Investigating the Difficulties Encountered by EFL Learners in Transcribing Words Including Diphthongs

 предлагает المشاكل التي تواجه دارسي اللغة الإنجليزية كلغة أجنبية عند الترميز الصوتي

 للكلمات التي تحتوي على رموز العلة المدمجة

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CHAPTER ONE

Introduction
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Introduction:

1-0 Background of the Study:

English phonetic transcription is usual representation of speech sound. Each English sound has its own symbol. Phonetic transcription is usually put in brackets. In many languages there are small members of consonants and phonemes can be identified, because of the confusing nature of English spelling, there are some letters or combination of letters can be pronounced differently in different words. Therefore, it is very important to learn the English pronunciation in terms of phonemes (symbols) rather than letters of the alphabets.

It is very necessary for the EFL learners to know that if they want to learn English pronunciation as native or native-like, they should either acquire the words directly from native speakers, nor they use English phonetic transcription. No doubt, any learner who makes correct transcription of words can pronounce them accurately.

Correct pronunciation is very important for proper understanding among people, on the other hand, bad pronunciation will lead to misunderstanding and then social implications are may be laid on the speaker.

In phonetic transcription the most difficult phonemes which need to be learned carefully are diphthongs, for it is the combinations of vowels some and the nature of pronouncing the vowels sound in place and manner of articulations is complicated.

It is hoped that the EFL learners of (SUST) who are pursuing post graduate studies at college of language, will find this research helpful in their efforts to learn the correct words transcription.

1-1 Statement of the Problem:

English phonetics transcription is problems almost for the majority of students of English because they taught initially with English letters to form and pronounce the English words. Thus the problem is embodied in the differences of English words forms of letters and phonetic symbols. One symbol many replace four or more letters.
The researcher is going to study in depth to find out the difficulties which the learners face in dealing with English phonetics transcription and suggesting alternatives and remedies that may help the learners to write the words transcription correctly.

1-2 Objectives of the Study:

This study is undertaken to achieve the following aims:

1. Identifying the difficulties face the EFL learners in transcribing the English words.
2. To explore the mistakes made by EFL students when they transcribe English words include diphthongs.
3. To determine the ability of EFL learners in using English phonetic transcription to solve the pronunciation problems.

1-3 Questions of the Study:

1. To what extend do the EFL learners always use phonetic transcription to check the pronunciation of every new word they learn?
2. To what extend are the EFL learners well familiar with the differences among diphthong symbols?
3. To which degree do the EFL learners accurately familiar with the changes of vowel symbols of the words and their affixation?

1-4 Hypotheses of the Study:

1. The majority of EFL students don't always use English phonetic transcriptions to master the pronunciation of words.
2. Almost many students are not able to distinguish between phonetic symbols particularly diphthongs.
3. The EFL learners are not familiar with the changes of vowel symbols of the words and their affixation.

1-5 Significance of the Study:

This study will explore the aspects of weakness of EFL learners in the use of words transcription.
This study will help the EFL learners to use the phonetic transcriptions correctly and as the result they will learn the English pronunciations as produced by native speakers.

1-6 Method of the Study:

In this study the researcher will use the descriptive method analysis, the researcher designs a test to collect data about the ability of students in transcribing words include diphthongs?

1-7 Limits of the Study:
This study is limited to the learners of post graduate studies at Sudan University of Science and Technology - College of Language, 2015 – 2016, masters degree (Batch Three).
CHAPTER TWO

Literature Review
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Literature Review and Previous Studies:

2-0 Introduction:

This chapter consists of two sections. Section one focuses on reviews of literature relevant to research topic such as transcription as theory, the history of transcription, phonetic symbols, different types of transcription (impressionistic vs. systematic transcription, simple vs. comparative transcription, phonemic vs. allophonic transcription), The transcription analysis concerning the English vowels, Segments and diagraphs, Dictionary entries, Pedagogical transcription and reading exercises, concept of diphthong, concept of triphthong and the list of international phonetic alphabet. While section two focuses on the previous studies relevant to the research topic.

2-1 Transcription as Theory:

Mapping spoken language onto written symbols is not as straightforward a process as may seem at first glance. Written language is an idealisation, made up of a limited set of clearly distinct and discrete symbols. Spoken language, on the other hand, is a continuous (as opposed to discrete) phenomenon, made up of a potentially unlimited number of components. There is no predetermined system for distinguishing and classifying these components and, consequently, no preset way of mapping these components onto written symbols.

Literature is relatively consistent in pointing out the nonneutrality of transcription practices. There is not and cannot be a neutral transcription system. Knowledge of social culture enters directly into the making of a transcript. They are captured in the texture of the transcript (Ochs, 1979).
2-2 The History of Transcription:

In 1826, a group of French and British language teachers, led by French linguist Paul Passy, formed what would come to be from 1897 onward as ‘the international phonetic association’ in French (association phonetique internationale) their original was based on spelling reform for English known as Romic Alphabet. But in order to make it useful for other languages, the value of the symbols were allowed to vary from language to language. For example, sound (\( \int \)) (the sh in English, shoes) original represented with c, but with ch in French. However in 1888. The alphabet was revised so as to be uniform across the language, thus providing the base for the future revision. The idea of making IPA was first suggested by Otto Jesperson in a letter to Paol Passy. It was developed by Alexander Ellis, Henry Sweet, Daniel Jones, and Passy (Paul (1897)).

2-3 Phonetic Symbols:

For the most phoneticians the symbols set for choice is the international phonetic association known as the International Phonetic Alphabet (IPA). This is asset of about hundred alphabetic symbols (e.g. \( \int \)) together with a handful of non phonetic symbols (e.g. the length mark :) and about thirty diacritics (those exemplified in \( \ddot{a} \), \( \ddot{R} \)), they are summarized in the IPA chart and presented, together with guidelines for their use in the IPA Handbook (Nolan and Eslig, 1999).

