Bridging the Gap between Graphemes and Phonemes in the Phonetic Transcription

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Abstract:

Second Year Iraqi Students at the Department of English University of Baghdad have a serious problem in phonetic transcription. Part of the problem is attributed to the target language, i.e., English, since there is a discrepancy between spelling and pronunciation. The other part is related to the interference of the mother tongue, i.e., Arabic and the insufficient teaching of the phonemes and their symbols in the previous stages of the secondary schools. The problematic areas have been diagnosed and many remedial techniques are suggested.

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Introduction

Iraqi students of English have long been at pains when they are confronted with pronunciation. This is partly due to the clear correspondence between sounds and symbols in their native language, i.e., Arabic. And it is partly due to the discrepancies between pronunciation and ordinary spelling in English. The result of these inconsistencies is that the learners fail to transcribe or/and pronounce the words correctly. Harmer (1986: 48) has aptly stated that "English spelling is notoriously difficult for speakers of other languages." This difficulty mirrors the mispronunciation of the words in English. Jones (1967: 6) stressed the afore–mentioned point by stating that "conventional English spelling is far from being phonetic, it does not give the accurate information as to sound-order required by the student of spoken English."

English spelling contains both regularities and irregularities. The effect of the irregularities of the spelling system (orthography) is so clear in learning a foreign language. The more a language is inconsistant in its spelling system, the more problems it creates. Unfortunately, English is striking in this concern. Fromkin (1982:52) states that "alphabetic spelling represents the pronunciation of words. But it is often the case that the sounds of the words in a language are rather systematically represented by orthography-that is by spelling.

Iraqi English language students find no troubles in pronouncing and describing consonant sounds, but their difficulty lay in vowel sounds and diphthongs. Part of the difficulty in describing and pronouncing vowels is that there are no clear-cut boundaries between one type of a vowel and another. Ladefoged (1982: 72) firmly pictured that problem by stating that "a sound may be a stop or a fricative, but it cannot be halfway between the two. But it is perfectly possible to make a vowel that is halfway between a high vowel and a mid vowel".

English spelling irregularities can be classified as follows:

1. Different letters may represent a single sound, e.g. /u:/ in two, through, shoe, too, to.
2. Different sounds may be represented by the same orthographic symbols.
   e.g. /u/, /u:/ in look moon
   /e/, /i:/ in head heal
   /a/, /a:/ in sat start
3. Some letters have no phonemic value in certain positions.
   e.g. (gh) in bright /brait/
   (l) in calm /ka:m/
   (k) in knife /naif/
4. A combination of letters may represent a single sound,
   e.g. ch /tS/, gh /f/ , sh / S/ and ph /f/.
5. On the contrary, some sounds are not represented in the spelling. In many the letter (u) represents a /j/ sound followed by a /u/.

e.g. cute /kju:t/ , utility/ ju:til∂ti/
6. One letter may represent two sounds, the final x in Xerox represents a /k/ followed by s. /zi∂roks/.

Laver (1994: 557) has attributed the difficulty of transcription to English language itself when he states that: "it is worth emphasizing that, ….,the most difficult language to transcribe in general phonetic terms, for native English – speaking analysts, is without question English itself". Besides the difficulty that is related to the English language, there are difficulties that are faced by the learner of English. Jones (1967:2) states six difficulties. They are as follows:

1. "He must learn to recognize readily and with certainty the various speech-sounds occuring in the language, when he hears them pronunced, he must moreover learn to remember the accoustic qualities of those sounds.

2. He must learn to make the foreign sounds with his own organs of speech.

3. He must learn to use those sounds in their proper places in connected speech.

4. He must learn the proper usage in the matter of the 'sound attributes' or prosodies as they are often called (especially length, stress and voice-pitch).

5. He must learn to catenate sounds, i.e., to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

6. He has to learn the shapes of the conventional letters and the relations between the conventional orthography and the pronuncia-tion."

The main concern of the present study is the two points no. 1 and point no. 6. The learners should be able to recognize the various sounds when they hear them pronounced. Moreover, they must learn the conventional letters (orthography) and their pronunciation respectively.

