

AN ANALYTICAL STUDY OF SOME ARTICULATORY PROBLEMS OF STUDENTS OF ENGLISH AS A SECOND LANGUAGE

Even though it is generally considered that the inaccuracy of the suprasegmental or prosodic phonemes of stress and intonation in English cause a greater lack of intelligibility than those in the articulation of the vowel and consonantal phonemes, the present study aims to point out the most common segmental difficulties for the average Spanish students from the region of Extremadura. The decision to study third year students was because the students were half-way through their degree course and had, therefore, all been subjected to the same registers of English from their lecturing staff over the previous two and a half years. The differences in articulation may well have diverged more if first year students had been selected, as their sources of imitation would have varied to a greater extent, depending very much on whether they had been exposed to the English of a native or non-native teacher.

The following is an analysis of the pronunciation of four third-year students of the University of Extremadura from a segmental and not suprasegmental point of view. There was no ulterior motive in selecting any of the four students, all of whom are girls and volunteered to help and spent some of their free time cooperating. The four students in question, who will be referred to as student number one, two, etc., were confronted with the same reading passage, selected from a First Certificate text book, and were given only a few minutes to look it over, in the hope that the students would read as naturally as possible and, thereby, not be able to anticipate possible difficulties. This was considered to be the best way of reflecting their natural pronunciation habits and deviations. These deviations occasionally coincided with the students' personal assessment of problems, on which they had been previously questioned, but not always, as none of the stu-

dents mentioned a specific problem with «h» or differentiating between alveolar «h» and velar «n» for example.

The list of mispronunciations, however, is not intended to be exhaustive; often only a couple of examples illustrate each mistake. There are instances such as «image», «worthwhile», which have not been included as defective articulations when inaccurately pronounced, but regarded as a lack of familiarity with the word at this level of English. Stress has been given to analyze words the students should be familiar with. The aim of the analysis is to indicate recurring errors, not only in the same student, but common to the four, in an endeavour to come to some conclusion as to the main hurdles facing the average student from the University of Extremadura on his/her way towards an acceptable English pronunciation.

Student number one is twenty-one years old. She began learning English at the age of ten in a state school, where she had three different teachers during her seven years there. Meanwhile, she attended the Escuela Oficial de Idiomas in Plasencia and passed the first four examinations. Up to the moment she has only spent one month in England —in Winchester— where she stayed with an English family, and attended a language school.

Student number one admitted that she had difficulty in differentiating between long and short /i/. i.e. between /I/ and /i:/, which is a question of distinguishing between long and short vowels in English —a very frequent problem:

A more difficult stage in vowel production is the mastery of the problem of quantity, which affects the thirteen relatively long vowels, /æ/ and the diphthongs resulting from levelling. Experience shows that many Spanish speakers who get to master the vowel and consonant qualities very proficiently, fail to produce quantity variation. For practical purposes, it is convenient for the Spanish learner to consider the conflicting pairs... as consisting of triple opposition.

[i:] ~ [i'] ~ [I]	as in seed, seat, sit
[ɔ:] ~ [ɔ'] ~ [ɒ]	» » poured, port, pot
[u:] ~ [u'] ~ [ʊ]	» » mood, boot, book ¹ .

As O'Connor points out in *An Outline of English Phonetics*: «there is no distinction between long and short vowels in Spanish, and all vowels have the same length as the English vowels».

This lack of distinction between quantity is apparent in the pronunciation of student number one where /I/ became /i:/ in «ritual», «it», «is», «filled», etc., and the contrary happened with «dream», where /i:/ became /I/. Likewise, this student was correct in pointing out her confusion between cardinal vowels 4 and 5, as in several cases /a:/ became /a/, «asking», «answer». In contrast, no detection was found of her admitted difficulty between distinguishing the voiceless alveolar fricative /s/ and voiceless palato-alveolar /ʃ/, a constant hurdle for Spanish-speaking learners of English:

In many languages, especially those where no dental fricatives exist /s, z/ are articulated nearer to the teeth than the English varieties. Such a dentalized articulation is

1. *A Course in English Phonetics for Spanish Speakers* by Diana F. Finch and Hector Ortiz Lira, London, Heinemann Educational Books, 1983, p. 44.

to be avoided in English because of the danger of confusion with /θ, ð/ (both in terms of the phonemic opposition involved and of the difficulties of alveolar/dental clusters). The more retracted articulation for /s,z/ should be practised in opposition with /θ, ð/... On the other hand, those whose /s,z/ are often too retracted for English, e.g. Spaniards and Greeks, should practise oppositions between /s,z/ and /ʃ ʒ/².

Yet another obstacle for Spanish-speaking learners of English is the clear distinction between /b/ and /v/. Student number one confessed to this, although there was no obvious confirmation of this in the passage she read.

