/ /ɞʊ/ /ɒʊ / /oʊ/ /eʊ/ /ɘu/ /ɒu/ /ɔu/	/oʊə/ /ɒʊɘ/ /ɔʊə/ /ɔʊə/ /ouə/ /əuə/ /ouə/ /ɒʊə/	/oi/ /oɪ/ /əɪ/ /ɒɪ/ /ɒj/ /ɔi/	/ʌɪə/
	Symbol			
	/aʊ/	**/ɜː/**	**/ə/**	**/aɪ/**
	/ʌʊ/ /ɑʊ/ /au/	/əː/ /ɛː/	/ ɘ/ /ɞ/	/ɑɪ/ /aɪ/ /ʌi/ /ʌj/ /ai/ /ɑːɪ/
	Symbol			
	/eɪ/	**/ɔː/**	**/ʊ/**	**/ɑː/**
	/ei/	/oː/ /ɒː/ /ɔ/	/u/	/aː/
	Symbol			
	/ɒ/	**/iː/**	**/ɪ/**	**/ʧ/**
	/o/ /ɔ/	/ɪː/ /iːː/ /ɪː/	/i/ /ɪ/ /i/	/tʅ/

2.4.3 PROBLEMATIC DIGRAPHS

The third of groups (the first being the problematic one-letter graphemes and the second miswritten phonemic symbols) covers problematic digraphs included in several of the 10 000 examined words. In them, they represented phonemes or sequences of phonemes. In most cases, the phonemes were mistaken for other phonemes and the sequences for a different sequence or a wrong phoneme. In Table 24, all the problematic digraphs categorised into this group are recorded. In the table also the numbers of students out of 500 who made a mistake in them are depicted.

TABLE 24. The problematic graphemes and

Digraphs	Numbers of students
<th>	99
<ng>	97
<ea>	91
<ou>	88
<oo>	87
<ai>	84
<ee>	80
<ch>	79
<ie>	74
<oa>	66
<oy>	62

2.4.3.1 THE DIGRAPH <th>

As can be seen in Table 24, the most problematic digraph proved to be the <th>. It was included in the words *worth*, *baths*, *mouth*, *thanked*, *third*, *thirds*, *thought*, *thirst*, *thank*, *thinking*, *clothes*, *father*, *breathed* and *rather*. In the words *worth*, *baths*, *mouth*, *thanked*, *third*, *thirds*, *thought*, *thirst*, *thank* and *thinking,* it represented the phoneme /θ/. In the words, the phoneme was confused with /ð/. In the words *clothes*, *father*, *breathed* and *rather,* the <th> represented the phoneme /ð/. In them, this phoneme was mistaken for /θ/. All these mistakes are depicted in Table 25. In the word

breathed, a mistake made in the grapheme <ea> occurred as well. More details about this mistake are described in Chapter 2.4.3.3.

TABLE 25. The phonemes /θ/ and /ð/

Word	**breathed**	**baths**
Correct transcription	/briːðd/	/baːθs/
/ð/		/baːðs/
/θ/	/breθd/	

2.4.3.2 THE DIGRAPH <ng>

The second most problematic digraph proved to be the <ng> as 97 students made a mistake in it. This digraph was included in the words *danger*, *banging*, *anger*, *changed*, *wrongs* and *wearing*. The mistakes made in the grapheme <ng> are depicted in Table 26.

2.4.3.2.1 THE WORDS REPRESENTING THE PHONEME /ʤ/

In the words *danger* and *changed,* it represented the phoneme /ʤ/. In these words, the phoneme was confused with /ʒ/, /ŋʒ/, /ŋg/, and /dz/. Furthermore, in the word *danger* with /tʒ/ and in the word *changed* with /ng/.

2.4.3.2.2 THE WORDS REPRESENTING THE PHONEME /ŋ/

In the words *banging*, *bangs*, *ring* and *thinking* the <ng> represented the phoneme /ŋ/. In them this phoneme was confused with /ng/, /nk/, /n/, /ŋg/ and /ng/.

TABLE 26. The phonemes /ʤ/ and /ŋ/

Word	danger	changed	rings	bangs
Correct transcription	/deɪnʤə/	/ʧeɪnʤd/	/rɪŋz/	/bæŋz/
/ʒ/	/deɪŋʒə/			
/ŋʒ/		/ʧeɪŋʒd/		
/ŋg/	/deɪŋgə/	/ʧeɪŋgd/		
/dz/	/deɪndzə/	/ʧeɪndzd/		
/tʒ/	/deɪntʒə/	/ʧeɪngd/		
/ng/			/rɪngz/	/bængz/
/nk/			/rɪnkz/	/bænkz/
/n/			/rɪnz/	/bænz/
/ŋg/			/rɪŋgz/	/bæŋgz/

2.4.3.3 THE DIGRAPH <ea>

As visible in Table 24, the third most problematic digraph proved to be the <ea>. In the 10 000 examined words, it was included in the words *pleasure*, *heads*, *treasure*, *breathed*, *teaches*, *cheat*, *reaches*, *appear*, *fears*, *heard*, *hearts* and *pears*.

2.4.3.3.1 THE WORDS REPRESENTING THE PHONEME /e/

In the words *pleasure*, *heads* and *treasure,* the <ea> represented the phoneme /e/. In these words, the phoneme was confused with /æ/. Moreover, in the words *pleasure* and *treasure* with /ə/ and in the word *heads* with /eə/ and /ɜː/. All the mistakes are depicted in Table 27.

2.4.3.3.2 THE WORDS REPRESENTING THE PHONEME /iː/

In the words *cheat*, *breathed*, *teaches* and *reaches*, the <ea> represented the phoneme /iː/. In the word *breathed*, this phoneme was mistaken for /e/, /ɪ/, /æ/ and /eə/, /ə/, in the word *teaches* for /eə/ and in the word *reaches* for /ɪ/ (see Table 27).

As far as the word *cheat* is concerned, no evidence proving having made a mistake was noted. As mentioned previously in this chapter, in the word *breathed* a mistake in the <th> was identified as well. Details on it are to be found at the beginning of this chapter (on page 47).

TABLE 27. The phonemes /e/ and /iː/

Word	**treasure**	**heads**	**breathed**	**teaches**	**reaches**
Correct transcription	/treʒə/	/hedz/	/briːðd/	/tiːʧɪz/	/riːʧɪz/
/æ/	/træʒə/	/hædz/	/bræðd/		
/ə/	/trəʒə/		/brəðd/		
/eə/		/heədz/	/breəðd/	/teəʧɪz/	
/ɜː/		/hɜːdz/			
/e/			/breθd/		
/ɪ/			/brɪθd/		/rɪʧɪz/

2.4.3.3.3 THE WORDS REPRESENTING THE PHONEMES /ɪə/, /ɜː/, /ɑː/

In the words *appear* and *fears,* the digraph <ea> represented the phoneme /ɪə/. In them, the phoneme was confused with /eə/ and /iː/ (see Table 28). In the word *heard,* the <ea> represented the phoneme /ɜː/. There, the phoneme was mistaken for /eə/, /æ/ and /ə/. In the word *hearts*, the digraph represented the phoneme /ɑː/ that was confused with /ʌ/, /ɜː/ and /æ/ as can be seen in Table 28.

