

دراسة تحليلية للإدغام بنصوص إنكليزية مقروءة

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An Analytical Study of Assimilation in English Reading Texts

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المستخلص

تهدف الدراسة الى تحليل الادغام كظاهرة تمثل التجانس الصوتي (الادغام) مضارعة الاحرف المجاورة لبعضها بالمخرج والاهتزاز وطريقة النطق) باللغة الإنجليزية بمنهج مختار مخصص للطلاب الجامعات العراقيين من أجل تعزيز فهم متعلمي اللغة الإنجليزية كلغة ثانية لمجموعة متنوعة من مهارات القراءة باللغة الإنجليزية بالإضافة إلى علم الأصوات الذي يعد أحد ركائز القراءة الفعالة والناجحة. ويسهم البحث بمساعدة الطلاب في التغلب على معضلاتهم أو حتى تقليلها من خلال القراءة والاستماع والتلفظ بطلاقة للكلمات المدغمة في بالنصوص الإنجليزية من أجل تفاعل ناجح وتقليل الكنة الناشز للطلاب العراقيين. البيانات التي تم جمعها هي تسجيلات صوتية لناطقين اصليين باللغة الانكليزية لـ ١٤ مقطع مقروء مأخوذة من الكتاب المنهجي Intermediate-Select readings / Second Edition Linda Lee & Erik Gunderson بقلمى ككتاب مدرسي يدرس للسنة الثانية في كلية اللغات / جامعة الكوفة. حللت الدراسة البيانات المستهدفة ووجدت أن الاستيعاب المتبادل ليس كما تم تعريفه على أنه أصوات متجاورة لها تأثير متبادل على بعضها البعض لإنتاج صوت مصهر ثالث جديد بل الخصائص مستنسخة من أحدهما. تم الكشف أيضاً عن أنه يقع التشديد الصوتي في الغالب في الادغام الكامل عندما تكون الحروف الساكنة متجانسة (أي تشترك الحروف الساكنة في سمتين، طريقة النطق والاهتزاز الصوتي). نظراً لأن خاصية طريقة النطق مشتركة بين الصوتيين، فانه يتم نسخ الخاصية الثالثة (المخرج الصوتي) تلقائياً من الصوت المجاور.

الكلمات المفتاحية: الادغام، التشديد، أماكن المخارج الصوتية، طريقة نطق الأصوات، رجعي، تقديمي

Abstract

This study is concerned with analysing of assimilation as an English co-articulated phenomenon in a selected reading course assigned for Iraqi students in order to enhance the Iraqi ESL learners understanding of variety of English reading skills as well as phonology which is one of the bases of effective and successful reading. The aim of this paper is to help students overcome their problems through reading, listening and fluently pronouncing assimilated words in connected speech of English utterances for successful interaction and minimizing the Iraqi ESL students' foreign accent. The collected data are the soundtracks of 14 reading passages taken from "Intermediate-Select Readings" /Second Edition by Linda Lee & Erik Gunderson as a second year reading textbook at the College of Languages / University of Kufa. The study analysed the data under scrutiny and found that the reciprocal assimilation is not as it is defined as adjacent sounds having mutual influence on each other to produce a third new fused sound, some features are copied just by one of them. It was also revealed that germination mostly occurs in complete assimilation when consonants in sequence are homorganic (the consonants have two features in common, manner of articulation and phonation). Since manner of articulation feature is existed in both sounds, the third place of articulation feature is copied automatically from the adjacent sound .

Keywords: Assimilation, Germination, Voicing, Place, Manner, Regressive, Progressive

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1. Introduction

The data under analysis should receive scholarly attention, because the 2nd year- Iraqi ESL students at the College of Languages –University of Kufa find great difficulty in recognizing the phonological phenomenon of assimilation in target reading passages and it is more challenging to understand assimilated spoken within a word or between words boundaries in normal speed rate.

This paper concerns itself with the task of analysing collected data of the audios of 14 reading textbook; therefore, the study attempts to find answers to the following questions:

1. What are the most common types of assimilations that can be found in the collected data?
2. What are the most and the least features of assimilation?
3. How and where is germination formed and found?

1.2 The Methodology

The present paper is intended to observe, collect, and analyse assimilation when two adjacent consonants with different features line up across words boundaries.

The collected data are the sound tracks of 14 reading passages taken from *Intermediate-Select Readings* /Second Edition by Linda Lee & Erik Gundersen as a second year reading textbook at the College of Languages / University of Kufa. The data are analysed with the assistance of digitally recorded CDs. The speech material was read by native speakers at a normal speed rate and can be slowed down by using special programme where necessary. To achieve a high level of listening comprehension and fluency to sound naturally without foreign accent, the present paper examines assimilation rules, patterns and 480 statistical examples of different sorts of assimilation in the analysed data.