The investigators throughout their experience in teaching pronuncia-tion have observed that there is a need to analyse the errors made by second year college students in transcribing. They also felt a need to sortout the errors in their pronunciation and later on to attribute these errors to different sources.

Hence, the aim of the study is two-fold: the first is to identify the errors made by the students and analyse them as a problematic area to Iraqi learners of English, the second is to find out a way of recognizing and mastering the phonemic transcription, and to conclude with suggestions that help the students.

The null hypothesis is that the mean score of the achievement after pronuncation equals the mean score of the achievement before pronouncing them.

$$H0 = M1 = M2$$

The scope of the study

The present study is limited to the errors in transcribing vowels and diphthongs by the second year (morning and evening classes) during the academic year 2003-2004.

The procedure of the study

1. the researchers being instructors at the College of Education for Women, Depart-ment of English construct a test that consists of twenty words. Each word contains a vowel sound or a diphthong. All the twenty sounds represent the twenty words. The students are asked to transcribe the words

before and after pronouncing them by the reseachers.

2. Error analysis technique has been used to identify the students' errors of pronunciation and to categorize them into different types.

Definitions of terms

Error analysis is the study and analysis of the errors made by second and foreign language learners. Error analysis may be carried out in order to:

a) find out how well someone knows a language.

b) find out how a person learns a language.

c) obtain information on more difficulties in language learning (Richards etal, 1985:96).

Transcription is defined by Richards etal (1985: 95) as "the use of symbols to show sounds or sound sequences in written form".

6- An Introduction to Error Analysis:

Before embarking on construction the test, a survey of the steps which are identified in analysing the error has to be pinpointed. They are as follows:

1. Identification of errors
2. Description and explanation of errors
3. Evaluation of errors

1. Identification of errors.

Wilkins (1975:206) regards the errors in learning as significant as they lead to a greater understanding of the difficulties that the learners face and find "pedagogic strategies" that remedy them. Ellis (2001:700) defined the error as a deviation in learning language as a result of lack of knowledge of the correct rule in the target language. Hence, error is a deviation from the norms of that target language.

2. Description and explanation of errors

Both Corder and Ellis describe the errors as making a comparison between the learner's original erroneous utterance and the reconstruction of those ulterances. Four basic kinds of errors are found. Two of them, interlingual transfer and intralingual transfer are under the umbrella of competence errors, whereas communicative strategies and process problems are under errors of performance. Interlingual transfer means the use of elements from one language while speaking another (Ellis 2001:58). Interlingual transfer results from the similarities and differences between the target language and the native one. So transfer arises when the student utilizes some phonological features of Arabic rather than that of English. Two types of transfer are recognized here. Positive and negative interlingual transfer. Positive transfer occurs when the first linguistic structure and the target language is similar, and hence facilitates learning. Negative interlingual transfer occurs when the structure of the two languages are different, an interference occurs and it impedes the acquisition of the foreign language. In sum, interference may be the major factor behind the occurrence of errors in pronunciation.

Intralingual Transfer occurs in first language learning as well as L_2 learning. It involves the use of an L_2 feature frequently as an effect of the differences between the native and the target languages. The kind of the negative transfer is related to the incorrect application of the previously learned matter to the present FL context. This is called overgeneralization.

Communication strategies occur when the learners are faced with the task of communicating meanings for which they lack the requisit lingusitic knowledge.

Context of learning is related to three interwoven variables the teacher, the materials and the situation of learning.

The Test

The main concern of modern methods of foreign language is the increasing emphasis on pronunciation and the oral use of the foreign language. Hence, pronunciation does not take its due consideration and attention in testing. Al-Hamash (1981:5) put an emphasis on written examination more than the oral ones for some reasons like:

1- Oral examination are time-consuming.
2- They are diffcult to administer in different locations.
3- They are difficult to standardize.
4- A complete secrecy of the examination cannot be maintained.
5- Sampling adequacy suffers because of the limitation of the number of responses from each examinnee.