TABLE 28. The phonemes /ɪə/, /ɜː/ and /ɑː/

Word	**appear**	**heard**	**hearts**
Correct transcription	/əpɪə/	/hɜːd/	/hɑːts/
/eə/	/əpeər/	/heəd/	
/iː/	/əpiːr/		
/æ/		/hæd/	/hæts/
/ə/		/həd/	
/ʌ/			/hʌts/
/ɜː/			/hɜːts/

2.4.3.4 THE DIGRAPH <ou>

The fourth most problematic digraph proved to be the <ou> since 88 students made a mistake in it. It was included in the words *around*, *about*, *mouth*, *shouted*, *account*, *doubted*, *thought*, *court*, *should* and *toured*.

2.4.3.4.1 THE WORDS REPRESENTING THE PHONEME /aʊ/

The words in which it represented the phoneme /aʊ/ were *around*, *about*, *mouth*, *shouted*, *account* and *doubted*. In all of them, except for *doubted*, the phoneme was mistaken for the phoneme /əʊ/. In the word *shouted* also for /uː/ and in the word *around* for /ɔː /, /ɜː/, /ɜʊ/ and /ʌə/. All these mistakes are depicted in Table 29. As far as the word *doubted* is concerned, no evidence proving having made a mistake was noticed.

2.4.3.4.2 THE WORDS REPRESENTING THE PHONEME /ɔː/ AND /ʊ/

In the words *thought* and *court,* the <ou> represented the phoneme /ɔː/. In both the words, the phoneme was confused with /uː/, /ə/, /ɒ/ and /əʊ/. In the word *thought,* it was also confused with /ʌ/, /ʊ/ and in the word *court* with /ɜː/. In the word *should*,

the digraph represented the phoneme /ʊ/, which was confused with the phoneme /ə/ (see Table 29).

TABLE 29. The phonemes /aʊ/, /ɔː/ and /ʊ/

Word	**around**	**shouted**	**thought**	**court**	**should**
Correct transcription	/əraʊnd/	/ʃaʊtɪd/	/θɔːt/	/kɔːt/	/ʃʊd/
/əʊ/	/ərəʊnd/	/ʃəʊtɪd/	/θəʊt/	/kəʊt/	
/ɔː/	/ərɔːnd/				
/ɜː/	/ərɜːnd/			/kɜːt/	
/ɜʊ/	/ərɜʊnd/				
/ʌə/	/ərʌənd/				
/uː/		/ʃuːtɪd/	/θuːt/	/kuːt/	
/ə/			/θət/	/kət/	/ʃəd/
/ɒ/			/θɒt/	/kɒt/	
/ʌ/			/θʌt/		
/ʊ/			/θʊt/		

2.4.3.5 THE DIGRAPH <oo>

As can be seen in Table 24, the fifth most problematic digraph was the <oo> included in the words *cooked* and *hooked*. In them, it represented the phoneme /ʊ/ that was mistaken for the /uː/ (see Table 30).

2.4.3.6 THE DIGRAPH <ai>

The sixth most problematic digraph proved to be the <ai> included in the words *trained*, *waited*, *chained*, *chain*, *praised*, *rained*, *raised* and *pain* where it represented the phoneme /eɪ/. In the words *trained*, *praised*, *waited,* this phoneme was mistaken for /aɪ/ and in the word *raised* for /ej/. All these mistakes are depicted in Table 30. In terms of the words *pain*, *chain*, *rained* and *chained*, no evidence proving having made a mistake in the <ai> was noted.

TABLE 30. The digraphs <oo> and <ai>

Word	**cooked**	**trained**	**waited**	**raised**
Correct transcription	/kʊkt/	/treɪnd/	/weɪtɪd/	/reɪzd/
/uː/	/kuːkt/			
/əɪ/		/trəɪnd/		
/aɪ/		/traɪnd/	/waɪtɪd/	
/ej/				/rejzd/

2.4.3.7 THE DIGRAPH <ee>

The seventh most problematic digraph proved the <ee>. This digraph was included in the words *knees*, *queen*, *career* and *beer*. In the words *knees* and *queen,* it represented the phoneme /iː/. In the *knees,* the phoneme was mistaken for /ɪ/ and /ɜː/ and in the *queen*, no evidence proving having made a mistake was recorded.

In the words *career* and *beer*, the <ee> represented the phoneme /ɪə/. In them, the phoneme was confused with /eə/. Moreover, in the word *career* it was also confused with /iː/ and /ɜː/ (see Table 31). In this word, the mistake in the grapheme <a> was made as well. This mistake has been already mentioned in Chapter 2.4.1.1.

TABLE 31. The digraph <ee>

Word	**knees**	**career**	**beer**
Phoneme	/iː/	/ɪə/	/ɪə/
Correct transcription	/niːz/	/kərɪə/	/bɪə/
/ɜː/	/nɜːz/	/kʌrɜː/	/beə/
/eə/		/kəreə/	
/iː/		/kəriː/	

2.4.3.8 THE DIGRAPH <ch>

As shown in Table 24, the eighth most problematic digraph proved to be the <ch> as 79 students made a mistake in it. In the 10 000 examined words, it was included in *chat*, *chair*, *which*, *cheat*, *chained*, *matches*, *changed*, *charm*, *coaching* and *chain*. In them, it represented the phoneme /ʧ/. In the words *changed*, *charm* and *chain,* the phoneme was mistaken for the /ʃ/ (see Table 32). In terms of the words *chat*, *chair*, *which*, *cheat*, *chained*, *coaching* and *matches*, no evidence proving having made a mistake was recorded.

2.4.3.9 THE DIGRAPH <ie>

The ninth most problematic digraph proved to be the <ie> included in the words *died*, *spied*, *dries*, *flies* and *nieces*. In the words *died*, *spied*, *dries* and *flies,* it represented the phoneme /aɪ/. In these words, the /aɪ/ was confused with the /ɑːɪ/. Moreover, in the word *spied* with /ɪə/ and in the word *flies* with /iː/, /ɪ/ and /eɪ/. In the word *nieces,* the <ie> represented the phoneme /iː/ that was confused with the phoneme /ɪ/, as can be seen in Table 32.

2.4.3.10 THE DIGRAPH <oa>

Another problematic digraph proved to be the <oa>. This digraph was included only in the word *coaching,* where it represented the phoneme /əʊ/. In this word, the phoneme was mistaken for the /ɔː/, /ə/, and /aʊ/ (see Table 32).

2.4.3.11 THE DIGRAPH <oy>

The least problematic digraph proved to be the <oy> since only 62 students made a mistake in it. This digraph was included in the word *destroy*. In this word, it

represented the phoneme /ɔɪ/, which was confused either with the phoneme /ɔː/ or the sequences of phonemes /ɔːj/ and /ɜːj/ (see Table 32).

TABLE 32. The digraphs <ch>, <ei>, <oa> and <oy>

Word	**chain**	**spied**	**flies**	**nieces**	**coaching**	**destroy**
Correct transcription	/ʧeɪn/	/spaɪd/	/flaɪz/	/niːsɪz/	/kəʊʧɪŋ/	/dɪstrɔɪ/
/ɑːɪ/		/spɑːɪd/	/flɑːɪs/			
/ɪə/		/spɪəd/				
/ʌj/		/spʌjd/				
/ʃ/	/ʃeɪn/					
/iː/			/fliːz/			
/ɪ/			/flɪz/	/nɪsɪz/		
/eɪ/			/fleɪs/			
/ɔː/					/kɔːʧɪnk/	/dɪstrɔː/
/ɜːj/						/dɪstrɜːj/
/ɔːj/						/dɪstrɔːj/
/ə/					/kəʧɪŋ/	
/aʊ/					/kaʊʧɪŋ/	

2.4.4 PROBLEMATIC TWO-LETTER GRAPHEMES

The fourth group covers two problematic two-letter graphemes which were included in the 10 000 examined words in the 500 sheets of the phonemic transcription-based test. The graphemes are depicted in Table 33. In there, also the numbers of students out of 500 who made a mistake in them are recorded.