According to Jones, 1949, The IPA is not the only phonetic alphabet in use. Some scholarly traditions deviate in trivial particulars (e.g. in the use of \( \ddot{s} \) in the place of IPA \( \dot{f} \) or \( \gamma \) in IPA \( \dot{j} \)), others in a substantial number of symbols used (e.g. the Danish dialect alphabet;: Jespersen, 1890). Where the local language or language being taught is written in a non Latin script, phonetic symbols or pedagogical or lexicographic purposes may be based on local script, for example, Cyrillic or Kana. Even where the local language is written in the Latin alphabet, the phonetic symbols might be judged unfamiliar or user-unfriendly. Thus in speaking countries the \( zh \) is often used corresponding to IPA 3, while in turkey the \( \ddot{s} \) might be used instead of
IPA \( \text{ʃ} \). Some dictionaries aimed at native speakers of English to show the pronunciation of a word, entirely by following the conventions of English orthography (a practice may be ‘respelling’ rather than ‘transcription’). In practice these conventions are insufficient: for example, English spelling is not indicates the word stress, and there is no unambiguous way of indicating certain vowel qualities. So ordinary spelling conventions may be supplemented by the use of diacritics in such symbols \( \text{ᵰ} \) (= IPA \( \text{ai} \)), or indeed a sprinkling of IPA symbols such as \( \text{ə} \). Other dictionaries use the entire transcription system based on ad-hoc diacritics, using symbols such as \( \text{ā} \) (= IPA \( \text{ei} \)). Between 1970 and 200 in British, though not in united state, these non standard systems were largely supplanted in general lexicography by the use of IPA (ibid)

Until the recent development of computers able to handle large character sets, authors of printed materials who wanted to use IPA have often faced typographical difficulties, since non specialist printers would often be unable to provide the special symbols. Since the 1990s this problems has disappeared, as first customized single-byte phonetic fonts and then multi-byte Unicode fonts have become available. Nevertheless, there are many circumstances-such as Email-under which the robust transmission of symbols cannot be relied upon. There is still, therefore, ways of representing phonetic symbols using nothing but the ASCII character set. One widely used ASCIIization of IPA is SAMPA ( fig. 5, wells, 1997).

For the remainder of this article the transcription will be base upon IPA. As will become clear, however, there is no unique ‘IPA transcription’ for a language, rather, there may be several systems, all using the IPA alphabet and all equally scientific (Wells, 2003).
2-4 Impressionistic vs. Systematic Transcription:

On first exposure to an unknown language or unknown dialect of an familiar language, the fieldwork does not know what sort phonetic material is going to be encountered. Under these circumstances, a phonetically untrained observer will be likely to refer the incoming data to the known phonetic categories of her on first language, or to those of some other language with which she is familiar. The trained observer, on the other hand, can ideally refer instead of general phonetic categories. (The purpose of phonetic ear training is precisely to establish such language-independent, general-phonetic categories in the phonetician’s mind). This is an impressionistic transcription Aberombie (1964).

As the sound system is investigated, any Impressionistic system is subject to revision. Characteristics of that were initially general or overlooked may proved to be phonologically relevant. Conversely, some characteristics that were noticed and notated may prove to be phonologically irrelevant. Thus for example, a European producing an impressionistic transcription of an Australian language might at first overlook a distinction such as alveolar vs. retroflex place (which then turned out to be relevant) while distinguish voice vs. voiceless phonation (which then turned to be irrelevant).

As the sound system become clear, there is in opposition to replace the ad-hoc impressionistic transcription by systematic that reflect the structure of the language under description.

A maximally, narrow transcription explicitly indicate all phonetic detail that is available. Abroad transcription implicitly states much of this in the conventions to interpreting the symbols, while keeping transcription of actual language material (the text) less complicated (ibid).
2-5 Simple vs. Comparative Transcription:

For practical purpose it is important that a transcription system for a language be kept simple. The symbol \( t \), part the basic-lower-case Roman alphabet, is simpler than symbols such as \( \mathfrak{t} \) or \( t^h \). However, when a language has only one voiceless plosive in the alveolar area, it is appropriate to simplify it as \( t \) rather than to complicate the transcription by deploying complex symbols. Thus it is appropriate to use the same symbol \( t \) for Swedish (where the sound so denoted is typically dental and aspirated) French (dental unaspirated) and Dutch (alveolar unaspirated) even though the first three could more precisely be written \( t^h \), \( t^h \), \( \mathfrak{t} \) respectively. It is more efficient to state those conventions once only, rather than to repeat the information every time the symbols is used. If, however, the Swedish sound is written \( t^h \) etc. the transcription system in this respect is comparative.

Similarly the five vowel of Greek are represented as \( \text{i} \), \( e \), \( a \), \( o \), \( u \), even though the second and forth may well be in areas associated with general phonetics symbols \( \mathfrak{E} \) and \( \mathfrak{J} \) respectively. The first vowel of Japanese may also be written as \( \text{i} \), \( e \), \( a \), \( o \), \( u \), even though the last is typically unrounded and resemble cardinal \( \text{w} \) (Okada, 1999).

Letters without diacritics are similar with letters with diacritics consonantal diacritics are usually unnecessary in the broad transcription of a language. Arabic ( \( \text{ayen} \) ) is written can resemble be written \( \mathfrak{c} \) even by those who believe it to be written as pharyngealized glottal stop. (Thewall and sa’adeddin, 1999). The rather wide inventory of vowel symbols furnished by IPA means that diacritics raising, lowering, centralizing and so on can normally be dispensed with in broad transcription. Again, diacritics may be necessary in language where they symbolized a phonemic contrast as in case of French nasalized vowels \( \mathfrak{a} \) etc. it is typographically simple to transcribe English consonant in red as \( r \), even though phonetically it is an approximate rather than trill. It would be comparative to write it as \( \mathfrak{a} \). Equally, it is simple to write it \( r \), as in the specimen (fig. 6, from Passy 1958).
But in account of the contrastive phonetics of English and French the comparative symbols might be appropriate.

According to Nolan and Esling, (1990), IPA symbols for voiceless plosives, such as p t k, may be regarded as unspecified with respect to possible aspiration. Diacritics are available to show them as aspirated (\(p^h, t^h, k^h\)) or as unaspirated (\(p^=, t^=, k^=\)). Diacritics are not official IPA repertoire but of the ext IPA supplement designed for clinical phonetics. in Chinese where there is a phonemic contrast between aspirated and unaspirated plosives, but there are no essentially voiced plosives, to write them as /p, t, k, b, d, g / (as in the pinyin Romanization) is simpler than to write them as (\(p^h, t^h, k^h\),) (ibid, 187- 1995)

Some possible simplifications are generally rejected as in appropriate except perhaps for especial purpose such as email. Following the orthography, The polish high central vowel could be written (y) rather than (i) .The Zulu simple click can be written (c, q, x), again following the orthography, rather than the explicit click symbols I, I, II (or the former symbols ʇ,ʗ,ʖ), (Jones, 1956: 335).

2-6 Phonemic vs. Allophonic Transcription:

For many purpose it is very important to use symbols that refer to phonemes rather than allophones. The rules for the distribution of allophones can be stated once and for all in the accompanying conventions, which allow the remaining transcription to be uncluttered and less complicated. Pedagogical transcription in dictionaries and language learning text books are usually phonemic. One of the source of tension in establishment of agreed transcription system for automatic speech recognition, as successive language were brought within SAMPA systems was between the generalists; assumption that there should be a distinct phonetic for each ‘sound’ and the linguists’ preference for a more economic notation with a distinct symbol only for each phoneme.
The Spanish voiced obstruent has both plosive and fricative approximate allophones. Allophonically, they include both bdg and bðy. Following the rule of simplicity the phonemes are usually written b, d, g. for some pedagogical purpose it may be relevant to insist on the difference between plosive and fricative; but for lexicographic and speech recognition purpose the difference is relevant(particularly since word initial pdg a there pronounce as plosive in some context but as fricative in others).