As the objective of this study is to show the errors made by the second-year college students in the area of phonetic transcription, and for the afore–mentioned reasons, it was necessary for the researchers to contruct a written test of twenty words. These sounds represent twenty phonemes. Twelve of these phonemes are pure vowels and the eight are diphthongs. The students are asked to transcribe the words instead of pronouncing them orally. The items of the test are isolated words to eliminate errors which may result from the length of the sentences and the incomprehension of reading them.

This kind of test is called a diagnostic one as its main purpose is to show the areas of strength and weakness (Rivers 1981:352) so as to find remedies for these weaknesses.

As mentioned previously, the sample of the test is (156), which comprises the whole population of the second year (morning and evening classes). Thirty students were exposed to the pilot administration of the test, whereas the ten students were excluded as they were repeaters of the previous academic year, and had taken the material twice. So the remaining students on which the final administration of the test done was (116). The test was given before the end of the academic year 2002-2003. The students were asked to transcribe the same words that contain the vowel sounds and diphthongs before and after pronouncing them orally by the researchers to see their level of recognizing and producing the different pure vowels and diphthongs.

Since the problematic area is vowels and diphthongs, the test is confined to them.

Pilot Adminstration

The experimental tryout of the test is administered to thirty students. The purpose of this exprimental tryout is to obtain data concerning the following things.

1- The difficulty of each test item.
2- The discrimination power of each item.
3- The adequacy of the direction, the time limits, and the test format. Some of the words are proved to be difficult for the students to transcribe so they are replaced by other words.

Final Administration of the Test

The final version of the test was administered to the whole sample of (116) students. The researchers corrected the responses of the students. Each item is marked either correct or incorrect. The correct item is given one mark, whereas the incorrect one is given zero. The items of the test are scored out of twenty. The highest mark is twenty, while the lowest one is zero.

Test qualification

All good tests possess three qualities: validity, reliability and practicality:

Validity

Validity refers to the extent the test measures what it intends to measure. There are two critical types of validity. Content validity is concerned with the topics or subject matter areas and behaviours to be covered.

Hence, a valid test should represent the topics the tester wishes to measure. The researchers listed the vowel sounds and diphthongs to be tested. This list serves as a content specification which is of importance as it ensures that the test reflects the areas to be assessed. In order to ascertain face and content validity of the test, it has been exposed to the jury members. The members' viewpoints are taken into consideration.*

Reliability

It is the most important characteristic of evaluation results, as it may provide the consistency that makes validity possible.

It also indicates confidence in the results of the test. In sum, reliability shows the consistency of the test over different occasions or different · samples of the same behaviour (Gronlund 1971: 100).

There are many methods of estimating reliability. Lado (1965: 334) considers the split half-method the most reliable kind as it yields a reiliability coefficient "more directly dependent on the test itself". Split half measures the internal consisteney of the test, By scoring the two equivalent halves of the test for each pupil,i.e, odd and even items and correlating the scores of the two half-tests, the reliability coefficent is determined. The correlation coefficient between the two halves of the test is (.77) and the reliability on full test is (.87).

Practicality

A third criterion is the extent to which the teacher finds the test practical and simple to use (Lindvall 1961:44). Practicality includes economy of class time, ease and economy in scoring.

In constructing the present test, the researchers have taken into consideration the time and effort involved in constructing and administ-ering the test.

Result Analysis

The results of the test did reveal and crystalize into a definite problematic area of vowel sounds and diphthongs. The vowels and diphthongs were pronounced with many variables as shown in Table 1

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Table 1
Vowels, Diphthongs & Number of Variables
(Before pronunciation)

Vowels & Diphthongs	Number of Variables
/e/ ,/u/ , /∂/	6
/ou/	7
/u:/ , /u∂/ ,/o/	8
/i/ , /a/	9
/a:/	10
/ai/	11
/∂:/, /i:/	12
/au/	15
/^/, /o:/	16
/i∂/	18
/ei/	19
/e∂/	22
/oi/	25

Table 2
Vowels, Diphthongs & Number of Variables
(After pronunciation)

Vowels & Diphthongs	Number of Variables
/u/,/ i/, /i:/, /∂:/, /a/, /a:/, /u:/, /^/, /ai/	2
/e∂/, /oi/, /ou/, /i∂/, /o:/, /e/	3
/au/, /u∂/, /o/	4
/ei/	5
∂	6

It is clear from the two tables no. (1&2) that the vowel sounds that have more variables are /^/ and /o:/ before pronouncing them by the researchers. The same vowel sounds have gotten (2&3) variables respectively after pronouncing them by the researchers. Nearly all the variables are minimized into a range from (2-6). The diphthong that has gotten more variables is /oi/ before pronouning them by the researchers and those variables are minimized into (3) after pronouncing it by the researchers. All the variables of

the diphthongs are minimized into a range from (2-5). The effect of pronouncing them by the researchers is so clear on the table no. 2.