TABLE 33. The problematic two-letter graphemes

Grapheme	**Number of students**
<nk>	116
<yo>	95

As can be seen in the table, the more problematic was the <nk> included in the words *monk*, *thinking*, *thank*, *drunk* and *drank*. In them, it represented the sequence of phonemes /ŋk/. In all the words, the sequence was mistaken for /nk/ and /ŋ/ (see Table 34).

The less problematic was the <yo> since 95 students made a mistake in it. The <yo> was included in the word *yolk*, in which it represented the sequence of phonemes /jəʊ/. This sequence was mistaken for the /jɔː/ and /jɒ/ (see Table 34).

TABLE 34. The graphemes <nk> and <yo>

Word	**thank**	**yolk**
Correct transcription	/θæŋk/	/jəʊk/
/nk/	/θænk/	
/ŋ/	/θæŋ/	
/ɔː/		/jɔːk/
/ɒ/		/jɒk/

2.4.5 LACK OF FAMILIARITY WITH PROGRESSIVE ASSIMILATION OF VOICE

The fifth group covers mistakes caused by the lack of familiarity with the progressive assimilation of voice. As stated in Chapter 2.1., the second and third task of the phonemic transcription-based test focused on the application of the assimilation in the suffixes –(e)s and –(e)d. The mistakes identified in these tasks were categorised into this group (see Chapter 2.3.3). All of them are depicted in Table 35. In there also the numbers of students out of 500 who made the mistakes are recorded.

TABLE 35. Lack of familiarity with progressive assimilation of voice

The pronunciation of the suffix –(e)s	**Suffix**			
Word and correct transcription	/s/ **chops**/ʧɒps/	/z/ **bones**/bəʊnz/	/ɪz/ **matches**/mæʧɪz/	**Number of students**
/z/	/ʧɒpz/			164
/s/		/bəʊns/		15
/ɪs/			/mæʧɪs/	82
The pronunciation of the suffix –(e)d	**Suffix**			
Word and correct transcription	/t/ **cracked**/crækt/	/d/ **rained**/reɪnd/	/ɪd/ **handed**/hændɪd/	**Number of students**
/t/		/reɪnt/		66
/d/	/crækd/			86
/ɪt/			/hændɪt/	64

2.4.6 LACK OF FAMILIARITY WITH SILENT LETTERS

The sixth covers mistakes made in transcribing letters that are silent (see Chapter 1.3). All the letters are recorded in Table 36. In there, all the words of the transcription test in which they were included are enlisted as well as the numbers of students out of 500 who made a mistake in them. The particular mistakes are then illustrated using selected words of the test in Table 37.

TABLE 36. The silent letters

Silent letters			
r	**w**	**b**	**k**
Words	**Words**	**Words**	**Words**
cure, boiler, flyer, danger, lower, lowered, thirst, germs, anger, sure, heart, surprise, pure, chair, stair	know, shows, lower, lowered	tombs, wombs, doubted, debt	know
Number of students			
39	35	13	12

TABLE 37. Mistakes in silent letters

Letters				
	r	W	b	k
Words				
	germs	**lower**	**wombs**	**know**
Correct transcription	/dʒɜːmz/	/ ləʊə /	/wuːmz/	/knəʊ/
Worng transcription	/dʒɜːrmz/	/ləʊwər/	/wuːmbz/	/knəʊ/ /knəʊw/

3 CONCLUSION

In the previous chapters 2.4.1 to 2.4.6, all the mistakes students made in transcription were presented in tabular form and described. The purpose was to seek to answer the two research questions posed at the beginning of this thesis, namely:

- What mistakes are made in phonemic transcriptions by Czech students of English?
- Can any patterns in these mistakes be identified, and if so, which ones?

To achieve them, 500 sheets of the phonemic transcription-based test, taken by Czech students of the TUL during the winter semester of the academic years 2018/19 and 2019/20. The sheets were collected and studied afterwards. Doing so resulted in attaining mistakes that had been made by the students. From them, the most frequently made were collected and identified as recurring. Having identified the recurring mistakes, the sheets were examined again to confirm that they were indeed the most frequently made. It proved that they were. Then these mistakes were categorised into six groups on a principle that was designed for the purposes of the thesis as it seemed that no previous categorisation on such a principle had been created (see Chapter 1. 6). This principle was designed according to the basis of the recurring mistakes. The basis was formed on the relevance of the mistakes to phonemic transcription or the content of the phonemic transcription-based test. What was gained from having done the examination and categorisation were the mistakes that are made in phonemic transcription by Czech students of English, which is one of the aims of the thesis. Having achieved it, the tests were examined again. This time the focus was put on identifying the patterns in which the mistakes had occurred. It resulted in obtaining the patterns in which the mistakes made in phonemic transcription occur.

Moreover, it also resulted in having achieved the other aim of the thesis as it answered the question of whether the mistakes occur in patterns and what are they.

In addition to the two research questions, a further question arose during the initial stages of the research. The question was whether it was possible to create meaningful categories for describing the types of mistakes students made in their transcription. There were no already existing categories in the research literature based on the relevance of the mistakes to transcription, so I had to consider how best to group them. My aim was to create a number of categories (not too many) which could be defined easily and which, in addition, would have some practical application beyond the limits of this research paper.

It is the recurrent mistakes and their patterns in the groups that were concluded to be the findings of this thesis. The findings were introduced in the form of the six groups of the mistakes devised during the categorisation. Particularly, the groups were:

- problematic one-letter graphemes
- miswritten phonemic symbols
- problematic digraphs
- problematic two-letter graphemes
- lack of familiarity with progressive assimilation
- lack of familiarity with silent letters

It is necessary to mention that this thesis has few limitations. Firstly, as the participants were Czech students of the Technical University of Liberec, the findings might not be applicable to Czech EFL learners in general. Moreover, since the phonemic transcription-based test was a part of the final assessment (see Chapter 2.1), it might not have reflected students' true ability to transcribe due to the presence of so-

called exam anxiety. What could have also affected students' performance is the level of motivation towards the course. Some students might have studied harder for the test to pass the course with a high mark. Such motivation might have enhanced their interest in transcribing. Secondly, due to lack of authorisation, it was impossible to observe the students when they were taking the test. If I had been allowed to do it, I might have noticed whether the students hesitated when transcribing certain words. The possible reason for the hesitation could have been that the students were not familiar with certain words. In such a case, they could not transcribe them as they had never heard them being pronounced. If words like that had been revealed, they would not have been examined since they could not give an objective insight into the mistakes made in phonemic transcription by Czech students of English. Another limitation is that the findings (the mistakes and their patterns) could not be compared with mistakes in phonemic transcription-based tests taken in the year of the thesis completion. It was because in that year, no paper-based phonemic transcription test was possible to be taken due to restrictions[5] caused by the Covid-19 pandemic.