People normally speak by producing a continuous stream of sounds, connected successive of utterances. In most cases, there are exceptional occasions where a speaker makes a separate sound or word in isolation with no sound preceding or following it. Therefore, "speech sounds seldom occur in isolation; they are nearly always strung together to form words and sequences of words" (Christophersen, 1968:135). However, considering speech as a natural connected sequence of utterances does not mean that these segments are completely autonomous

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of each other. They may have a strong effect on production of neighbouring speech sound unit within the same word or between words to become more similar or identical in pronunciation.

Native speakers have a strong tendency to minimize his efforts in speech production as the key to having a swift, natural, smooth-flowing form of daily interaction. As result co-articulated speech has many aspects, such as leave out a sound (elision), some features of one sound are taken or 'copied' by the other (assimilation), sometimes and can also insert a sound in order to have a softer co-articulated speech (linking, or insertion).

2. What is Assimilation

Etymologically, the word “assimilation has come from Latin “*ad-similāre*” which is itself assimilated. Morphologically speaking, it is formed of the Latin prefix *ad-*, the root *simil*, and the verb suffix *-āre*. The /d/ of prefix “*ad-*” is changed to /s/ under the influence of the initial consonant of the root /s/ (Schlauch, 1967:107; Bloch, 2002:2; Vallins, 1954: 51; and Poole, 1999: 126). Assimilation may apply between consonants, between vowels, or between a consonant and a vowel.

(Gordon ,2016;123-124)

A large number of definitions has been presented by many phoneticians, phonologists and linguistics in general. Although they are different in phrasing but slightly different in meaning, as they are manifested in the following definitions:

Crystal (2003:38) states that assimilation is “the influence exercised by one sound segment upon the articulation of another so that the sounds become more alike or identical”. By the same token Stageberg (1987:29-30) defines assimilation as “The phonetic process by which one speech sound comes to resemble or become identical with a neighbouring sound between words or within a word”. Kuiper and Allan (1996:70) also emphasize the same meaning when they state, “assimilation is the name given to the process where one segment becomes more like (or identical to) another segment or two segments become more like each other”. Carr (2008:16) defines assimilation as a process whereby two, normally adjacent, sounds become more similar to each other. However, two segments may be not immediately adjacent become more similar (Zsiga,2013:233). Ellis

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and Horncastle (1999: 24-25) define assimilation as “The variation in the phonetic description of a speech unit as it becomes more like an adjacent speech unit”. Jones (1984:218) highlights the influence as he “adjacent speech unit points out that assimilation is “The process of replacing a sound by another sound under the influence of a third sound which is near to it in the word or sentence”. Ladefoged (1993:111) also focuses on the influence stating, “... When one sound is changed into another because of the influence of a neighbouring sound, there is said to be a process of assimilation”. However, two segments may be not immediately adjacent become more similar (Zsiga,2013:233). Bakovic (2007:335) divides assimilation processes into two types, local and long-distance. Local assimilations obtain between strictly adjacent segments, such as between the consonants in a consonant cluster. Long-distance assimilations obtain between segments that are not (necessarily) adjacent, such as between consonants across a vowel.

It is obvious that the above definitions concentrate on the fact that one sound becomes similar to a second under the influence of a third which is near to it in the word or at word boundary as in “bags” /bægs/ in which /s/ becomes /z/ under the influence of /g/, and “that side” /ðæs said/ in which /t/ in “that” may be pronounced /s/ under the influence of /s/ in “side”.

2.1 Types of Assimilation

Assimilation can be categorised into several types, the major categories depend on degree, the direction, and distance of influence.

It can also be classified according to whether it is obligatory or partial. However, there are six types of classification.

2.1.1 Degree of Influence

Many linguists classify assimilation according to altitude of influence of a one sound on an adjacent one here; A difference needs to be made between whether assimilations are complete (categorical) or partial (gradient) (Recasens, 2018: 12).

(a) Complete Assimilation

Complete or (total) assimilation is defined as the phonetic process in which all features of one speech sound are copied or become (identical) with the neighbouring one. Thus, one sound is totally transformed into another sound to be completely assimilated, e.g., “ten mile” /ten maɪl /

may be pronounced /tem maɪl /. Total assimilation produces geminates (Ogden, 2017:57). Geminataion is a phonetic process in which consonants are lengthened in speech(Collée,2016:10). Here, /n/ is changed to /m/ under the influence of the following /m/ resulting a *geminate* consonant. When the first word ends with totally transformed /m/ sound under the regressive influence of the initial /m/ sound of the next one, the native speaker does not pronounce both sounds nor does he pronounce just one sound, instead they come together to make a slightly longer /m:/ sound, so “**ten mile**” becomes /tem :aɪl/ to make speech more fluent in every day speech. (Knowles 1987:130). Complete assimilation takes place in voicing, place of articulation and manner of articulation. It may be progressive or regressive (Zsiga,2011:20).