Facility value (F.V) means how difficult or easy an item proves to be in the test. The following two tables show the frequencies of the correct answers of the whole items. Appendix (B) shows that the easiest vowel sound encountered the students is the long /i:/ sound as it acquires a facility value (%40:51) before pronouncing them, while the easiest diphthong is /ou/ as it acquires a facility value of (%61.20).

On the opposite pole, the vowel with the lowest facility value is /o/ as it has the facility value of (%17.2). The diphthongs that have the lowest values of (%17.24) are /ai/, /oi/ and /au/. Appendix (C) shows that the easiest vowel sound encountered the students is again /i:/ as it acquires a facility value of (%62:10) and the easiest diphthong is /ai/ which acquires a facility value of (%43.1).

On the other hand, the vowel with the lowest facility value is /∂:/ which acquires a facility value of (%13.01) and the diphthong which acquires the lowest facility value of (%22.60) is /i∂/.

The T formula is used to find out if there is a significant difference between the scores before and after pronouncing the words. The calculated and tabulated "t" value is found to be (-16.60) and (-2.617) respectively at the level of significance of (0.01). This indicates that the calculated value is higher than the tabulated one, so the difference between transcripition after and before pronunciation is significant at P>: 0.01. see table (3).

Table 3
T- test

Sample	df	T – test		Level of significance
		Calculated value	Tabulated value	
116	115	-16.604	-2.617	Significant at ∞ 0.01

This indicates that the null hypothesis which sets in (0.01) is refused, and the substituted hypothesis is accepted, i.e., the mean score of the students' achievement after pronunciation is better than that of before pronunciation. This means that there is a difference and this difference is significant at 0.01 level. Figure (1) shows the distribution of the values.
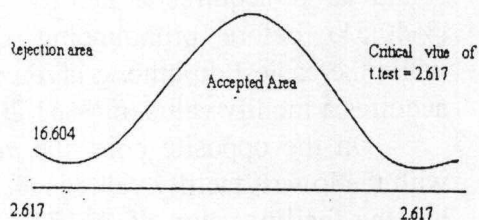

Figure (1). The Distribution

Explanation of Results

It goes without saying that the instructor (teacher), the student and the subject matter form the trinity of Education. Most of the students' errors can be categorized into the afore-mentioned trinity of Education. The first and the most important one is the student herself. The errors that she committed in the transcription of the vowel sounds and diphthongs are attributable to analogical and transfer errors. Interlingual negative transfer is caused by the learner's native language i.e, Arabic. The vowel sounds /i/, /i:/ and /e/ are confused by the student. They mispronounce the vowel sound by other ones. The diphthong /ou/ is mispronounced as /oi/ or /o/, and when it comes to /o:/ the transcription has a shade of representation from /ow/, /au/, /eu/ to /au/. False analogy may be traced back to the secondary school where their learning experience lied. They are accustomed to hear and use certain symbols of pronunciation. They had been mistakenly informed that there are twenty-six letters in English of which five (a, i, o, u, e) are vowels and the rest are consonants.

Transcription of the vowel sounds and diphthongs remain constantly. Here-under are some of the typical examples.