Despite the above-mentioned limitations, the findings of this thesis had an outcome. It served a teaching purpose to the lecturer of the Phonetics & Phonology course. As mentioned earlier, in the year of the thesis completion, it was not possible to take the phonemic transcription-based test on paper. Therefore, the lecturer had to compensate for the test. She decided to realise the compensation via an online transcription test. The test consisted of 20 words divided into the same three tasks like the original phonemic transcription-based test taken on paper (see Chapter 2.1). Unlike the original, the transcriptions of the words in the online test were to be chosen from several offered, not written. From the offered transcriptions, one was correct, and the

[5] In particular, usnesení vlády č. 957 issued on September 30th 2020 that forbade contact teaching.

rest of them were incorrect. The incorrect transcriptions were based on the findings of the thesis. It was assumed that the first semester undergraduates of 2020/21 would make similar mistakes to students in previous years. Therefore, these typical mistakes (as classified in this thesis) were used in the creation of the online test. An example being the word *around*, in which mistakes made in the grapheme <a> and the phonemic symbol /aʊ/ occurred (see Chapters 2.4.1.1.2 and 2.4.2). This word was included in the online test, because, in common with other two syllable words beginning with schwa, it has been frequently (130 times) transcribed incorrectly. Its wrong transcriptions were based on the mistakes analysed in the thesis. They are depicted in Figure 6. The scans of the online transcription test are to be found in appendices (Appendix 3).

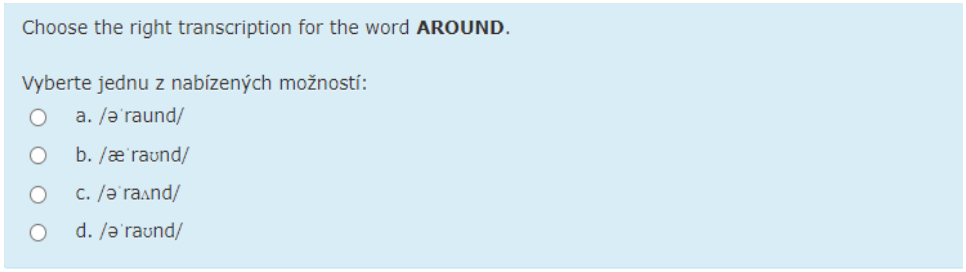


FIGURE 6. The transcriptions of the word *around*

Based on the findings of the thesis, the lecturer also designed two series of pre-activities for the online transcription test. They were created with the purpose to practise problematic aspects of transcription, analysed in this thesis, and ideally prevent mistakes in them from being made. The first of the series consists of four activities. Two of them focus on recognising a word from a transcription. The words that are to be recognised in this activity were chosen based on the findings. To illustrate, the first four words (*pat*, *land*, *man*, and *jam*) of the activities include the grapheme <a> that proved to be problematic (see Chapter 2.4.1). These words are to be seen in Figure 7. The third activity focuses on choosing a correct transcription from

several offered like in the online transcription test (one of them is correct, and the rest are wrong). Again, like in the online test, the wrong transcriptions are based on the findings of the thesis. The fourth activity is focused on transcribing words that include graphemes (and digraphs) that proved to be problematic. An example being the digraph <ea> described in Chapter 2.4.3.3. In the activity, this digraph was included in the words *leave* and *leaf,* as can be seen in Figure 8. The second series consists of the same activities and was created with the same purpose as the first one. Scans of

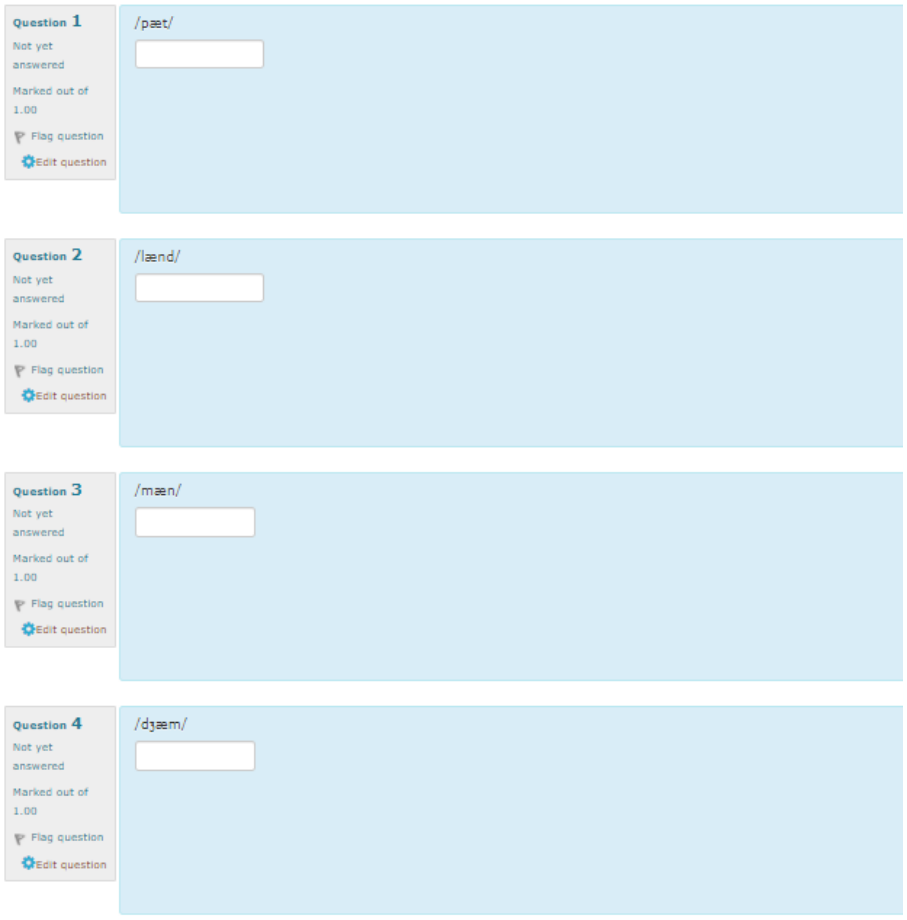


FIGURE 7. The words including the grapheme <a>

both the series are to be found in appendices (Appendix 4 and 5).

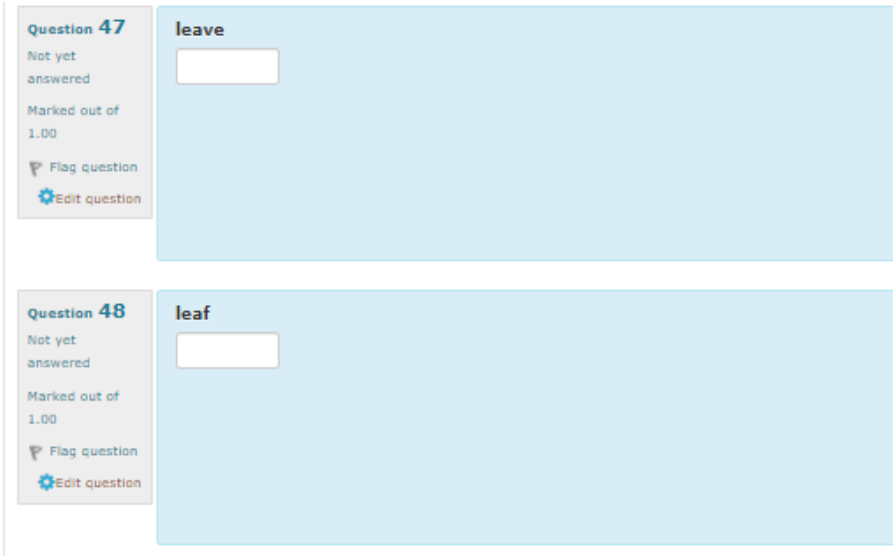


FIGURE 8. The word including the grapheme <ea>

In future, similar series of pre-activities could be created to enhance shaping phonemic symbols duly. As the findings of this thesis proved, miswriting phonemic symbols is common. Since the symbols are essential when transcribing words by means of phonemic transcription, another application of the findings (alongside the test and relevant pre-activities) shall be beneficial. The application could be implemented via creating a series of template forms simulating the shapes of the problematic phonemic symbols that would also put an emphasis on writing the particular phonemic symbols correctly. Using these template forms by the lecturer of the course when teaching phonemic symbols might result in enhancing the skill of shaping them correctly. A draft of such a template form was created to provide an illustrative example. This draft is enclosed in the appendices (Appendix 6).