However, there are circumstances in which strictly phonemic notation may be considered in appropriate. In German the fricative corresponding to orthographic ch is velar (x) when following an open or back vowel, but palatal (ç) elsewhere (including following a consonant and initial position) the two sound may considered to allophones of the some phonemes (x), and (provided certain morphological boundaries are explicitly indicated) unambiguously so written. (Mangold, 1990)

There are many other cases where users of phonetic transcription may feel more comfortable with selectively narrowed (partially allophonic) transcription. An example is symbol η for the velar nasal in language (e.g. Italian) in which it is not distinctive but arises only by assimilation before other velar. Another is Russian, where for pedagogical purpose it may be useful to narrow the transcription so as to indicate vowel allophones explicitly.

Conversely, there are cases in which users want a transcription that reflects phonemic neutralizations. In many language the vowel symbol in unstress syllable is less complex than the stress syllable. In a polysystematic transcription different vowel systems are identified as operating in different structural options or different phonetic environment. In French, for example the oppositions e-ɛ, a-ɑ, o-ɔ are typically neutralized in non final syllables, and it is possible to use (non-IPA) symbols to reflect this neutralization.

In contemporary, English speakers tend to be a were of a glottal stop (ʔ) as something distinct from (t) and student phonetic learning see it as neutral
to distinguish the two. In term of classical phonemics, the status of \( \dot{a} \) is odd in that in some positions it behave as an allophone of (t) (for example atmosphere). But in other position,( notably- word initially) it realize no underling phoneme but if used merely signal emphasis (optional hard attack as in [\( \dot{a} \) egg ]).

2-7 The Transcription Analysis in Terms of English Vowels:

There are often possible phonological treatments of the same phonetic data. Naturally different competing phonemicization may be reflected in different phonemic notations; however, the two is not necessarily go hand in hand, and it is possible for analysts who disagree on the phonological treatment to use the same transcription system, or conversely, for analysts who agree on phonology to use the different notations.

Furthermore, the shortcoming of classical phonemic theory, now generally acknowledge by phonologists mean that many are unhappy with notion of phonemic transcription, despite its convenience in practice.

The notation of English vowels (of RP and other varieties) has been a particularly difficult area. One view is that the pairs such as sleep-slip contain the same vowel phoneme, but under different condition of length (length being treated as separate, suprasegmental, feature). This view reflected in the notation /slip/-/sip/ widely used in EFL work in the first three quarters of twentieth century. Thus, the first twelve editions of jones’s pronouncing dictionary (Jones, 1917) the English monophthongs is written as follows, in what was then known as EPD transcription. (Tthey are exemplified respectively in the keywords fleece, kit, dress, trap, start, lot, thought, foot, goose, strut, nurse, coma, ace, goat, price, mouth, choice, near, square, force, cure).

\[\text{i: i e æ o: o c: u: u æ e i: u i o: o u æ e i c u a i o stru} \]

Since this set is not maximally simple (section four above), a simple transcription is also come into use, and was popular in EFL work in twentieth century. Unconfirmed hearsay has it that Jones would have like
to switched to this transcription for EPD, but that the book’s publisher refuse to allow it.

\[i: \ e \ æ \ ə : \ o : \ u : \ æ \ e \ i \ au \ ai \ au \ i \ æ \ æ \ ø \ œ \ u \ œ\]

In this quantitative transcription system, the length mark is crucial, since it alone represents the distinction between several pairs of phonemically distinct vowels: not only sleep-slip but also in the simplified transcription, cat-cart, spot-sport, put-boot,

Another possible English vowels is that the long and diphthongal ones consist of a short vowel a glide identified with semivowel j (non-IPA national variant: y) or w, or in the case of none-high final tendency h (Trager and Smith, 1951). This kind of analysis enjoyed considerable support among adherents of structural linguistics. Applied to RP (which it rarely was), it would look like this:

\[iy \ i \ e \ æ \ ah \ o \ oh \ u \ uw \ æ \ i \ æh \ ey \ œw \ ay \ aw \ oy \ ih \ eh \ uh\]

The notation used by Chomsky and halle in SPE (1968) build on this by retaining off-glide analysis while adding a macron to symbolize tenseness in the vowels previously analyzed as long, yielding a system of a type:

\[Īy \ I \ e \ æ \ āh \ c \ ōh \ u \ ūw \ æh \ i \ ēy \ āw\]

However, a long established rival view saw vowel quality rather than quantity (length) or off-glide as features distinguishing slip-sleep and similar vowel pairs. Differences in quantity (and perhaps off-glide) can be treated as predictable once quality is known.

From 1920 phoneticians working on English also make use of qualitative transcription system, in which lengths marks were not used.

\[i \ I \ æ \ œ \ D \ c \ u \ æ \ æ \ e \ i \ ou \ ai \ ou \ ë \ œ \ æ \ œ æ \ œc \ œ œ\]

In united state, a system of this kind is used by Kenyon and Knott (1944). They analyzed the vowel of face and got as essentially monophthongal and wrote them e and o respectively
(The looked symbols are for rhotacized letter in nurse and letter respectively). American English does not has phonemically distinct centering diphthong). This notation gained wide popularity in some American circles, so much so that the expression IPA is often understood as meaning this transcription of English. It is often used in America oriented EFL work.

The view that eventually prevailed in Britain, the vowels of sleep and slip phonemically distinct, based on a complex distinction of length, quality and tensity. The rivalry of quality and quantity transcription systems was solved by A.C Gimson (q,v) whose notation system (Gimson, 1962) symbolized both quantity and quality differences, redundantly but conveniently:

(i: e ə œ: D ɔ: u: ʌ ə: ei æi ãi œi əi ei ai əi u: əi œi u:)

(By this time the quality of diphthong in goat and change and the diphthong œə had merged with œi)

Minor modifications were subsequently introduced, leading to the system now used by the merely all Britain phoneticians (wells, 1990).