Spaniards and Portuguese people do not always make the full contact which is necessary for the proper pronunciation of the sound /b/. This is especially the case when /b/ comes between two vowels in an unstressed position, as in «labour». The result is that the /b/ is replaced by the bilabial fricative /β/. Some Germans, especially Bavarians, have a similar tendency³.

However, what was found was the transformation of the central diphthong /əu/ into a pure back vowel /ɔ/, «old», «home», «own» — a fault which proved to be fairly common to the four students.

There were no more distortions of vowels or diphthongs but problems with several consonants, which is not surprising when one compares the greater number of consonants in English as compared with in Spanish. As Daniel Jones indicates:

An examination of the phonemic table on p. 26 shows the following facts; first, English makes use of twenty-six consonant oppositions; Spanish only seventeen and nineteen, according to the variety spoken. Secondly, whereas English has two pairs of affricates and four pairs of fricative phonemes. Spanish has one single affricate and five (or four) single fricatives. Thirdly, half the English phonemes (i.e. thirteen) are normally articulated in the alveolar region, as against only six in Spanish. Lastly, only ten (or eleven) of the twenty-six English phonemes have similar Spanish ones to correspond: /p,b,k,g,tʃ,m,n,l,f,θ,s/⁴.

On a few occasions the voiced dental fricative /ð/ was not distinctive from a voiced alveolar plosive and, hence, /ð/ became /d/. This is a common error, which Daniel Jones explains in the following way:

Spaniards and Portuguese people are apt to reduce /d/ to a weak form of the corresponding fricative /ð/, especially when intervocalic and unstressed, as in «ladder»⁵.

The word «question» posed another frequent problem inasmuch as the /ʃən/ was pronounced as /ʃiən/. Diana F. Finch and Hector Ortiz Lira have this to say on the matter:

The Spanish speaker is not used to producing a variety of sibilants, and this makes it difficult for him to pronounce words and phrases containing more than one sibilant, e.g. «decision», «scissors», etc. This is also true when /θ/ is close to them, as in «thousand», «enthusiasm»⁶.

2. A. C. Gimson, *An Introduction to the Pronunciation of English* (3rd edition), London, Edward Arnold, 1981.

3. D. Jones, *An Outline of English Phonetics*, Cambridge, University Press, (8th edition) 1976.

4. Diana F. Finch & Hector Ortiz Lira, *A Course in English Phonetics for Spanish Speakers*, London, Heinemann Educational Books, 1983, pp. 61-2.

5. Daniel Jones, *An Outline of English Phonetics*, Cambridge, Cambridge University Press, (8th edition) 1976.

6. Diana F. Finch & Hector Ortiz Lira *op. cit.*, p. 69.

On one occasion a sort of schwa was placed before an /s/ plus consonant, so «spoke» became «ispoke». The cause for this fault lies in the fact that the combinations /sp,st,sk,sf,sm,sn,sl/ are never syllable-initial in Spanish, but always divided between two syllables, the /s/ being the last sound of a closed syllable, and the second consonant /p,t,k,f/ the initial sound of the following syllable, e.g. Spain, Es-pa-ña. Similarly, the voiced alveolar nasal /ŋ/ became a voiced velar nasal /ŋ/ in «months», but the reverse happened in «asking». Although occurring in all positions both in Spanish and English, in the final position the closure for /ŋ/ remains alveolar in English, whereas it tends to be palatalized in Spanish. Finally, even though /dz/ had been pronounced correctly, once it was mispronounced as /j/.

Generally considered, the pronunciation of student number one proved to be above average for her class, in spite of her plosives not being pronounced energetically enough, and her intonation being on the dull side, mainly through insufficient lack of contrast between the weak and strong stresses.

The second student is twenty years old. She started learning English at a private school in Zafra, and during the seven years she was there had two different teachers. At the same time she passed the first four examinations at the Escuela Oficial de Idiomas in Cáceres. She has never been in an English-speaking country.

As regards her personal assessment of difficulties in speaking English, student number 2 said she was fully aware of failing to pronounce the final consonants. This is a very common setback for the majority of students from Extremadura — a part of Spain which is noted for the same defect in speaking Spanish. This is clearly apparent, irrespective of the final consonant involved — «picked», «understand», «hard», «moment», «adjust», «want», just to cite some examples. There was no detection of her admitted difficulty in differentiating between /b/ and /v/, neither was there between /s/ and /ʃ/. However, student number 2 was accurate when she confessed to confusing between long and short /i/, as in «which», «it», «itself», «children», «this», «if», etc., when /I/ became /i:/, but the contrary occurred with «dream», where /i/ became /I/.