	Sounds	Actual answer before pronouncing	Actual answer after pronouncing
1	/i/	/e/,/ai/	/e/,/ai/
2	/i:/	/ei/	/ei/
3	/ə/	/a/, /^/	/a/ , /^/
4	/ə:/	/iə/	/iə/
5	/o/	/u:/	/u:/
6	/o:/	/a:/	/a:/
7	/a/	/^/	/^/
8	/a:/	/ə:/	/ə:/
9	/u/	/o/, /^/	/o/ , /^/
10	/u:/	/o:/ ,/u:/	/o:/,/u/
11	/e/	/i:/	/i:/
12	/^/	/u/, /o/ , /o:/	/u/, /o/, /o:/
13	/ai/	/ə/, /i:/	/ə/, /i:/
14	/oi/	/o:/, /o/	/o:/,/o/
15	/ei/	/a:/,/i:/	/a:/,/i:/
16	/ou/	/o:/, /^/. /o/	/o:/, /^/, /o/
17	/au/	/ou/,/o:/	/ou/,/o:/
18	/iə/	/i: ə/, /i: r /	/i: ə/, /i:r/
19	/uə/	/u:r/, /o:/	/u:r/,/o:/
20	/eə/	/a:/, /a:r/, /a/	/a:/, /a:r/, /a/

The second important pole is the teacher. The instructor of Phonology and Phonetics teaches about the sounds not the sounds themselves. To aggravate that situation is that the Ministrial Exams which ran in Iraq for more than five years where the instructors are hand-and tongue-tied by the textbook which did not give that poor instructor the flexibility of selecting and adapting the practical material to suit the level of the students. This adaptation is very necessary for both the instructors as well as the student as the former has the free hand to make the text more suitable or appropriate for a particular group of students or a particular teaching situation. Furthermore, instructors at the same department

differ in their pronunciation. Some of them follow British English; While others the American English. This of course puzzles the students.

It may be concluded that teaching pronunciation has been so greatly discredited, as it is completely ignored or treated scientifically rather than practically which widens the gap between graphemes and phonemes.

Suggestions

Some modern techniques may be used and the instructors of phonology must be acquainted with the modern methods of teaching the foreign languages in general and teaching pronunciation in particular.

1. The Rebus technique suggested by Fromkin (1982: 161) is a written representation of words or syllables using pictures of objects whose name resemble the sound of the intended words or syllables. For example ⬭ may be the symbol for "I" or "eye" or the first symbol in "idea".

2. Drawing a tree that contains the comparison between the phonemes and graphemes, like the drawing below (see table 4) below. They can exploit this tree either by replacing the examples of the same vowel sounds or diphthongs or by replacing both. Hence, the symbols are the trunk itself, the branches are the various orthographies, the examples are the leaves and the transcription is the fruit. The tree may be used as a visual aid as well as a game.

3. Another kind of a guide and a game to students (see Appendix D) that may be taught in many ways like having a fourth column and asking the students to add as many words as they

can, following the examples set before them. Their enthusiasm may be triggered off by alloting more marks to more added words to the list.
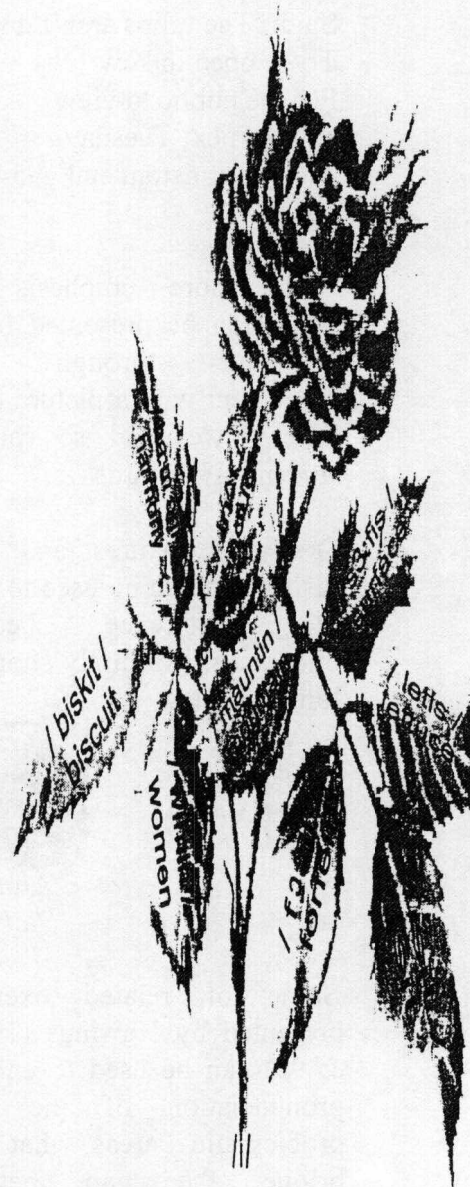