(i: e ə œ: D ɔ: u: ʌ ə: ei æi ãi œi əi ai əi œi u: əi œi u:)

The important change here is the addition of two symbols for weak vowels, I (as in happy) and u (as in situation). Although sometimes viewed as abbreviatory conventions, meaning ‘either, I: or I’ or ‘either u: or u’ this additional symbols is really reflect dissatisfaction with classical phonemics. In weak vowelled syllables English has neutralization of phonemic contrast, I: or I’ and u: or u’, and the symbols I and u stand for what one would cold archiphonemes, others underspecified vowels. Speakers may inconsistent in whether the vowel of happy or glorious is more like the i: of sleep or i of slip, and it may often be impossible for the listener to categorize it with certainty as one or the other. There are no pairs of words distinguished by this distinction in this way.
**2-8 Segments and Diagrams:**

English language vowels are not the only area in which its possible different views to exist over the number of successive segments into which the phonetic material should be analyzed. This question tends to arise whenever diphthong or affricates are to transcribe.

There are also certain type of ‘signal sound’ that are conveniently written as diagraph i.e as to successive letters the IPA does this for voice and nasalized clicks, e.g gǁ, ｢! And with consonant of double articulation e.g kp

In general, diminuendo (falling) diphthong may be may be regarded as unitary phonemes or sequences of vowels plus semivowels. The corresponding decision has to be made within transcription. Thus in some language polish for example, a diphthong of the type (eį̄) is analyzed as vowel (j) followed by the consonant (j). In others English for example, orthography followed the letter approach, given such spelling as basic [beisic] and the unitary analysis is reflected in the spelling notation ā. But the IPA uses, even those who consider the diphthong phonologically unitary, mostly write it with two letters, e. The rule of this digraph does not carry any necessary implication that the diphthong consist of e (as in dress) and I (as in kit).

In principles the IPA write the affricates, too, as digraphs, as in the examples pØ, dz, tj, kx. to emphasize their unitary status the tie bar can be used: dz⁻, kx⁻. (in 1976, the IPA withdrew recognition from a number of affricate symbols that had featured from earlier versions of phonetics alphabet but had never been widely used.) e.g. for dz. (wells, 1976).

However, the symbols c and t are sometimes press into service to represent what otherwise be written tj and dz. ( alternatively the non phonetic alphabet j and Ç can be used). This is particular convenient where the affricates occur contrastively aspirated and unaspirated as in Hindi. Aspirated contrastive itself raises the question of whether it should be symbolized by diacritic (pʰ vs. p) or using digraphs (ph vs. p). in the case of
an aspirated affricate as in Hindi ḥ elum, there is transcriptional choice between diacritics alone(ṭ ḡ), a digraph ( ḏṛ ḡ or Ḫḥ) or a trigraph (ḍṛ ṭḥ). More simply the diacritic ḡ or the letter ḡ could be written instead of Ḡ. (Ohala. 1999, p. 9).

In a transcription system that include digraphs it is important to mountain pars ability, avoiding possible, confusion for a single sound symbolized by the digraphs and the sequence of sound symbolized by the two symbols separately. In the language where the affricates are in contrast with (or sequence) of the corresponding plosive plus fricative, either the fricative must be written with separate symbol. Thus Polish czy and t- trzy. Some fonts provide ligatured symbols such as ḡf (= ḡf−) so that one can write ḡf ḧ and ḡf and t ḧ ḧ respectively. Another view of the polish cluster represented by the orthographic trz takes it as tff, i.e. fricative plus fricative. With this analysis the problems of parsability does not arise.

Problems of segmentation also arise in the annotation of spectrograms of other physical records of the speech signal. The latter tends to be continuously variable, rather than reflecting the neatly discrete segment implied a phonetic transcription which means that a stretch of speech corresponding to a given transcription symbol is not easily delimited. For example, the moment of silence in the middle of apa corresponds to the voiceless plosive in the identity of p; but its liability can be inferred only from the formant transition in the adjustment portion of vowels and from the characteristics of the plosive burst at the release (ibid).

2-9 Dictionary Entries:

The pronunciation entry in the dictionary usually relate to the citation form of the word in question. This may differ from the form to expected in connection speech, sometimes refer to as a phonotypical forms.

The notion of phonotypical transcription arises from the work of speech technologists working on French , a language in which many final consonant may appear in running speech are absent in the citation form. In
well known phenomenon of liaison form, used before a word beginning with a vowel, is **VUZ**. The phontypical transcription of the phrase ‘vous avez’ you have is (vuzave). Pronunciation dictionaries of French must include this liaison form, because the identity of liaison consonant, if any, couldn’t be predicted from the citation form. Certain vowel-initial-word block the citation of the liaison consonant (those spelt with ch, aspire and other e.g. onze ‘eleven’) = this too, must be shown in the pronunciation dictionaries (usually by an asterisk or some other symbol) (wells, 1990)

In English on the other hand, forms with final liaison r (linking r, intrusive r) may not need be listed in the dictionary, since this possibility applied to every word- his citation form ends in non-high vowel. As with simple comparative and phonemic/allophonic distinction, it is more efficient to state a rule one rather than to repeat the statement of its effects at each relevant dictionary entry.

According to wells (1997, pp. 137-149), many English function words has distinct strong and weak forms e.g. at, strong form /æt/, weak form /ət/, the strong form is used when the word is accented and in certain syntactic position (what are you looking at?). A few word has more than w eak form context-dependent as in the case of ‘the’ /ði/ egg/ thebeeg, prevocalic but the man /ðə mæn/ pre-consonantal. A phototypical transcription of connected speech would select the appropriate form for the context.

Aside perhaps from such special context forms, for pronunciation in general purpose dictionary, it may be sufficient to state only the citation form of a word. Some dictionaries, though, and particularly the specialist dictionaries will go further and this may impact on the form of transcription chosen, e.g. in use of the abbreviatory conventions.

Thirdly, there may be shown predictable (rule ground) variability. For example, in certain positions in a word, where some English speakers have the clusters ns, others can pronounce nts, e.g. prins or prints, prince this may be shown abbreviatory conventions such as /prin's/ or /prints/ (the rule of plosive epenthesis is more general than this: it also effect other
clusters of plosive plus voiceless fricative. It also applies in German, thus han(t)s hans, but is ignored in Mangold, 1990), as a second example, English word with more than lexical stress pronounce in isolation with an accent on first such stress (‘sixteen’ / siks’ti:n /) but in connected speech, under certain surrounding accent conditions, with the accent such first stress ( sixteen people / siksti:n pi:pl /). Particularly in the dictionaries aimed at speakers of EFL this too, may be explicitly indicated. As third example in English and German, the syllabic consonants ĭ and ķ alternate with the sequences al, an: word may be pronounce with first or second, depending on a combination of phonetic environment, stylistic and speech rate factors, Gϋrtel / gyrtļ / English ‘hidden’ / hidņ /.