There were various other confusions of vowels and diphthongs that the student was not aware of, for instance, the long back diphthong /ɔ:/ became the more central diphthong /əu/ as in «saw»; /əu/ became a pure back vowel in «going», «no», «own», «home», etc. /æ/ became /e/ in «having», /ɑ:/ became /a/ in «asking». A couple of times palato-alveolar /dʒ/ became the semi-vowel /j/ in «John», and «s» + consonant became schwa + s + consonant as in «student», «start», «small». In the word «question» /ʃən/ became /ʃjən/ possibly through the combination of two different sibilants or through following the visual image.

Without any doubt, the most serious problem in the pronunciation of student number 2 was her strong aspiration of the voiceless glottal fricative /h/, which was converted into a voiced glottal fricative in each case. Daniel Jones recognizes this problem for Spaniards and offers the following advice:

Speakers of French and other Romance languages usually have considerable difficulty in pronouncing h. They generally leave it out altogether. Spaniards usually replace it by the breathed velar fricative (phonetic symbol /x/), that is, the sound heard for instance in the Scottish «loch», Spanish «jabón», Those who have difficul-

ty should bear in mind that the h-sounds are simply vowels pronounced with strong breath instead of with voice⁷.

Stockwell points out /h/ does not sound⁸. O'Connor, on the other hand, maintains that Spaniards try to aspirate it and that:

/h/ is replaced by a strong voiceless friction sound made between the back of the tongue and the soft palate. This does not cause confusion, but gives a disagreeable effect, and the mouth friction must be avoided⁹.

This problem with the articulation or «h» in English causes quite a lot of trouble to students from Extremadura but, normally, is more or less mitigated by the third year at university. In this student's case, though, this recurrent fault was present in the majority of very familiar words such as «he», «had», etc. As regards her intonation, it was jerky and greatly marred her possibility of being understood properly, especially when added to her lack of precision with quite a few sounds.

Student number 3 is twenty years old and began her studies in English at a state school in Cáceres at the age of ten. During this time she had two Spanish teachers of English, plus one private one for the first year of B.U.P. She has not yet been to an English-speaking country.

Student number 3's personal judgement of her difficulties was the most accurate of the four students, inasmuch as examples of her admitted articulation problems in English were clearly manifest in the reading passage, namely, the confusion between /u:/ and /u/, «soon»; there were several occasions when the quantity differences of certain vowels were defective, especially between /i:/ and /I/, «picked», «ritual», etc., and the contrary happened with «tear-filled», when she pronounced «filled» as «feeled». Additionally, she mispronounced /dz/, as she herself realized and so, /dz/ became /j/.

Her most recurrent failing, already pointed out as a difficulty by her, was, undoubtedly, in the lack of pronunciation of the final consonants, «understand», «moment», «not», «old», «start», etc., and what is more, in the majority of the voiced alveolar nasal or the voiced bilabial nasal in the final position. This student consistently converted both phonemes into the voiced velar nasal. The problem for Spanish students is that /ŋ/ exists as an allophone of /n/ in Spanish and not as a phoneme as is the case in English. A. A. Quilis and J. A. Fernández point out in *Curso de Fonética y Fonología para Estudiantes Anglo-Americanos* (C.S.I.C. 1964) that /m/ is never used in Spanish in word-final position, and so Spanish speakers have to practise complete closure to be able to articulate this phoneme correctly. It often requires much patience, especially for students in the region of Extremadura, where palatalization of final /n/ is probably more exaggerated than in other parts of Spain. There was also one indication of /n/ becoming /ŋ/ in medial position, «country».

7. *Ibidem*, Daniel Jones, p. 202.

8. R. P. Stockwell, *The Sounds of English and Spanish*, Chicago and London, University Of Chicago Press, 1973.

9. I. O'Connor, *Better English Pronunciation* Bristol, E. Arnold, 1974, p. 176.

There were various other mispronunciations that this student was obviously unaware of, such as, the frequent confusion in quantity between /ɔ :/ and /ɔ /, «although», «talking», of /əu/ becoming /ɔ / as in «home», «old», «going», and less frequently of /ɑ:/ becoming /ɑ/ as in «after».

As regards the consonants, student number 3 pronounced /d/ for /ð/, hence, making the voiced fricative into a voiced alveolar plosive. On one occasion each a schwa was placed before the «s» + consonant, «start», and twice the voiced alveolar fricative /z/ became a voiceless palato-alveolar fricative /ʃ/, «was».

As this student read slowly in an attempt to perfect the sounds as far as possible, the result was that many weak stresses were converted into unnatural strong ones, which made for a rather forced diction.

Student number 4 is twenty years old and has been learning English since the age of ten, when she started studying at a private school in Don Benito. She had a different English teacher for each of the three years she attended the school. She later spent seven years at the «Instituto», and had a different Spanish teacher each year. She has never visited an English-speaking country.

When asked to discuss her weak points in pronouncing English, student number 4 mentioned vaguely, without specifying which, that the vowels were the most problematic part and also the final consonants. Possibly, because of this lack of precision and inability to assess her own mistakes, she was found to have the greatest number of errors. She was certainly accurate when she referred to her difficulty in articulating the vowels and diphthongs, as her faulty articulation was apparent in seven of them.