Table (4)
A Suggested tree diagram
for presenting a comparison between English phonemes an
their most familiar graphemes
15

4. Songs and rhymes are very effective in commanding phonemes as well as morphemes; e.g:

A youth I knew
Went with a few
Of his students to kew
To view the tulips
Last Tuesday
But a few
In the queue
Said: 'The tulips aren't due
To be open in kew
For the public to view
Till the next Tuesday.

(Burniston, etal 1954:25)

For more emphasis, this scene can be presented by the instructor through body movement with a picture of the tulip flower and so can her students afterwards.

5. Drawing, pictures and other visual aids can be used to show the difference between phonemes, especially short and long ones, e.g.

Ant   Aunt
/a/   /a:/

6. Some of related exercises presented by Hewings (1993:8 & 90) can be used to enhance pronunciation of the most problematic areas that can bridge the gap between graphemes and phonemes, are

6.a-Choose a word from each pair under each sentence and write it in the space. The word you choose should have the same (underlined) vowel sound as the vowel in italics in the line. One is done for you.

1.A: Have you seen ….my n*ie*ce?
  sk*i*rt   s*ee*n
  B: Is she the girl in the sk*ir*t ….?
  g*a*rden   h*ea*rd
2.A: Do you like my….b*oo*ts?
  bl*ue*   gr*ee*n
  B: I prefer the…..ones.
  p*ur*ple   r*e*d
3. A: When did you l*o*se your …..?
  M*a*rch   s*ui*tcase
  B: L*a*st….
  Th*ur*sday g*ui*tar
4. A: What did he do when he s*aw*
  the….?   scr*ea*m   l*au*gh
  B: He st*ar*ted to…
  rep*or*t   maga*zi*ne
5. A: It's his b*ir*thday on the ……,
  isn't it?   p*or*table   f*our*th
  B: Yes, I've b*ou*ght him a …. TV.
  n*ew*   th*ir*d
6. A: Where did your …..leave the
  c*ar*?   d*au*ghter   f*a*ther
  B: it's p*ar*ked in the ….
  c*ar* park   str*ee*t

6.b-Work in pairs. Complete the words below with one of these vowel pairs

┌──────────────────────────┐
│   'ee' 'oo' 'ea'   │
└──────────────────────────┘

1. thr….:.   5. betw..n   9. eight…. 13. sch….l
2. sp….n   6. ch….p   10. sl….p   14. ….t
3. w….l   7. aftern..n 11. ….sy   15. alr…dy
4. cl….n   8. c….king   12. h….vy   16. br….k

6.c- Work in pairs. Look at this picture and find as many things as you can that have a /∂/ in their pronunciation. Write the words in the spaces and underline the /∂/ sounds. Two are done for you.

mot*o*rbike
cin*e*ma

7.a- A dictation exercise that enhances pronunciation may be used. The instructor reads a sentence that contains the target vowel sound plus another one. The aim of this exercise is to let the students differentiate the sound in question throughout the context, e.g.:

Will you get me a please? [cup / cap]

7.b- Another kind of dictation exercise is that the instructor dictates a pair of words which one of them has a vowel sound, whereas the other diphthong, specially for some familiar problematic words such as:

/o:/	/ou/	/u:/	/ou/	/i∂/	/e∂/
saw	so	whom	home	here	hair
bought	boat	moon	moan	ear	air

Al-Tamimi (1968:24, 147, 156)

Appendix (A)
The Final Form of The Test

1. town
2. March
3. bird
4. moss
5. ban
6. put
7. mid
8. sell
9. kite
10. most
11. play
12. cared
13. foot
14. saw
15. bees
16. dull
17. boil
18. ago
19. fear
20. poor