2-10 Pedagogical Transcription, Dictation and Reading Exercises:

In phonetic training with kind associated with Daniel and Kineth Pike traditions, those studying the phonetic or of particular language (including their own) practicing he skills of transcribing phonetically from orthography, transcribing from dictation, and reading about from phonetically transcribed text, in these exercise words are transcribed not in their citation form, but phonetically. In particular, great attention is paid to the possibility of connected-speech process such as assimilation, elision, liaison and weakening (including vowel reduction). In the case of English, instead of lexical stress of making-words, the students may be required to produce a full mark up of accentuation (sentence stress) and intonation. For example, in English phrase bread and butter, the word could must probably be pronounced not / ænð / but rather / an / or / am / . The transcriber from orthography should be able to predict this, the transcriber from dictation should be able to hear which of them was used, and student reading from the transcription should be able to produce whichever form is in the written text.

The transcription used for this exercise is often refer to as phonemic, however, if we follow current idea regarding phoneme as being mental entities, part of speakers’ competence then this term is not really accurate.
The word bad presumably has mental representation / bæd /. Even though in assimilation under a phrase such as bad man it may be pronounce with a final bilabial, nasally released. This form of transcription is better refers to as reading (wiklipedia).

1-11 Concept of Diphthong:

According to Peter Roach 200, (pp. 21-22), a sound which consist of a movement or glide from one vowel to another called diphthong. Unlike the pure vowel, the vowel remains constant and does not glide. The one of most common pronunciation mistakes that resulted from a learner of English having a “foreign” accent is a production of pure vowels where diphthong should be pronounced.

In terms of length, diphthongs are like the long vowels described above. Perhaps the most important thing to remember about all the diphthongs is that, the first part is longer and stronger than the second part. The total number of diphthongs is eight (though, ʊə is rare). The easiest way to remember them is in terms of three groups divided as in this diagram:

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Diphthong
    /\                  /\                /\               /\         /\
   Centering           closing
   |                     |                   |                |         |
Endings in ə         ending in ı         ending in ʊ
   |                     |                   |                |         |
iə  eə  uə            ei  ai  oi          əu  au
```

The centering diphthongs glide toward the ə (schwa) vowel as the symbol indicated.
The closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called closed.

According to George Yule (2006), diphthong is combined vowel sounds. In each case they begin with vowel sound and end with the glides. In pronouncing the majority of single vowel sounds, our vocal organs assume one position (very briefly), but in pronouncing diphthongs, we move from vocalic position to another as we produce the sound.

This process of diphthongization can actually happen with a wide range of the vowel sounds and is more common in some varieties of English (pp. 39).

2-12 Concept of Triphthongs:

According to Peter Roach, 200 (pp. 24), the most complex English sounds of the vowel type are triphthongs. They can be rather difficult to pronounce, and very difficult to recognized. A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption. For example, a careful pronunciation of the word ‘hour’ begins with a vowel quality similar to ɑː; goes on to a glide towards the back close the vowel (schwa, ə). We use the symbols ɑʊə to represent the way we pronounce ‘hour’, but this is not always an accurate representation of pronunciation. The triphthong can be looked on as being composed as the five closing diphthongs described in the last section, with ə added on the end. Thus we get:

\[ \text{ei}+\text{ə}=\text{ei} \]
\[ \text{ai}+\text{ə}=\text{ai} \]
\[ \text{ɔi}+\text{ə}=\text{ɔi} \]
\[ \text{əʊ}+\text{ə}=\text{əʊə} \]
\[ \text{aʊ}+\text{ə}=\text{aʊə} \]
The principal cause of difficulty for the foreign learner is that in present-day English the extendig of vowel symbpl is very small, except in very small pronunciation. The middle o the three vowel qualities of triphthong (that is, \(i\) or \(u\)) can hardly be hard be heard and the resulting sound is difficult to distinguish from some of the diphthongs and some vowels. To add to the difficulty, there is also the problem of weather the diphthong is felt to contain one, or two syllables. Words such as ‘fire’ /\(\text{fai}\)/ or ‘hour’ /\(\text{au}\)/ are probably heard by most English speakers (with BBC pronunciation) to consist with only on syllable, whereas, ‘player’ /\(\text{plei}\)/ or ‘slower’ /\(\text{sleu}\)/ are more likely to be heard as two syllables (ibid).

1-13 The List of International Phonetic Symbols IPA:

J. D. O’connor, 2000, listed the phonetic symbols as follow:

a- Consonants:

<table>
<thead>
<tr>
<th>Symbols</th>
<th>example words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>pier</td>
</tr>
<tr>
<td>/b/</td>
<td>bear</td>
</tr>
<tr>
<td>/t/</td>
<td>tier</td>
</tr>
<tr>
<td>/d/</td>
<td>deer</td>
</tr>
<tr>
<td>/g/</td>
<td>gear</td>
</tr>
<tr>
<td>/s/</td>
<td>base</td>
</tr>
<tr>
<td>/z/</td>
<td>baize</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>beige</td>
</tr>
<tr>
<td>/k/</td>
<td>bake</td>
</tr>
<tr>
<td>/f/</td>
<td>fear</td>
</tr>
<tr>
<td>/v/</td>
<td>veer</td>
</tr>
</tbody>
</table>
/ʃ/  as in  sheer
/h/  as in  hear
/l/  as in  leer
/θ/  as in  wrath
/ŋ/  as in  wrong
/r/  as in  rear
/m/  as in  mere
/n/  as in  near
/w/  as in  weir
/j/  as in  year
/y/  as in  cheer
/dʒ/  as in  jeer

b- Vowels:
/i/  as in  fill
/iː/ as in  feel
/e/  as in  fell
/əː/ as in  fall
/ə/  as in  full
/ʊ/  as in  fool
/eɪ/ as in  fail
/æʊ/ as in  faol
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Pronunciation</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ai/</td>
<td>as in</td>
<td>file</td>
</tr>
<tr>
<td>/ao/</td>
<td>as in</td>
<td>faul</td>
</tr>
<tr>
<td>/ɔɪ/</td>
<td>as in</td>
<td>foil</td>
</tr>
<tr>
<td>/iə/</td>
<td>as in</td>
<td>tier</td>
</tr>
<tr>
<td>/eə/</td>
<td>as in</td>
<td>tear</td>
</tr>
<tr>
<td>/uə/</td>
<td>as in</td>
<td>your</td>
</tr>
<tr>
<td>/æ/</td>
<td>as in</td>
<td>cat</td>
</tr>
<tr>
<td>/ɒ/</td>
<td>as in</td>
<td>cot</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>as in</td>
<td>cut</td>
</tr>
<tr>
<td>/ɜː/</td>
<td>as in</td>
<td>curt</td>
</tr>
<tr>
<td>/ɑː/</td>
<td>as in</td>
<td>cart</td>
</tr>
<tr>
<td>/ə/</td>
<td>as in</td>
<td>banana</td>
</tr>
</tbody>
</table>
CHAPTER THREE
Research Methodology
CHAPTER THREE:

Methodology:

3-0 Introduction:

In this chapter, the methodological approach selected is discussed, the material used in collecting, analyzing and describing data, the participants of the study and the instruments are presented, the reliability and validity of the tool are checked, the main data source of the study including the development process are followed, data collection method is reviewed, and data analysis is described.

3-1 Population of the Study:

The population of this study is the items where the sample of the study is taken from as one part.

3-2 Sample of the Study:

The sample was (25) EFL learners who were chosen from Sudan University of Science and Technology- Graduate Studies- College of Language (Batch Three) to answer the questions of the test. There were no specifications for selecting the chosen sample, but it was done randomly.

3-3 Instruments:

There are many type of tools used in the field of scientific research. In this research, the researcher depends on learners’ test to collect the information from the sample of the study.

The test includes three questions, each includes six words presented to be described. In the test, each learner is asked to make correct transcription of all six words in question one, to choose the correct diphthongs to complete the transcription of the other six words in question two and to draw a circle on the correct transcription of affixation words in question three.
3-4 Research Method:

The aim of this study is to investigate the difficulties encountered by EFL learners when they deal with phonetic transcription to master the pronunciation of English language.

The method of data collection considered in this research is descriptive and analytical approach in which the researcher evaluates against some factors using test papers. Using of such method giving the researcher the accurate data and information needed, as well as giving a general view on the whole study sample. The method is believed to help researching the desired objectives of the research.

3-5 Procedures:

Firstly, the researcher quantitatively analyzes the data in shape of frequencies and percentages along with demonstrative chart for each table.

Secondly, the researcher check the hypotheses one by one against the chi-square value for further details, and sees how the hypotheses are confirmed.

3-6 Validity and Reliability:

Reliability and validity are very closely related terms which used to assess the researchers’ work. The researcher consults the supervisor as well as other two teachers to make sure that the method and tools of collecting data can lead to valid and reliable results.

To check the reliability coefficients, the reliability of the analyzed test (alpha) was found more than (95%), so it was reliable and measurable for the test:
3-3-1 Reliability Analysis:

**RELIABILITY ANALYSIS - SCALE (ALPHA)**

N of Statistics for Mean Variance Std Dev Variables

| SCALE   | 27.4800 | 37.0933 | 6.0904 |

Analysis of Variance

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Sq.</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between People</td>
<td>49.4578</td>
<td>24</td>
<td>2.0607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within People</td>
<td>62.7222</td>
<td>425</td>
<td>.1476</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Measures</td>
<td>27.8600</td>
<td>17</td>
<td>1.6388</td>
<td>19.1795</td>
<td>.0000</td>
</tr>
<tr>
<td>Residual</td>
<td>34.8622</td>
<td>408</td>
<td>.0854</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>112.1800</td>
<td>449</td>
<td>.2498</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Mean 1.5267

Reliability Coefficients

<table>
<thead>
<tr>
<th>N of Cases</th>
<th>25.0</th>
<th>N of Items</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>.9585</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER FOUR

Data Analyses
CHAPTER FOUR

Data Analysis:

4-0 Introduction:

In this chapter, the researcher analyzes the data from students' test through descriptive analysis using SPSS.

4-1 Frequency and Percentage of First Question:

<table>
<thead>
<tr>
<th>Statements</th>
<th>True=1</th>
<th>False=2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>transcription of education</td>
<td>0</td>
<td>25</td>
<td>0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>transcription of fierce</td>
<td>4</td>
<td>21</td>
<td>16.0%</td>
<td>84.0%</td>
</tr>
<tr>
<td>transcription of science</td>
<td>6</td>
<td>19</td>
<td>24.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>transcription of World</td>
<td>8</td>
<td>17</td>
<td>32.0%</td>
<td>68.0%</td>
</tr>
<tr>