Generally speaking, there was confusion over the quantity of the vowels, so /I/ was transformed into /i:/, «is», «with», «ritual», etc., and the opposite occurred with «leave», «pleading», «seemed». There were very frequent modifications of the centring diphthong /əu/ into a pure back vowel /ɔ /, «both», «cope», «home», «tone», «old», «going», «both», etc. In two cases /u:/ became /u/, «suitcase», «soon», Once /ɑ:/ became /ɑ/, «after», and /ɔ :/ became /ɔ/ in «although». Likewise, there was a distortion in the phoneme /ɑ:/, which became /a:/ in «hard».

With regards to the consonants, there was a variety of deficiencies. /s/ + consonant became schwa + s + consonant, «student», «still»; /ʃən/ became /ʃiən/ but, by far the most serious problems were: firstly, the conversion of the voiced velar plosive into a sort of voiceless velar fricative. According to Daniel Jones this is not unusual in Spanish-speaking students:

Spaniards and Portuguese people often reduce /g/ to the corresponding fricative sound (phonetic symbol x) especially when intervocalic and unstressed, as in «sugar». Danes and some Germans have a similar tendency¹⁰.

Secondly, the voiceless glottal fricative was over-aspirated as in «he», «her», «hard», etc. Thirdly, and most importantly with reference to the seriousness of the deviation from Received Pronunciation and, consequently, the most unEnglish sound, was the velarization of /n/ and /m/ in final position, «again», «John»,

10. *Ibidem*, Daniel Jones, p. 150.

«then», «in», «children». The same happened with /n/ in medial position, «country», «month».

On the whole, the pronunciation of student number 4 could be regarded as below average for a third-year English degree student, as the problem of placing a schwa before an /s/ + consonant, the exaggerated aspiration of /h/, and the confusion between /n,m,ŋ/ should have been almost eradicated at this stage. As a result, with such a high rate and extensive range of errors it is virtually impossible for the pronunciation of student number 4 to sound close to R.P. In spite of these setbacks an attempt was made to vary the intonation. Nevertheless, there was little difference between the weak and strong forms - this contrastive emphasis of certain syllables which is so much part and parcel of the pronunciation of the English language.

The overall conclusion of this study of the pronunciation of four third-year students of the University of Extremadura is somewhat surprising inasmuch as one normally expects students to have more difficulty in the articulation of the vowels as opposed to the consonants. As was anticipated the four students displayed difficulty in differentiating quantity between long and short vowels, a difficulty which needs considerable practice to eliminate:

The sounds comprising any utterance will have varying durations and, notably in English, we will have the impression that some syllables are longer than others. Such variations of length within the utterance constitute one manifestation of the dynamic rhythmic delivery which is characteristic of English and is so fundamentally different from the flow of other languages, such as French, where syllables tend to be of much more even length¹¹.

As has been demonstrated there was constant confusion between /I/ and /i:/, between /u:/ and /u/, between /ɔ:/ and /ɔ/; slightly less so between /ɑ:/ and /ɑ/.

The most recurrent difficulty in the pronunciation of the four students was definitely their velarization of /n/ and /m/ in final position, occasionally in a medial one. The second most frequent mistake was the voicing of the glottal fricative, while the third permanent fixture was the omission of the final consonant. In all fairness, these difficulties could logically be considered as a reflection of the regional tendency of speech in Spanish.

The majority of the remaining flaws in articulation, notably those in the consonantal phonemes, could reasonably be regarded as fairly common to all students of English in Spain, and not just localized to Extremadura, namely, incorrectly adding a neutral vowel before and «s» + consonant and, not making the plosives plosive enough. To quote Diana F. Finch and Hector Ortiz Lira in their contrastive study of the two languages:

Spanish consonants are in general articulated with weaker muscular tension than their English counterparts... Spanish plosives do not occur together very frequently; therefore, non-audible, nasal and lateral types of release are of exceptional occurrence, the first 2 never appearing in the same syllable, and none of them in final position¹².

11. *Ibidem*, A. C. Gimson, p. 26.

12. *Ibidem*, Diana F. Finch & Hector Ortiz Lira, p. 62.

The final most unusual distortion was of the voiced dental fricative into a voiced alveolar fricative.

Apart from being able to spend some time in an English-speaking country with a view to perfecting the students' English, what other possibilities are open to them? Possibly to begin learning English at an earlier age at school, being exposed to native or near native speakers who would assist the Spanish-speaking teacher not to mention the imperative necessity to give young learners of English as much access as possible to all forms of audio-visual aids. In this way articulatory defects could be corrected at such an early stage that «bad», «faulty» or «stubborn» habits would be given next to no chance to develop.