Appendix B
Facility Value before Pronouncing the Word

Phoneme	n	Spelling variants (count)	Facility Value
u:	54	U 5, o: 15, < 9, O 9, ∂u 12, w 2, ou 5, ju: 5	33.620
e	31	ei 15, i: 13, ∂ 16, ai 9, i 17, ie 15	22.41
<	37	o: 4, w 4, < 4, ∂u 9, u 6, o 6, u: 3, ui 6, jo 6, u 6, ju 6, ∂ 4, au 6, i 1, U∂ 7, j 6	23.27
ai	20	i 11, ∂e 12, e 10, ei 6, i: 6, e∂ 8, i: 10, 3: 7	17.24
oi	30	ei 2, oy 3, oai 3, e 5, e 6, oia 12, o: 3, ou 3, ou 8, ue 4, oj 3, ∂u 6, o∂ 3	17.24
ei	38	a: 3, uj 6, ai 9, a 6, ^a 7, ∂ 1, ei 6, ∂i 1, Ui 6, i∂ 1, a: 6, ie: 4, au 1, a: 3, ae: 5, ay 2, i: 3	32.75
ou	71	o: 8, < 1, u 8, au 4, ∂ 4, au 1, u: 3	61.206
au	20	ouj: 7, i 1, a: 4, ∂u: 4, ou 3, ∂o: 1, ∂u 16, aui 8, eu 4, w 3, u: 7	17.24
i∂	21	aar 6, ir∂ 5, io: 6, ir 3, ∂: 5, i∂r 5, ir 3, i:∂ 4, ear 5, ∂: 5, 3: 7, ire 6, 3: 7, ar 5, ei 5	18.103
U∂	74	∂: 6, oi 1, u 2, o: 33, u: 1, u:r 1, ov 1, u: 1, ei 4, i:r 6, 3: 5, a: 6, ei 7	63.79
e∂	52	a: 16, eir 3, ∂er 3, er 4, a:i 1, vi 1, ei 3, a:o 2, ir 3, a 6, 3: 1, a∂ 1, a:r 1, eri 4, ari 3, 3:r 2, eri 3, ari 2, ∂ 2	44.82
		e∂: 2, ∂r∂ 2, a:e 2, ∂er∂ 1	

Appendix C
Facility value After Pronouncing the words

sound	correct answers	Variables						%
I	55	e 34	ai 27					47.41
i:	91	ei 12	i 13					78.44
∂	60	a 33	^ 19	9 1	∂u/r 1	a/∂ 1	e 1	51.7
∂:	19	a: 20	i∂ 77					56.37
O	42	u: 37	^ 12	a 35	U 10			36.20
o:	30	a: 14	∂u 18	∂ 54				20.54
Ae	49	^ 22	ei 45					42.22
a:	34	∂: 77	ei 20					53.44
U	50	0 26	^ 40					43.103
u:	45	o: 16	u 55					47.41
E	44	i: 15	a 15	∂ 42				37.93
^	53	34	o 15	o: 14				45.689
a i	63	∂ 10	i: 43					54.31
Oi	59	∂: 27	o: 15	o 15				50.86
Ei	52	e 2	a: 5	∂ 10	Ai 37	i: 10		44.82
Ou	29	^ 36	o: 46	o 5				39.65
Au	61	ou 3	aw 12	o: 10	∂ 30			52.58
i ∂	33	i:∂ 55	i:r 21	a 7				44.342
u ∂	37	u:∂s 8	u:r 12	o: 15	O 29			31.896
e ∂	43	a:r 29	a 29	z: 15				37.70