<td>transcription of Effort</td>
<td>2</td>
<td>23</td>
<td>8.0%</td>
<td>92.0%</td>
</tr>
<tr>
<td>transcription of Phonetics</td>
<td>4</td>
<td>21</td>
<td>16.0%</td>
<td>84.0%</td>
</tr>
</tbody>
</table>
The above table shows the frequency and the percentage of the first question. As it is seen, in transcribing the word 'Education', learners obtain (0) correct answer with percentage (0%) while they get total (25) wrong answers with percentage of (100%).

In transcribing the word 'fierce', only (4) students get the correct answer while (21) get incorrect answer with percentages (16%) and (84%) respectively.

Like the case in the previous word, most of the students fail to transcribe the word 'science' as only (4) participants get the correct answer with percentage (24%) while (19) get the incorrect answer and the percentage is (76%).

In transcribing the word 'World' students do much better than they do in the previous words as (8) of them get the correct answer while the other (17) get the incorrect answer with respective percentages (32%) and (68%).

Only (2) students succeed to transcribe the word 'Effort' while the majority of them (23) fail to get the correct answer. The transcription of this word is considered the hardest one for the students so far. The same thing in the word 'Phonetics', students only get (4) correct answers and (21) incorrect answer with percentages (16%) and (84%) respectively.
4-2 Descriptive Analysis of the First Question:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Mode</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>transcription of education</td>
<td>2.0000</td>
<td>2.00</td>
<td>.00000</td>
</tr>
<tr>
<td>transcription of fierce</td>
<td>1.8400</td>
<td>2.00</td>
<td>.37417</td>
</tr>
<tr>
<td>transcription of science</td>
<td>1.7600</td>
<td>2.00</td>
<td>.43589</td>
</tr>
<tr>
<td>transcription of World</td>
<td>1.6800</td>
<td>2.00</td>
<td>.47610</td>
</tr>
<tr>
<td>transcription of Effort</td>
<td>1.9200</td>
<td>2.00</td>
<td>.27689</td>
</tr>
<tr>
<td>transcription of Phonetics</td>
<td>1.8400</td>
<td>2.00</td>
<td>.37417</td>
</tr>
</tbody>
</table>

The above table shows the descriptive analysis of the first question. The second column represents the mean (average) value for each word transcription. The third column the (mode) represents the most frequent answer by students while the last column represents the standard deviation. As it is seen in the, the mode value (2) indicates that students get false answer most frequently than the true answer. The total average also (2) proves that as well.

4-3 Chi-square Values Test of First Question:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Chi-Square</th>
<th>df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>transcription of fierce</td>
<td>11.560</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>transcription of science</td>
<td>6.760</td>
<td>1</td>
<td>.009</td>
</tr>
<tr>
<td>transcription of World</td>
<td>3.240</td>
<td>1</td>
<td>.072</td>
</tr>
<tr>
<td>transcription of Effort</td>
<td>17.640</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>transcription of Phonetics</td>
<td>11.560</td>
<td>1</td>
<td>.001</td>
</tr>
</tbody>
</table>
The table shows the Chi-squire values test analysis. The values of chi-squire are as follow: (11.560, 6.760, 3.240, 17.640 and 11.560), the value of degree of freedom is (1) for all questions. The significance value (sig) represents the values that confirm the validity of the question. The values are: (.001, 0.009, .072, .000 and .001). As noticed, all the values are less than or equal (.05) which means the validity of the question and inhere the hypothesis.

4-4 Frequency and Percentage of Second Question:

<table>
<thead>
<tr>
<th>Statements</th>
<th>True=1</th>
<th>False=2</th>
</tr>
</thead>
<tbody>
<tr>
<td>transcription of Clear</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>64.0%</td>
<td>36.0%</td>
</tr>
<tr>
<td>transcription of Scope</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>transcription of There</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>64.0%</td>
<td>36.0%</td>
</tr>
<tr>
<td>transcription of about</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>transcription of Make</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>80.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>transcription of Fight</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>80.0%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>
The table above shows the frequency and the percentage of the second question where students are required to complete the word transcription.

As it is seen, in choosing the correct diphthong to complete transcription of the word 'clear', students get (16) correct answer with percentage (64%) while they get total (9) incorrect answers with percentage of (36%). It is noticed that students do much better when it comes to completing a word transcription.

In choosing the correct diphthong to complete transcription of the word 'scope', (15) students get the correct answer while (10) get incorrect answer with percentages (60%) and (40%) respectively. As it is noticed, students get correct answer more than incorrect ones.

Like the case in the previous words in this question, most of the students succeed to choose the correct diphthong to complete transcription of the word 'There' as (16) participants get the correct answer with percentage (64%) while (9) get the incorrect answer and the percentage is (36%).
In transcribing the word 'Make' students do much better than they do in the previous words as (20) of them get the correct answer while the other (5) get the incorrect answer with respective percentages (80%) and (20%).

About (15) students succeed to get suitable diphthong to complete the transcription of the word 'about' while the others (10) fail to get the correct answer, with respective percentages (80%) and (20%). The transcription of this word is easy just like the previous ones in this question.

The same thing in the word 'Fight', students get (20) correct answers and (5) incorrect answer with percentages (16%) and (84%) respectively.

4-5 Descriptive Analysis of the Second Question:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Mode</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>transcription of Clear</td>
<td>1.3600</td>
<td>1.00</td>
<td>.48990</td>
</tr>
<tr>
<td>transcription of Scope</td>
<td>1.4000</td>
<td>1.00</td>
<td>.50000</td>
</tr>
<tr>
<td>transcription of There</td>
<td>1.3600</td>
<td>1.00</td>
<td>.48990</td>
</tr>
<tr>
<td>transcription of about</td>
<td>1.4000</td>
<td>1.00</td>
<td>.50000</td>
</tr>
<tr>
<td>transcription of Make</td>
<td>1.2000</td>
<td>1.00</td>
<td>.40825</td>
</tr>
<tr>
<td>transcription of Fight</td>
<td>1.2000</td>
<td>1.00</td>
<td>.40825</td>
</tr>
</tbody>
</table>

The above table shows the descriptive analysis of the second question. The second column represents the mean (average) value for each word transcription. The third column (mode) represents the most frequent answer by students while the last column represents the standard deviation. As it is seen in the, the mode value (1) indicates that students get true answer most frequently than the true answer. The total average also (2) proves that well.
4-6 Chi-square values Test of Second Question:

<table>
<thead>
<tr>
<th>Transcription</th>
<th>Chi-Square</th>
<th>df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>transcription of Clear</td>
<td>1.960</td>
<td>1</td>
<td>.162</td>
</tr>
<tr>
<td>transcription of Scope</td>
<td>1.000</td>
<td>1</td>
<td>.317</td>
</tr>
<tr>
<td>transcription of There</td>
<td>1.960</td>
<td>1</td>
<td>.162</td>
</tr>
<tr>
<td>transcription of about</td>
<td>1.000</td>
<td>1</td>
<td>.317</td>
</tr>
<tr>
<td>transcription of Make</td>
<td>9.000</td>
<td>1</td>
<td>.003</td>
</tr>
<tr>
<td>transcription of Fight</td>
<td>9.000</td>
<td>1</td>
<td>.003</td>
</tr>
</tbody>
</table>

The table shows the Chi-square values test analysis. The values of chi-square are as follow: (1.960, 1.000, 1.960, 1.000, 9.000 and 9.000), the value of degree of freedom is (1) for all questions. The significance value (sig) represents the values that confirm the validity of the question. The values are: (.162, .317, .162, .317, .003 and .003). As noticed, all the values are more than (.05) which means the validity of the question, but opposite to hypotheses of the study.

4-7 the Frequency and Distribution of Third Question:

<table>
<thead>
<tr>
<th>Transcription</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>correct transcription of Determine</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>56.0%</td>
<td>44.0%</td>
</tr>
<tr>
<td>correct transcription of Determination</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>correct transcription of Graduate</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>36.0%</td>
<td>64.0%</td>
</tr>
<tr>
<td>correct transcription of Graduation</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>52.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>correct transcription of Produce</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>72.0%</td>
<td>28.0%</td>
</tr>
<tr>