APENDIX I

General conclusions

<i>Vowels and diphthongs</i>	<i>Student N.º 1</i>	<i>N.º 2</i>	<i>N.º 3</i>	<i>N.º 4</i>
1. Confusion between i(I) and i:	Yes	Yes	Yes	Yes
2. Confusion between a: and a		Yes	Yes	Yes
3. Confusion between a: and ə				Yes
4. Confusion between u: and u			Yes	Yes
5. Confusion between əu and ɔ	Yes	Yes	Yes	Yes
6. Confusion between əu and au				Yes
7. Confusion between ei and e				Yes
8. Confusion between ʌ and ɔ			Yes	
9. Confusion between ɔ: and ɔ			Yes	Yes

Consonants

10. ð becoming d			Yes	Yes
11. dʒ becoming j		Yes	Yes	Yes
12. g becoming ˆ				Yes
13. «h» too aspirated	Yes	Yes		
14. /n/ or /m/ in medial or final position becoming ŋ	Yes	Yes		
15. /z/ becoming /ʃ/			Yes	
16. /ʃən/ becoming /ʃiən/	Yes	Yes	Yes	Yes
17. /s/ becoming /ʃ/				Yes
18. Placing a schwa before «s» + consonant	Yes	Yes	Yes	Yes
19. Failing to pronounce final consonants		Yes	Yes	Yes
20. Not making plosives energetic enough	Yes	Yes	Yes	

APENDIX II

Reading chosen for the project taken from *Approaches to First Certificate*, John Allen (page 1).

«Is Daddy going away again?». John put his suitcase down, picked Michelle up and said softly, «Be a good girl, and look after Mummy for me».

Although he was looking at Michelle when he spoke, he was really talking to his wife, Julia, trying to make her understand that he did not want to leave, and that he had no choice. He hated having to leave them both; it was hard on Julia, who had to cope with running the house on her own; and it was hard on Michelle, who had to adjust to her father's absences just as she was getting used to having him at home again.

John looked out of the window at the white sea of clouds far below. In a short time they would be in Bahrein, but at the moment he was thinking about his students at the Petroleum Institute, or about the work which was waiting for him there. He could still hear the pleading tone in his daughter's question. It was not a real question anyway. Michelle already knew the answer without asking, because she had been through the ritual of her father's arrivals and departures several times. She was simply pleading with him not to go. Perhaps she was already old enough to start asking the question «Why is Daddy going away again?». The answer to that was simple. John had a very well-paid job at the Institute. It was far better paid than any job he had ever had in his own country. The work itself was both hard and boring, but it was the money that mattered. He would soon have saved up enough to buy a business of his own, a small farm in the county where their children could grow up happy and healthy and no more separations.

Unfortunately, in order to make this dream come true, he had to abandon his family (as Michelle saw it) for months at a time. Usually it seemed worthwhile, but now, when the image of Michelle's tear-filled eyes before him, John wondered if he was doing the right thing after all.

APENDIX III

Student No: 1

1:z dædi gæniŋ əwei əgein / dʒən put hi:z
 su:tkes dawn pi:kt mi:ʃel ɒp ənd sed
 softli bi: ə gud gə:l ən lukt d:ftə mami
 fə: mi: ɔ:l ðəu hi: wəz lukin ət mi:ʃel wen
 hi: espəuk hi: wəz ri:li tɔ:kɪŋ tu hi:z walf
 dʒju:lɪə træniŋ tu: meik hə: ɪndəstænd ðət
 hi: did nɒt wɒn tu li:v bʌt ðət hi: hæd nɔ:
 tʃɪs / hi: heitid hæviŋ tu li:v ðem bəʊθ /
 it wəz hæd ɒn dʒju:lɪə hu: hæd tu kɒnp wið
 rniŋ ðə haus ɒn həs əun ənd it wəz hæd
 ɒn mi:ʃel hu: hæd tu ædʒɪst tu həs fə: ðəz
 æbsens dʒɪst əz si: wəz getɪŋ ju:st tu
 hæviŋ hi:m æt hæum egein / jən lukt aut
 ɔv ðə wɪndəu æt ðə waɪt si: ɔv kləʊdz
 fə: bi:ləʊ / ɪn ə sɔ:t taɪm ðei wud bi: ɪn
 bə:reɪn bʌt æt ðə mɒmɪnt hi: wəz nɒt
 θɪŋkɪŋ əbaʊt hi:z stʃu:dɪŋts æt ðə petroulɪəm
 ɪnstɪ:tʃu:t ɔ: ðə wɜ:k wɪstʃ wəz weɪtɪŋ fə:
 hi:m ðeð / hi: kɒd steɪlɪ hɪə ðə plɪ:dɪŋ taʊn
 ɪn hi:z dɔ:ðəz kwesʃən / it wəz nɒt ə ri:l
 kwesʃən enɪweɪ / mi:ʃel ɔ:redi nju: ði:
 ænsəz wɪðəʊt æskɪŋ bi:kɔz si: hæd bi:n
 θru: ði: ri:stʃʊəl ɔv həs fə: ðəz əraɪvel
 ənd di: pɒstʃəz sevrəl taɪmz / si: wəz simplɪ
 plɪ:dɪŋ wɪ: ð hi:m nɒt tu gəʊ pə:hæps si:
 wəz ri:li ɒld ɪ:nɒf tu stɑ:t æskɪŋ ðə
 kwesʃən waɪz dædi gæniŋ əwei əgein /
 di: ænsə tu ðæt wəz simplɪ / dʒən hæd ə
 veri wel peld dʒɔb ət ðə ɪnstɪ:tʃu:t / it
 wəz fə: bɛtə peɪd ðən enɪ dʒɔb hi: hæd evə hæd