Enhancement in terms of the familiarity with the progressive assimilation of voice and silent letters shall be beneficial as well. It could be realised through creating a series of worksheets simulating the occurrences of the topics. The series of

worksheets could be even amended by a supplementary series of phonemic transcription-based exercises. Again, creating such worksheets and incorporating them into lessons of the Phonetics & Phonology course might prevent the mistakes caused by the lack of familiarity from being made.

Moreover, the findings of this thesis could be applied further for the purposes of not only of phonemic transcription training, but also pronunciation practice. It is suspected that errors which students make have less to do with their deficiencies in the skill of transcription, rather they stem from Czech speakers' incorrect pronunciation of specific phonemes. This research could form a basis for further research as well as a foundation for such exercises.

Also, the research could be used as relevant material for conducting analysis into the interrelation between mistakes made by Czech EFL learners in phonemic transcription and pronunciation. The evidence of seemingly yet conducted analyses into the interrelation was discussed in Chapter 1.6. Provided that such an analysis was done on Czech EFL learners, the findings of this thesis could be the material enlisting the mistakes made in phonemic transcription. Such material could be then compared with the mistakes made by Czech EFL learners in pronunciation.

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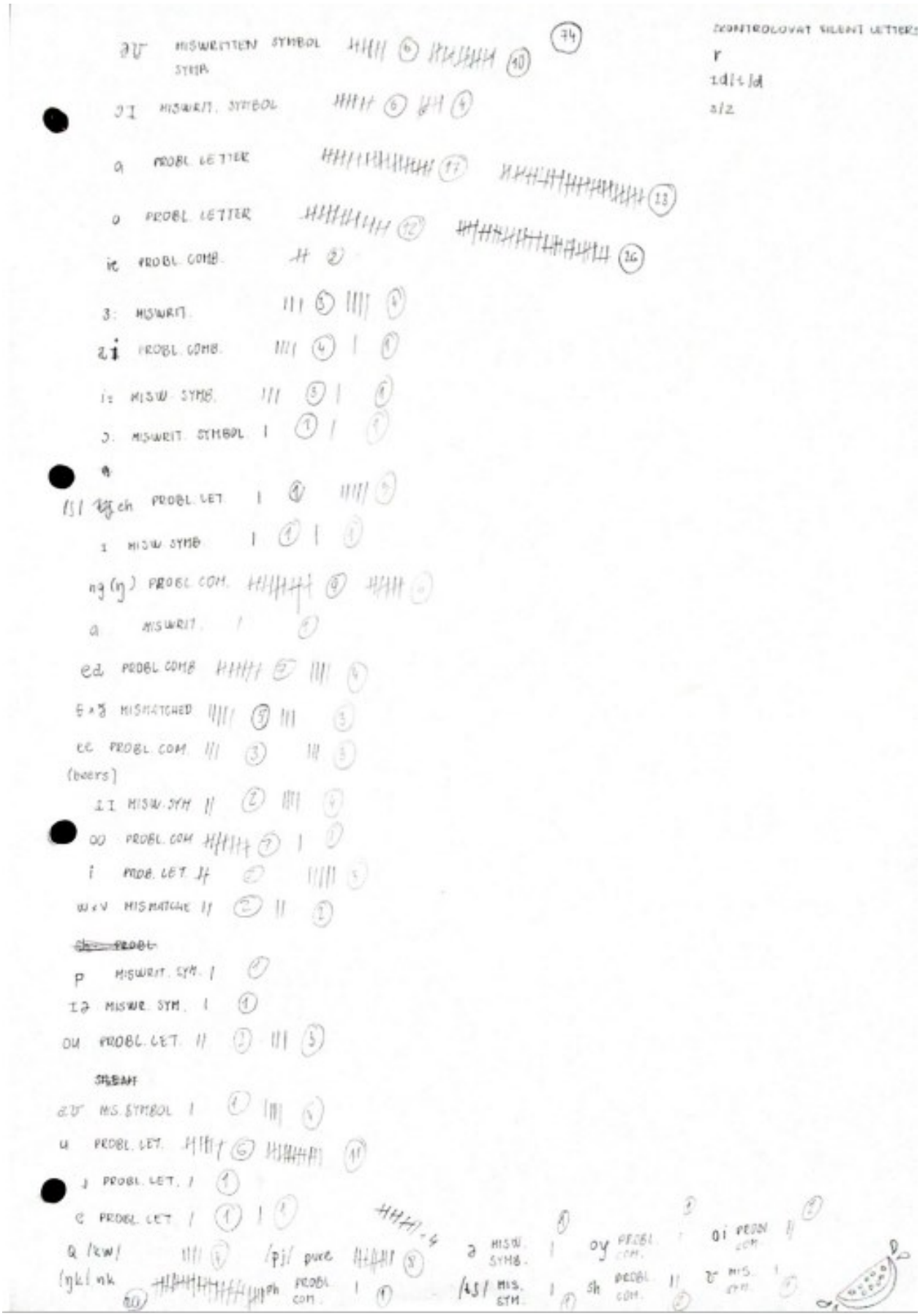
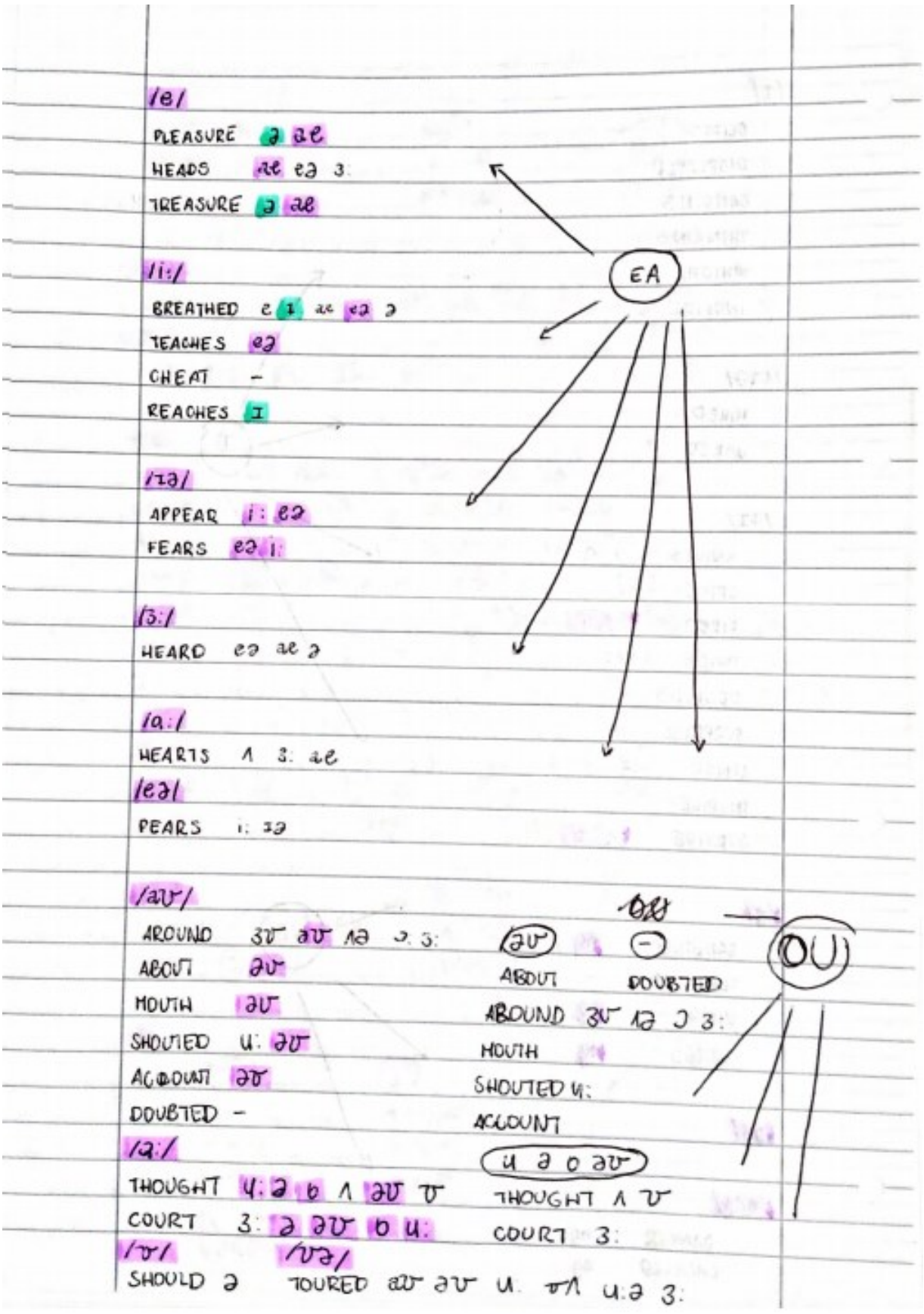
APPENDICES