<td>correct transcription of Production</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>72.0%</td>
<td>28.0%</td>
</tr>
</tbody>
</table>
The above table shows the frequency and the percentage of the third question. As it is seen, in drawing circle on the correct transcription of the word 'determine', learners obtain (14) correct answer with percentage (56.0%) while they get total (11) wrong answers with percentage of (44.00%).

In drawing circle on the correct transcription of the word 'determination', the majority of participant learners (15) get the correct answer while (10) get incorrect answer with percentages 60% and (40%) respectively.

Like the case in the previous word, most of the students fail in drawing circle in the correct transcription of the word 'graduate' as only (9) participants get the correct answer with percentage (36%) while (16) get the incorrect answer and the percentage is (64%).

In choosing the correct answer of the word 'graduation', participants obtain (13) correct answer while the others (12) get the incorrect answer with respective percentages (52%) and (48%).
students succeed to get correct transcription of the word 'produce' for (18) with percentage (72%) draw a circle on the correct transcription while the others (7) with percentage (28%) fail to get the correct transcription.

The same thing in the word 'production', learners get (18) correct answers and (7) incorrect answer with percentages (72%) and (28%) respectively.

4-8 Descriptive analysis of Third Question:

<table>
<thead>
<tr>
<th>correct transcription of Determine</th>
<th>Mean</th>
<th>Mode</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>correct transcription of Determination</td>
<td>1.4400</td>
<td>1.00</td>
<td>.50662</td>
</tr>
<tr>
<td>correct transcription of Graduate</td>
<td>1.6400</td>
<td>2.00</td>
<td>.48990</td>
</tr>
<tr>
<td>correct transcription of Graduation</td>
<td>1.4800</td>
<td>1.00</td>
<td>.50990</td>
</tr>
<tr>
<td>correct transcription of Produce</td>
<td>1.2800</td>
<td>1.00</td>
<td>.45826</td>
</tr>
<tr>
<td>correct transcription of Production</td>
<td>1.2800</td>
<td>1.00</td>
<td>.45826</td>
</tr>
</tbody>
</table>

The above table shows the descriptive analysis of the third question. The second column represents the mean (average) value for each word transcription. The third column (mode) represents the most frequent answer by students, while the last column represent the standard deviation. As it is seen in the, the mode value (1) indicates that students get true answer most frequently than the false answer. The total average also (1) proves that well.
## 4-9 Chi-square Value Test Analysis of the Third Question

<table>
<thead>
<tr>
<th>Correct Transcription</th>
<th>Chi-Square</th>
<th>df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct transcription of Determine</td>
<td>.360</td>
<td>1</td>
<td>.549</td>
</tr>
<tr>
<td>Correct transcription of Determination</td>
<td>1.000</td>
<td>1</td>
<td>.317</td>
</tr>
<tr>
<td>Correct transcription of Graduate</td>
<td>1.960</td>
<td>1</td>
<td>.162</td>
</tr>
<tr>
<td>Correct transcription of Graduation</td>
<td>.040</td>
<td>1</td>
<td>.841</td>
</tr>
<tr>
<td>Correct transcription of Produce</td>
<td>4.840</td>
<td>1</td>
<td>.028</td>
</tr>
<tr>
<td>Correct transcription of Production</td>
<td>4.840</td>
<td>1</td>
<td>.028</td>
</tr>
</tbody>
</table>

The table shows the Chi-square values test analysis. The values of chi-square are as follow: (.360, 1.000, 1.960, .040, 4.840, and 4.840), the value of degree of freedom is (1) for all questions. The significance value (sig) represents the values that confirm the validity of the question. The values are: (.549, .317, .162, .841, .028 and .028). As noticed, all the values are more than (.05) which means the validity of the question, but opposite to hypotheses of the study.
**4-10 Summary of Test Analysis:**

To analyze the results in terms of hypotheses, the first hypothesis assumed to be proved by question one in the test is that (majority of EFL students don't always use English phonetic transcriptions to master the pronunciation of words). The researcher found that, the result is approved of first hypothesis. It is obvious if we look at the results of question one in the test, all students failed to transcribe the familiar word ‘education’. The percentage of correct transcription of the six words included in question one are 0%, 16%, 24%, 32%, 8% and 16% respectively. It is clear that the percentages are very low, which reflect the absence of transcription exercises among the EFL learners, and as the result, the learners will produce incorrect pronunciation of many words.

It is proved that many EFL learners of graduate studies are able to distinguish between phonetic symbols particularly diphthongs. In the percentages of correct transcription in question two the researcher found: 64%, 60%, 64%, 60%, 80% and 80% of all six word respectively. No doubt, these percentages are so high which reflects the ability of EFL learners to distinguish between all diphthong symbols. These results in question two are oppose to hypothesis number (2) in which the researcher assumed that, (EFL learners of graduate studies are not able to distinguish between phonetic symbols particularly diphthongs).

According to the results of question three, the majority of EFL learners are familiar with the changes of vowel symbols of the words and their affixation. The percentages of correct transcription in question three are 56%, 60%, 36%, 52%, 72% and 72%, of the words in the table respectively. This results no doubt disapprove the researcher hypothesis number three (EFL learners of graduate studies are not able to distinguish between phonetic symbols particularly diphthongs). But the fact which the researcher observed is that the EFL learners of graduate studies do much better when it comes to the matter of choosing the symbols to complete the transcription of words or to draw a circle on the correct transcription of word in question, but they totally failed if they asked to make a transcription of the given words.
CHAPTER FIVE
Findings, Recommendations and Suggestions for Further Study
CHAPTER FIVE

Findings, Recommendations and Suggestions for Further Studies:

5-1 Findings:

After the completion of test analysis the researcher come up with findings concerning the ability of students in phonetic transcription:

1- The majority of EFL students don't always use English phonetic transcriptions to master the pronunciation of English words.
2- Most of EFL learners of graduate studies are able to distinguish between phonetic symbols particularly diphthongs
3- The majority of EFL learners are familiar with the changes of vowel symbols in the words and their affixation.
4- The EFL learners of graduate studies do much better when it comes to the matter of choosing the symbols to complete the transcription of words or to draw a circle on the correct transcription of word in question, but they totally failed if they asked to make a transcription of the given words.

5-2 Recommendations:

The EFL learners can’t master the pronunciation of English unless they hear the language from the native speakers or they use the phonetic transcription. Thus, the researcher recommended that:

1- EFL learners should be taught phonetic transcription initially at the first year or level.
2- EFL learners should pay more attentions to diphthong when they make a transcription of words.
3- EFL learners should be aware of the importance of producing correct transcription when they communicate within their societies.
4- Teachers should motivate the EFL learners to use phonetic transcription when they learn English vocabulary.
5- Teachers should provide EFL students with enough assignments to enable them to be familiar with phonetic symbols and their features.

5-3 Suggestions for Further Studies:

The researcher suggested the following areas for further studies:

1- The role of teachers in providing the EFL learners to learn correct English pronunciation.
2- The English vowel symbols analysis.
3- The effects of connected speech on the transcription of words.
4- The EFL students’ motivation towards phonetic transcription.
References
References:


Appendix
test:

1- Write the correct phonetic transcription of the following English words:

Education (N) ....................... fierce (ADJ) ......................
Science (N) .......................... World (N).........................
Effort (N).............................. Phonetics (N) .....................

2- Complete the transcription of the following words using the correct diphthong:

( ai, eə, ai, œə, ei, au)

Clear (ADJ) /kl......./ Scope (N) /isk.......p/
There (SL) /ð......./ About (ART) /əb.......t/
Make (V) /m.......k/ fight (V) /f.......t/

3- Draw a circle on the letter of the correct transcription of the following words:

1- Determine (V) a. /ditəmain/ b. /ditə:min/ c. /ditəmin/.
2- Determination (N) a. / ditəm’ai:n/ b. /ditə:remi:n/ c. /ditərmainein/.
3- Graduate ( ADJ) a. /grædəʊt/ b. /grædweit/ c. /grædət/.
4- Graduation (N) a. /grædiwe:n / b. /græd,ei:n / c. /grædui:n/.
5- Produce (V) a. /prədju:s/ b. /prudiəs/ c. /predius/.
6- production (N) a. /prədækʃən/ b. /prədækʃən/ c. /prədekaʃən/.