APPENDIX IV

in hɪz eʊn kəntri / ðə wɔ:k ɪtself wəz bæʊθ
 ha:d ənd bæʊrɪŋ / bʌt ɪt wəz ðə mænɪ wɪtʃ
 mədə:d / hi:wəd saɪn hæv seɪvd ɹp i:nɪftə
 bæɪ ə bɪzɪnɪz ɔv hɪz əʊn ə zɪm:sl fa:m
 ɪn ðə kəntri wəz ðə tʃɪldrən kɪd grəʊ ɹp
 hæpi ənd helθi ənd nəʊ mɔ: səpəreɪʃənz /
 ɪnfɔ:tju:nətlɪ ɪn ɔ:də tu meɪk ði:s dri:m
 kʌm tru: hi hæd tu əbændən mɪsəl sə;
 ɪ:t fɔ: mənθs æt ə taɪm / ju:zʊəlɪ ɪt sɪnd
 wəθwɪl bʌt nəʊ wɪð mɪmædʒɪk ɪmɛɪdʒ ɔv
 mɪ:selz tɪəfɪld əɪz bi:fɔ hi:m dʒɔn wɔndə:d
 ɪf hi wəz duɪŋ ðə raɪt θɪŋ aɪftə ɔ: /

APPENDIX V

Student No: 2

i:z 'dædi 'gɪŋ ə'weɪ/ʃən put hiz 'sʌstkeɪs
 daʊn pi:k mi:ʃəl ɒn ən sed sɒftli bi: ə gud
 gə:l ən luk 'ɑ:ftə mɪmi fɔ mi: ɔ'ðəʊ hi:
 wəz lukli ət mi:ʃəl wen hi: spəuk hi: wəz
 ri:lɪ tɔ:kɪŋ tu hiz waɪf 'dʒju:lɪ 'traɪnɪŋ tu
 meɪk hɜ: ʌndə'stæŋ ðæt hi: dɪd nɒt wɒn
 tu li:v ðəm baʊθ hi: hæd nɒt fɔ:ɪs hi:
 'feɪtɪd ɪvɪŋ ðəm baʊθ ɪt wəz hæd ɔn
 'dʒju:lɪ hu: hæd tu kəʊp wɪð rɪnɪŋ ðə haʊs
 ɔn hɜ: ʌn ən ɪt wəz hɜ: ɔn mi:ʃəl hu:
 hæd tu ædʒɪs tu hɜ: fəðəz æbsens dʒɒst
 æz si: wəz getɪŋ ju:st tu hævɪŋ hɪm æt
 hæm əgeɪn dʒɒn lʊkt aʊt ɔf ðə wɪndəʊ
 æt ðə waɪt st: ɔv kləʊdʒ fə: bi:ləʊ/ɪn ə
 fɔ:t taɪm ðeɪ wʊd bi: ɪn bə'reɪn bʌt æt ðə
 'məʊmɛnt hi: wəz nɒt θɪŋkɪŋ əbəʊt hiz
 estʃu: dɛnts æt pɛtrəʊlɪ:ʃəm 'i:nstɪ:tju:t ɔ:r
 əbəʊt ðə wɜ:k wɪtʃ wəz weɪtɪŋ fɔ: hɪm ðæt
 hi: kɪd estʃ hi: ði: plɪ:ɪdɪŋ tɒn ɪn hiz dɒtəz
 kwɛstʃən ɪt wəz nɒt ə rɪ:ʃl 'kwɛstʃən 'eniweɪ
 mi:ʃəl ɔ:trɛdɪ nju: di: ɑ:nʒə: wɪ:ð aʊt'æskɪŋ
 bi:kɔz si: hæd bi:n stʊ: ðə rɪ:tʃʊəl ɔf
 hɜ: fə:ðəz ærɪvəlz ən di: pɑ:tɪjəz sɛvɪl
 taɪmz/ si: wəz sɪmpli plɪ:ɪdɪŋ wɪð hɪm nɒt tu:
 gəʊ/ pə'hæps si: wəz ɔ:trɛdɪ ɔld i:nɪf tu
 estɪt ɑ:skɪŋ ðə kwɛstʃən hɪwɪz ɪz dædi
 gəʊɪŋ əweɪ egeɪn di: ɑ:hʌr tu ðæt wəz
 sɪmpli dʒɒn hæd ɔ vɛrɪ wɛl pɛld dʒɒb æt
 di: 'i:nstɪ:tju:t/ ɪt wəz e fə: bɛtə pɛd
 ðæn enɪ dʒɒb hi: hæd evə hæd ɪn hiz ʌn