- Appendix 1: A sheet of paper with recorded mistakes
- Appendix 2: A sheet of paper with recorder patterns of mistakes
- Appendix 3: The online transcription test
- Appendix 4: The 1st series of pre-activities
- Appendix 5: The 2nd series of pre-activities
- Appendix 6: A draft of a template form

Appendix 1


MISWRITTEN SYMBOL
PROBL LETTER
PROBL COMB.
MISWRIT.
PROBL. COMB.
MISW SYMB.
MISWRIT. SYMBOL
PROBL. LET.
MISW SYMB
PROBL COM.
MISWRIT.
PROBL COMB
MISMATCHED
PROBL COM
MISW. SYM
PROBL. COM
PROB. LET.
MISMATCHE
PROBL
MISWRIT. SYM.
MISWR. SYM.
PROBL. LET.
MIS. SYMBOL
PROBL. LET.
PROBL. LET.
PROBL. LET.
PROBL COM.
MISW. SYMB.
PROBL COM.
MIS. SYM.
PROBL COM.
MIS. SYM.
PROBL COM.

Appendix 2


/e/
PLEASURE ə æ
HEADS æ eə ɜ:
TREASURE ə æ
/i:/
BREATHED e ɪ æ eə ə
TEACHES eə
CHEAT -
REACHES ɪ
/ɪə/
APPEAR i: eə
FEARS eə i:
/ɜ:/
HEARD eə æ ə
/ɑ:/
HEARTS ʌ ɜ: æ
/eɪ/
PEARS i: ɪə
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AROUND ɜʊ əʊ ʊə ɔ: ɜ:
ABOUT əʊ
MOUTH əʊ
SHOUTED ʊ: əʊ
ACCOUNT əʊ
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THOUGHT ʌ ʊ
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OU

Appendix 3

Úloha 1
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **DANK**.

Vyberte jednu z nabízených možností:

- a. /dæŋk/
- b. /dʌŋk/
- c. /deŋk/
- d. /dænk/

Úloha 2
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **AROUND**.

Vyberte jednu z nabízených možností:

- a. /əˈraund/
- b. /æˈraʊnd/
- c. /əˈraʌnd/
- d. /əˈraʊnd/

Úloha 3
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **WORLD**.

Vyberte jednu z nabízených možností:

- a. /vɜːld/
- b. /wɔːld/
- c. /wɜːld/
- d. /wɜːlt/

Úloha 4
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **LIVE**.

Vyberte jednu z nabízených možností:

- a. /lɪːv/
- b. /lɪv/
- c. /lɪf/
- d. /liːv/

Úloha 5
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **RATHER**.

Vyberte jednu z nabízených možností:

- a. /ˈrɑːðə/
- b. /ˈraːθər/
- c. /ˈrɑːdər/
- d. /ˈrɔːðə/

Úloha 6
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **WEAR**.

Vyberte jednu z nabízených možností:

- a. /weə/
- b. /veə/
- c. /we:ə/
- d. /weə/

Úloha 7
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **HOOD**.

Vyberte jednu z nabízených možností:

- a. /hʊt/
- b. /hud/
- c. /hʊd/
- d. /hu:d/

Úloha 8
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **THIS**.

Vyberte jednu z nabízených možností:

- a. /thɪs/
- b. /dɪs/
- c. /ðɪs/
- d. /θɪs/

Úloha 9
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **LOWER**.

Vyberte jednu z nabízených možností:

- a. /ˈleʊ:ə/
- b. /ˈləʊwə/
- c. /ˈləʊə/
- d. /ˈləʊer/

Úloha 10
Dosud nezodpovězeno
Počet bodů z 1,00

Choose the right transcription for the word **THING**.

Vyberte jednu z nabízených možností:

- a. /θɪŋ/
- b. /θɪŋg/
- c. /θɪng/
- d. /θɪŋk/

Úloha 11
Dosud nezodpovězeno
Počet bodů z 1,00

BONES

Vyberte jednu z nabízených možností:

- a. /bəʊns/
- b. /bəʊnz/
- c. /bəunz/
- d. /beʊnz/

Úloha 12
Dosud nezodpovězeno
Počet bodů z 1,00

TOMBS

Vyberte jednu z nabízených možností:

- a. /tuːms/
- b. /tɒmz/
- c. /tuːmz/
- d. /tuːmbz/

Úloha 13
Dosud nezodpovězeno
Počet bodů z 1,00

COURSES

Vyberte jednu z nabízených možností:

- a. /ˈkɔːzɪz/
- b. /ˈkɔːsɪs/
- c. /ˈkɒrsɪz/
- d. /ˈkɔːsɪz/

Úloha 14
Dosud nezodpovězeno
Počet bodů z 1,00

WATCHES

Vyberte jednu z nabízených možností:

- a. /ˈwɒʧɪs/
- b. /ˈwɔːʧɪz/
- c. /ˈvɒʧɪz/
- d. /ˈwɒʧɪz/

Úloha 15
Dosud nezodpovězeno
Počet bodů z 1,00

ROPES

Vyberte jednu z nabízených možností:

- a. /rəʊps/
- b. /rɔːps/
- c. /rəʊpz/
- d. /reʊps/

Úloha 16
Dosud nezodpovězeno
Počet bodů z 1,00

LANDED

Vyberte jednu z nabízených možností:

- a. /ˈlæntɪt/
- b. /ˈlændɪt/
- c. /ˈlendɪd/
- d. /ˈlændɪd/

Úloha 17
Dosud nezodpovězeno
Počet bodů z 1,00

MANAGED

Vyberte jednu z nabízených možností:

- a. /ˈmænɪʤd/
- b. /ˈmænɪʤt/
- c. /ˈmænɪʤɪd/
- d. /ˈmenɪʤd/

Úloha 18
Dosud nezodpovězeno
Počet bodů z 1,00

FISHED

Vyberte jednu z nabízených možností:

- a. /fɪʃd/
- b. /fɪʃt/
- c. /fɪʃɪt/
- d. /fɪʃɪd/

Úloha 19
Dosud nezodpovězeno
Počet bodů z 1,00

BLOGGED

Vyberte jednu z nabízených možností:

- a. /blɒgɪd/
- b. /blɒkt/
- c. /blɒgt/
- d. /blɒgd/

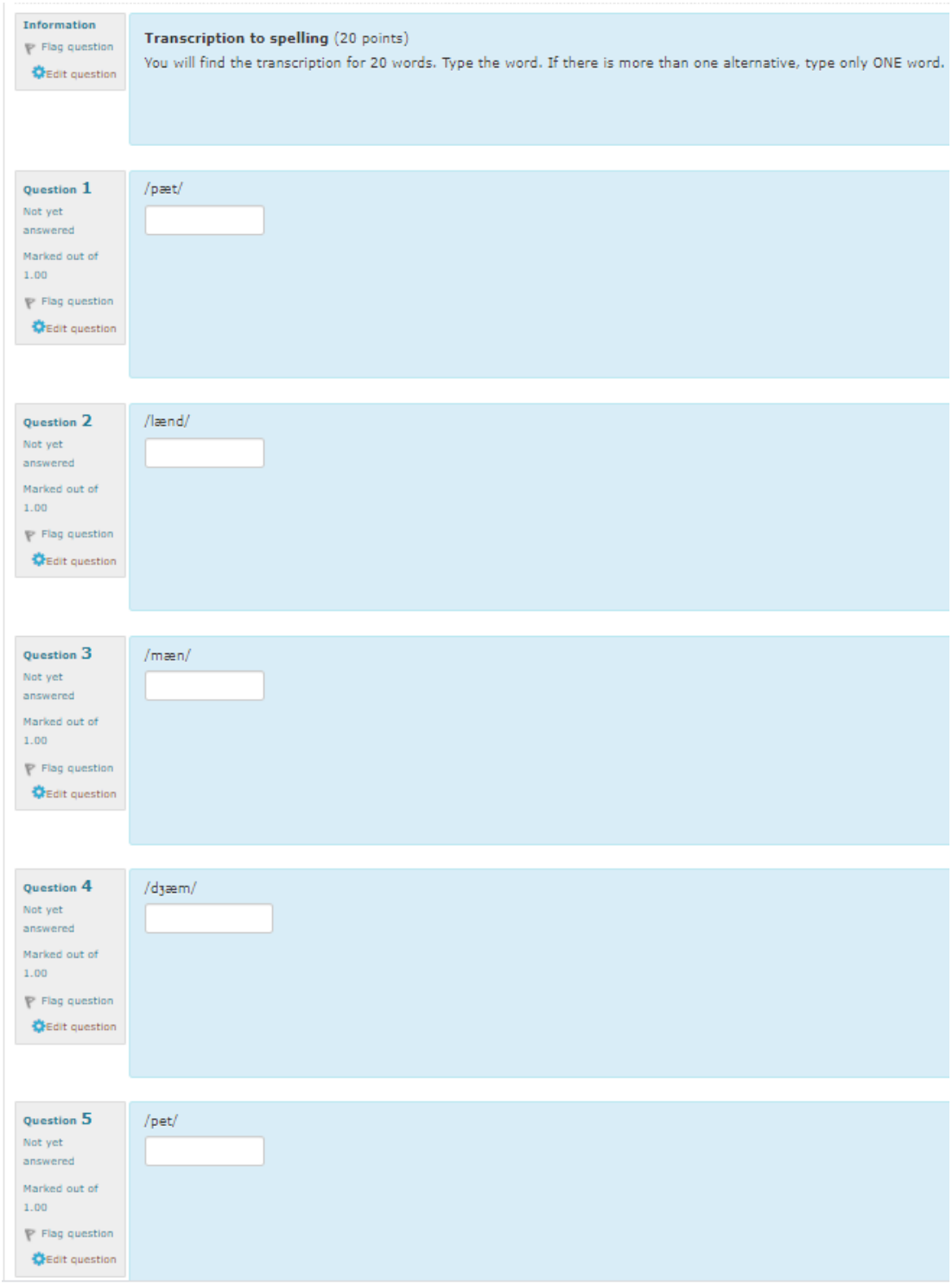
Úloha 20
Dosud nezodpovězeno
Počet bodů z 1,00

DISPLAYED

Vyberte jednu z nabízených možností:

- a. /dɪsˈplaɪd/
- b. /dɪsˈpleɪd/
- c. /dɪzˈpleɪd/
- d. /dɪsˈpleɪt/

Appendix 4



Information
Flag question
Edit question

Transcription to spelling (20 points)
You will find the transcription for 20 words. Type the word. If there is more than one alternative, type only ONE word.

Question 1
Not yet answered
Marked out of 1.00
Flag question
Edit question

/pæt/

Question 2
Not yet answered
Marked out of 1.00
Flag question
Edit question

/lænd/

Question 3
Not yet answered
Marked out of 1.00
Flag question
Edit question

/mæn/

Question 4
Not yet answered
Marked out of 1.00
Flag question
Edit question

/djæm/

Question 5
Not yet answered
Marked out of 1.00
Flag question
Edit question

/pet/

Question 6
Not yet answered
Marked out of 1.00
Flag question
Edit question

/lend/

Question 7
Not yet answered
Marked out of 1.00
Flag question
Edit question

/men/

Question 8
Not yet answered
Marked out of 1.00
Flag question
Edit question

/ʤem/

Question 9
Not yet answered
Marked out of 1.00
Flag question
Edit question

/bæd/

Question 10
Not yet answered
Marked out of 1.00
Flag question
Edit question

/bed/

Question 11
Not yet answered
Marked out of 1.00
Flag question
Edit question

/bænd/

Question 12
Not yet answered
Marked out of 1.00
Flag question
Edit question

/bend/

Question 13
Not yet answered
Marked out of 1.00
Flag question
Edit question

/sæd/

Question 14
Not yet answered
Marked out of 1.00
Flag question
Edit question

/sed/

Question 15
Not yet answered
Marked out of 1.00
Flag question
Edit question

/gæs/

Question 16
Not yet answered
Marked out of 1.00
Flag question
Edit question

/ges/

Question 17
Not yet answered
Marked out of 1.00
Flag question
Edit question

/bæt/

Question 18
Not yet answered
Marked out of 1.00
Flag question
Edit question

/bet/

Question 19
Not yet answered
Marked out of 1.00
Flag question
Edit question

/hæd/

Question 20
Not yet answered
Marked out of 1.00
Flag question
Edit question

/hed/

Information
Flag question
Edit question

Transcription to spelling (10 points)
You will find the transcription for ten words. Type the word. If there is more than one alternative, type only ONE word.