Appendix D
A Guide and a Game

symbols of phonemes	graphemes	examples
/i/	i	milk
	ai	curtain
	ey	money
	e	enough
	y	any
	-age	village
	ui	biscuit
	u	women
	ei	forfeit
	u	busy
	ay	tuesday
	ie	sieve
	ee	coffee
	-et	target
	be	between
/i:/	ee	feet
	e	we
	ey	key
	ie	field
	Ea	team
	Ei	receive
	I	police
	Ue	portugese
	Ae	aesthetics
	Eo	people
	Uay	quay
	Oe	amoebae
	Ui	quiche
	eau	beaucham
/e/	e	end
	ai	said
	a	many
	u	bury
	ay	says
	ea	sweat
	ie	friend
	ieu	lieutenant
	ei	leisure
	ue	guess
/a/	a	hat
	ai	plaid
	ua	guarantee
/a:/	a	after
	er	clerk
	ear	heart
	au	aunt
	ar	car
	uar	guard
	al	half
	ast	past
	ass	brass
	eoi	bourgeois
	aa	baa
	oi	abattoir
	ase	vase
/∂/	u	upon
	a	apart
	ar	particular
	er	cover
	e	token
	ou	famous
	o	obey
	or	doctor
	ure	figure
	ur	purchase
	oar	cupboard
	i	possible
	oi	tortoise
	ar	scholar
	ure	future
	ou	famous
	our	savour
	eur	chaufeur
	eo	surgeon
	ai	bargain
	i	possibility
/3:/	ur	fur

	urr	purr
	er	serve
	ir	first
	ear	search
	or	worse
	olo	colonel
	our	journey
	err	err
	eur	amateur
	yr	myrtle
/o/	o	cot
	a	yacht
	ou	cough
	au	susage
	wo	won't
	wha	what
	ua	quality
	wo	wolf
	acht	yacht
/o:/	au	audition
	ou	fought
	oa	broad
	or	short
	war	warm
	al	bald
	aw	dawn
	oor	door
	ore	more
	oar	roar
	our	four
/u/	u	pull
	oo	took
	ou	could
	o	wolf
	uo	ambiguous
	ue	toluen
	or	Worsted (cloth)
/u:/	oo	root
	ou	you
	u	use
	ew	ewe
	o	move
	eau	beautiful
	ui	suit
	oe	shoe
	ew	threw
	ooe	cooed
	wo	two
	ue	blue
/^/	u	up
	o	son
	oo	blood
	ou	young
	ui	Suiffing
	oe	Does
/ei/	ei	Eight
	ai	Aid

	A	able
	ay	way
	ey	they
	ea	great
	au	gauge
	ie	pieta
	ae	reggae
	ue	bouquet
	ee	toupee
	ao	goal
/ai/	I	life
	ei	either
	Y	cry
	ie	lie
	uy	buy
	uye	buyer
	E	forte
	ui	guide
	ia	trial
	hy	rhyme
	eigh	weigh
	ig	assign
/oi/	oi	noisy
	oy	boy
	uoy	buoy
/au/	ow	now
	ou	out
	au	ablaut
	ough	drought
	eo	mecleod
/∂u/	o	both
	oe	aloe
	oa	throat
	ough	although
	ow	row
	ou	soul
	eau	tableau
	ew	sew
	aoh	pharaoh
	oo	brooch
	uo	quotation
	au	faux
	on't	won't
/i∂/	eer	peer
	ear	fear
	ier	fierce
	eu	museum
	ere	here
	ia	india
	ea	idea
	lo	period
	ie	disobedient
	ir	fakir
	eo	theology
	eir	weird
/e∂/	ear	pear
	are	care

	air	Pair
	ar	Scarce
	ae	Arial
	eir	Their
	ea	Yeah
	ere	There
/uə/	oor	Poor
	ure	Sure
	our	Tour
	ua	Actual
	oer	Doer
	ewer	Fewer
	ewe	Jewel
	ue	Fuel
	ur	Security
	eur	Europeans
	ur .	Jury
	our	Tourist

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ردم الهوة بين الحروف والاصوات في الرسم الصوتي

الاستاذ المساعد شذى السعدي
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الخلاصة:

تعاني طالبات المرحلة الثانية قسم اللغة الانكليزية في كلية التربية للبنات في جامعــة بغداد من مشكلة حقيقية في الرسم الصوتي. جزء من المشكلة يعزى الى اللغة الانكليزية ذاتها لعدم وجود توافق بين الكتابة والتلفظ. والجزء الاخر يعود الى تدخل اللغة الام من جهة وعدم كفاية التدريس وخصوصا في المراحل السابقة للمرحلة الجامعية مــن جهــة اخــرى. وقــد تمتشخيص نقاط الضعف والتوصية بوسائل معالجتها.