APPENDIX VI

'kəntri ðə wɜ:k i:tself wɜz bʊθ hi:d æn
 bəʊriŋ bʌt it wɜz ðə mɪni wi:tʃ 'mætsəd/
 hi: wɜd su:n hæf seɪt əp i:nɪf tu:
 bæɪ ə bɪznɪz ɒf hi:z eun ə esmɔl fə:m
 ɪn ðə kəntri wɜs ðə tʃi:ldrən kɪd
 grəʊ əp hæpi ən helði ən nəʊ mɪ:
 'sepəreɪtʃənz/ ɪn'fə:tʃu: neɪtli ɪn ɔ:ðə tu:
 mɛk ðɪs driŋ kɪm trju: hi: hæd tu:
 ə'bænds hi:z fæmili æz mɪ'tʃel səʊ it
 fɜ: mɪnθs æt ə tʌɪm/ ju: sju:æli ɪt
 sɪms fɜ: θwaɪl bʌt nəʊ wɪð ðu: 'ɪmeɪdʒ
 ɒf mɪ:tʃelz tɪ:ɪfɪld əɪz bi:fɔ:r hɪm
 dʒɒn wɜndə:ɪt ɪf hi: wɜz du:ɪŋ ðə rɪɪt
 θɪŋ æftə ɔ:

APENDIX VII

Student No: 3

iz dædi gōiŋ əwei əgen / dʒɒn put hiz
 su:tkɛi daʊn pi:kt mi:tʃel ɒn ən sed
 sɔftli bi: ə gud gə:l ən luk a:ftə, mami
 fə mi: / ɔldən hi: wəz lukɪŋ æt mi:tʃel wen
 hi: spəuk hi: wəz ri:lɪ tɔkɪŋ tu hiz waɪf
 dʒu:lɪ:ə traɪɪŋ tu meɪk hə: ʌndə:stæn
 ðæt hi: dəʊnt wɒnt tu: li:v bʌt ðæt hi:
 hæd pəʊ tʃɪs / hi: heɪtɪd hæviŋ tu li:v dem
 bəʊθ / ɪt wəz ha:d ɒn dʒu:lɪ:ə hu: hæd tu
 kəmp wið rɪniŋ də haʊs ɒn hɜ:r sʌn / ɪt
 wəz ha:d ɒn mi:tʃel hu: hæd tu ædʒɪst tu
 hɜ: fə: ðəz æbsəns dʒɪst æz si: wɒz getɪŋ
 ju:sd tu: hæviŋ hiŋ æt hɒm əgeɪn / dʒɒn
 lukt aʊt ɔv də wɪndɔs æt ðə waɪt si: ɔv
 kləʊdz fə: bi:lən / ɪn ə sɔ:t taɪm ðes wʊd
 bi: bə:reɪn bʌt æt ði: mænweɪn hi: wəz
 nɔ θɪŋkɪŋ əbʌt hiz stju:dənts æt ðe
 petri:əm ɪstɪ:tju:t ɔr əbʌt ðə wɔ:k
 wɪtʃ wəz weɪtɪŋ fɔ: hi:m dɛs / hi: kɒd estɪl
 hi:z ðə pli:diŋ taʊn ɪn hiz dɪstəz kwɛstʃən /
 ɪt wəz nɔt ə ri:l kwɛstʃən enɪweɪ / mi:tʃel ɔ:l
 redi nju: ðə a:nsə wið aʊt a:skɪŋ bi:kɔz
 si: hæd bi:n θru: ðə ri:tjuəl ɔv hɜ: fə: ðəz
 ɔri:velz ʌnd di: pɑ:tjəz sevərəl taɪmz /
 si: wəz simplɪ pli:diŋ wið hi:m nɔt tu gɒn
 pə'hæps si: wəz ɔfredi aʊt ɪ:nɪf tu
 estə: a:skɪŋ ðə kwɛstʃən waɪ iz dædi
 gōiŋ əwei əgen / ði: a:nsə tu ðæt wəz
 simpl / dʒɒn hæd ə veri wɛl peɪd dʒɔb æt
 ði: ɪnstɪtju:t / ɪt wəz fə: bɛtə peɪd ðæn enɪ