Question 21
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈbaʊt/

Question 22
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈgəʊ/

Question 23
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈmerɪkə/

Question 24
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈkaʊnt/

Question 25
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈfrɛd/

Question 26
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈmeɪz/

Question 27
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈtæk/

Question 28
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈsjuːm/

Question 29
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈpɪə/

Question 30
Not yet answered
Marked out of 1.00
Flag question
Edit question

/əˈlaʊd/

Information
Flag question
Edit question

Choose the correct transcription. (10 points)

Question 31
Not yet answered
Marked out of 1.00
Flag question
Edit question

heart

/hɑːt/
/heart/
/hɜːrt/
/hært/

Question 32
Not yet answered
Marked out of 1.00
Flag question
Edit question

head

Question 33
Not yet answered
Marked out of 1.00
Flag question
Edit question

fear

Question 34
Not yet answered
Marked out of 1.00
Flag question
Edit question

earth

Question 35
Not yet answered
Marked out of 1.00
Flag question
Edit question

search

Question 36
Not yet answered
Marked out of 1.00
Flag question
Edit question

dead

/det/
/ded/
/dead/
/dæd/

Question 37
Not yet answered
Marked out of 1.00
Flag question
Edit question

rang

Question 38
Not yet answered
Marked out of 1.00
Flag question
Edit question

bank

Question 39
Not yet answered
Marked out of 1.00
Flag question
Edit question

wing

Question 40
Not yet answered
Marked out of 1.00
Flag question
Edit question

think

Information

Flag question

Edit question

Transcribe these words. Use slashes //
Answers without slashes are marked as incorrect.
(10 points)

Use (= **copy and paste**) these symbols:

```
u:
i:
aɪ
eɪ
```

Question 41

Not yet answered

Marked out of 1.00

Flag question

Edit question

bead

Question 42

Not yet answered

Marked out of 1.00

Flag question

Edit question

beat

Question 43

Not yet answered

Marked out of 1.00

Flag question

Edit question

save

Question 44

Not yet answered

Marked out of 1.00

Flag question

Edit question

safe

Appendix 5

TRANSCRIPTION TIPS

Make sure you know all the phonemic symbols for the vowels and the consonants. Know how to write them and how to pronounce them. Practise transcription using a dictionary.

Write down some common monosyllabic words eg *green, blue, red, fat, thin, nice, bad*. Then transcribe the words. Afterwards check the transcription in the Cambridge Dictionary.

A useful website for typing the non-alphabet symbols of English: http://ipa.typeit.org/

For all symbols of the IPA (International Phonetic Alphabet) http://ipa.typeit.org/full/

This site will transcribe words for you: https://tophonetics.com/

In the credit test, you must add slashes to show that this is a phonemic transcription eg men /men/. Notice the symbol for the letter e is /e/.

Dos and Don'ts

Here are some points to remember when you transcribe words.

1) **Short letter <a> is always /æ/**

Examples: ***a**pple* /æpl/, f***a**t* /fæt/, ***a**n* /mæn/, j***a**m* /dʒæm/.
Exception: *any, many*, - both are /e/.

2) **The letter <a> is *schwa* /ə/when it is not stressed.**

Example: ***a**bout* /əˈbaʊt/, ***a**go* /əˈgəʊ/, ***A**merica* /əˈmerɪkə/, ***a**ccount* /əˈkaʊnt/, ***a**fraid* /əˈfreɪd/.

3)**The short letter <e> is usually /e/. It is never /æ/.**
Examples: *men* /men/, *set* /set/

Compare:

man	**/mæn/**	**men**	**/men/**
sad	**/sæt/**	**set**	**/set/**
mass	**/mæs/**	**mess**	**/mes/**
gas	**/gæs/**	**guess**	**/ges/**
bad	**/bæd/**	**bed**	**/bed/**

4) **Don't confuse letters and symbols.**

The letters <ea> are never /æ/.
<ea> may be pronounced as
/e/ *head, dead*
/iː/ *meat, read, dream*
/ɪə/ *hear, fear, ear*
/ɜː/ *heard earth,early, search*
/ɑː/ *heart*

Compare: *dead* /ded/ and *dad* /dæd/.

5) **<ng> = /ŋ/ not /nk/**
Examples: *ring* /rɪŋ/, *sang* /sæŋ/, *wrong* /rɒŋ/.
This phoneme is a voiced, velar nasal sound and it never found at the beginning of words.

6) **<nk> = /ŋk/**
Examples. *bank* /bæŋk/, *thank* /θæŋk/, *sink* /sɪŋk/

Compare:

bang /bæŋ/, *bank* /bæŋk/
sing /sɪŋ/, *sink* /sɪŋk/

7) **This final letter <d> in a word is /d/.**

Examples: *led* /led/ not /let/, *red* /red/ not /ret/

Only when there is a suffix -ed following a voiceless consonant, is it pronounced /t/.

Example: kicked /kɪkt/, kissed /kɪst/ ripped /rɪpt/.

8) **The letter <v> is always /v/**

to live /tə lɪv/
alive əˈlaɪv
move /muːv/
give /gɪv/
have /hæv/
save /seɪv/

9) **The letter <w> is never /v/ eg word /wɜːd/**

10) **The letters <th> are usually /θ/ or /ð/**

Exception:

thyme /taɪm/
Thailand /ˈtaɪlænd/
Thames /temz/

Read the page Transcription Tips first.

QUIZ

1) Spell these words (20)

/pæt/
/lænd/
/mæn/
/dʒæm/
/pet/
/lend/
/men/
/dʒem/
/bæd/
/bed/
/bænd/
/bend/
/sæd/
/sed/
/gæs/
/ges/
/bæt/
/bet/
/hæd/
/hed/

2) Spell these words. 10

/əˈbaʊt/
/əˈgəʊ/
/əˈmerɪkə/
/əˈkaʊnt/
/əˈfreɪd/
/əˈmreɪz/
/əˈtæk/

/əˈsju:m/
/əˈpɪə/
/əˈlaʊd/

3) Which transcription is correct? 10

heart

/hɑ:t/
/heart/
/hɜ:rt/
/hært/

head
/hed/
/het/
/head/
/heat/

fear
/fɪə/
/fear/
/fe:ar/
/fi:ar/

earth
/ɜ:θ/
/ɜ:rt/
/ɪəθ/
/i:rθ/

search
/sɜ:ʧ/
/sa:rʧ/
/seaʧ/
/si:rʧ/

dead
/ded/
/det/
/dead/
/dæd/

rang
/ræŋ/
/ræŋk/
/ræŋ/
/ræŋ/

bank
/bæŋk/
/bænk/
/beŋk/
/benk/

wing
/wɪŋ/
/wɪŋk/
/vɪŋ/
/vɪŋk/

think
/θɪŋk/

/θɪnk/
/θɪŋ/
/thɪŋk/

Transcribe these words. Use slashes // 10

Use these symbols: u: i: aɪ eɪ
(Copy and paste)

bead
beat

save
safe

lead
let

leave
leaf

live (adjective) laɪv
life (noun) laɪf

Appendix 6

The phonemic symbol /əʊ/

✓ **REMEMBER:**

- the correct form of the phonemic symbol is /əʊ/

! NOT: /ɘʊ/, /ɔʊ/, /ɞʊ/, /ɒʊ /, /oʊ/, /eʊ/, /ɘu/, /ɒu//ɔu/

- **LOOK OUT:**

  Pay attention to writing both characters duly!

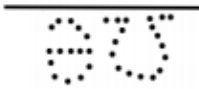
Revise and practise writing the phonemic symbol.

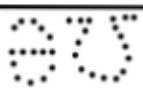
1. Which of the forms below is correct?

   a) /əʊ/
   b) /ɘʊ/
   c) /ɔʊ/
   d) /oʊ/
   e) /ɘu/
   f) /ɒu/
   g) /ɔu/

Write down the form of the phonemic symbol.

2. Practise writing the symbol.





əʊ

əʊ