APENDIX VIII

dʒɒb hi: hæd evə hæd in hiz ən
 kəntri / ðə wɜ:k itself wɒz bʊθ ha:
 æn bæwriŋ wɒt it wɒz ðə mɪni wɪtʃ
 mətəɪd / hi: wʊd su:n hæv seɪvɪt ɹp
 i:nɪf tʊ bæɪ ə bɪznɪz ɔv hiz ʊn
 ə smɔ:l fə:m in ðə kəntri weə ðeə
 tʃɪldrɔŋ kɪd grəʊ ɹp hæpi ən helði
 æn nəʊ mən sepeɪreɪtʃən / ɹfɔ:tʃu:
 nətli in ɔ:ðə tʊ meɪk əls dɪ:ŋ kɪm
 tru: hi: hæd tʊ əbændəŋ hiz fæmɪli
 æz mɪtʃəl sɔʊ it fɔ: mɔŋðs ætə taɪm /
 ju:z ju:zəli it sɪmɪt wə ʊwəɪl bʌt nəʊ
 wɪð di: ɪmɛɪdʒ ɔv mɪtʃəlz tɪ:əfɪld
 əɪz bi:fɔ: hɪm dʒɒn wɒndəəd ɪf hɪ
 wɒz dʊɪŋ ðə rəɪt θɪŋ æftə ɔ:l /

APENDIX IX

Student No: 3

r:z dædi gryn ægen / jon put hiz sut
 keis daun pik mitfel ip ænd sed softli
 bi: æ gud gæ: / æn luk æfta mami fæ:
 mi: / slæu hi: woz luky æt mi:tfel
 wen hi: spauk hi: woz ri:li: tæ:kin tu
 hiz waif dzju:li:æ bræin tu meik fæ:
 andæ:stænd dæt hi: heitid hævi: tu
 liv, bot dæt hi: hæd nau tæ: / hi:
 heitid hævi: tu liv æn bo: / it woz
 ha:d æn dzju:li:æ hu: hæd ty: kop wit
 ræin æ hæns æn hæ: aund it woz
 ha:d æn mitfel hu: hæd tu: ædjæst tu
 hæ: fæ:æ:z æbæns dæ:st æz fæ: woz
 geti: ju:st tu hævi: him æt fæm ægen /
 dzon lukt aut æv æ wændæn ænt æ
 wæit si: æv klæudz fæ: bi: / æn æ
 fæ: tæim æi wud bi: æn bæ: ræin bot
 æt æ mæmæn hi: woz nst þinki:
 æbænt, æ wæ:k wits woz wæiti: fæ: him
 dæ: / hi: krid estil hæ æ pleidi: tæ:
 æn hiz dæ: tæz kwæstsi: / it woz nst æ
 ri:æl kwæstsi: ænwei / mitfel æ: lredi:
 n: di: æ: nstæ wud ænt æ: skæ bi: kæz
 fæ: hæd bi: æn þru: æ ri:stsi:æl æf hæ:
 fæ: æz æri:velz ænd dipæ: fæ: z seværel
 tæimz / fæ: woz simpli plidi: wud him nst
 tu: gæw pæ: hæps fæ: woz æ: lredi: æld
 i: næf tu estæ: f æ: skæ æ kwæstsi:
 wæi, æ dædi gryn æwei ægen / di: æ: nstæ
 tu dæt woz simpli / dzon hæd æ veri wæ:

APPENDIX X

peid dʒɒb æt ðə ɪnstɪ:tʃu:t/ ɪt wəz
 fɑ: beta peid ðæn eni dʒɒb ʃi: hæd
 evə hæd ɪn hi:z eun kəntri/ ðə wɔ:k
 ɪtself wəz bɒθ ʁɑ:d ænd ʁɔ: mɪ bʌt
 ɪt wəz ðə mænɪ wɪf mæɪə:d/ hi wud
 swɪn ʃæv seɪvɪd ʌp ɪ:nɪf tʊ bæɪ ə
 ʁɪzɪz ɔv hi:z eun ə smɔ:l fæ:m ɪn
 ðə kəntri wɛs ðə tʃɪldrən kɪdgru:
 ʌp hæpi æn helði æn nʌ mɔ: sɛpə
 reɪzɪz/ ɪnfɔ:tʃu: wɛtɪ ɪn ɔ:də tʊ
 meɪk ðɪs drɪm kʌm tru: hi hæd tʊ
 əbændən hi:z fæmɪli æz mɪtʃəl sən
 ɪ:t fɔ mʌθs æt ə taɪm/ ʃu:z ɔli ɪt
 sɪnd wɔ: ɔwɪl bʌt nʌw wɪ: ðə
 ɪmɛɪdʒ ɔv mɪtʃəl tɑ: rɪfɪld aɪz bɪ:fɔ:
 hɪm ɔvɪn wɔ:rdɪd ɪf hi: wəz duɪn ðə
 rait θɪŋ æftə ɔ:l/