(b) Partial Assimilation

Partial assimilation is a phonetic process by which only some common features of neighbouring segments are copied to make target sound features are more like source sound ones but not identical. For example, the phrase ‘*ten bikes*’ is pronounced as /tem baɪks/ (Crystal, 2003:38). In this example, the target alveolar sound /n/ changes to bilabial sound /m/ under the influence of the following source bilabial sound /b/, they share the same place of articulation, voicelessness and differ in manner of articulation. The phrase ‘*green paper*’ /grɪ :n peɪpə/ is realized as /grɪ :m peɪpə/ in rapid co-articulated speech where the voiced alveolar nasal stop [n] copies the bilabialness feature of the following adjacent voiceless bilabial plosive [p] and thus becomes voiced bilabial nasal stop [m] (Hartmann and Stork,1976:23; Jones, 1984:131). Partial assimilation takes place in voicing, place of articulation and manner of articulation. It may be progressive or regressive.

2.1.2 Direction of Influence

Many linguists and phoneticians such as Bolozky (1997: 291f), Roach (2000:142), Malmberg (1990:61), Matthews (1978: 101), Newman (1996: 5f) have categorised assimilation on the basis of the direction of influence on **regressive** (anticipation), **progressive** (Perseverative) or **reciprocal (coalescent)** (Abercrombie, 1982: 134). Regressive means that the source sound influences or changes an immediately preceding target one to change it into another sound. Thus, the effect of this assimilation is backward or right-to-left assimilation. The direction of influence may be determined by some sound features

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such as fortis or lenis, continuant or non-continuant, bilabial, or alveolar sounds. For instance, the word “football” /¹fʊtbɔ:l/ can be phonetically transcribed as /¹fʊbbɔ:l/, the following sound /b/ has right-to-left effect on former /t/ and alters it into /b/. This type can be found between two words, e.g., “hit down” is transcribed as /hid daʊn/ where /d/ in “down” has backward influence on immediately preceding /t/ to be totally assimilated into /d/(Ibid).

Progressive assimilation oppositely shows the adaptation of a sound that comes next as it is affected by the dominant one that comes first and changes it into another sound in left-to-right influence as in the following phrase ‘bake them’ /beɪk ðem/. This can be pronounced /beɪk kem/, the first dominant sound /k/ has forward effect on following sound /ð/ and copied it into /k/ sound (Ibid).

Reciprocal assimilation is defined by phoneticians as something in between, in that it is neither regressive nor progressive because the two adjacent sounds have mutual influence on each other to produce a third new fused sound that has common features from both (Kuiper and Allan,1996:73). Reciprocal assimilation is also known as “**coalescent assimilation**” Crystal, 1994: 28). If we analysed the phrase “bless you”, we can realize that /bleʃu/ in which voiceless alveolar fricative /s/ and voiced palatal approximant /j/ don’t have equal effect to produce voiceless post-alveolar fricative /ʃ/. This means that voiceless alveolar fricative /s/ has the progressive domination, where voicelessness and manner of articulation are transformed to /ʃ/ from /s/, rather than bi-directional or reciprocal effect, hence none of the /j/ characteristics are copied by third /ʃ/ sound. If we take another example to illustrate the progressiveness direction of this sort of assimilation ‘last year’/lɑ:stʃ jɪə/ we can find that the combination of voiceless alveolar stop /t/ and voiced palatal approximant /j/ doesn’t have equal influence on voiceless post-alveolar affricate /tʃ/, since only voicelessness is copied from /t/.

Four sounds as a result of coalescent assimilation combinations can be found in Standard English, as they are illustrated by the following rule:

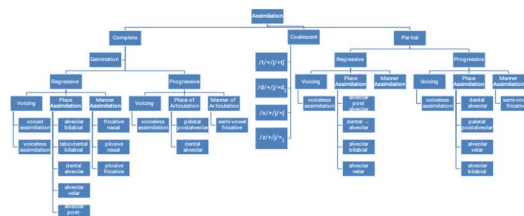
Table A. Reciprocal Assimilation

| | | | |
|---|---|---|----|
| t | + | j | tʃ |
| d | + | j | dʒ |
| s | + | j | ʃ |
| z | + | j | ʒ |

2.1.3 On the Basis of assimilated Features

Assimilation can be classified according to the consonantal features copied (Roach, 2000: 139) as follows:

- (a) **Place:** the place of articulation of a given sound is changed to be assimilated into adjacent sound between words edges where the place of articulation of word final consonant may be altered to agree with initial sound of the next word or vice versa. Place of articulation assimilation can be progressive or regressive, e.g., “good game” / god geɪm / changed into / gʊg geɪm /, it has got the regressive assimilation in which the initial velar sound of the second word alters the alveolar place of the final consonant of first word (Christophersen, 1968:145).
- (b) **Voicing:** **Kreidler** (2003:2) explains that, in this type of assimilation, only regressive assimilation can occur in English across word boundaries as in /hæz tu:/ → /hæs tu:/ where voiced consonants /z/ become voiceless /s/ under the influence of a neighbouring voiceless segment /t/. Within the same word, the plural inflectional morpheme suffix (-s) serves as a good example, as in bags/ bægz/ where voiced consonants /g/ has forward or progressive influence on plural morpheme /s/ to change it into /z/.
- (c) **Manner:** the manner of articulation can be identified when a given sound is changed to be assimilated with the manner of articulation of another neighbouring sound within same context. An example of this is the occasional copying of the nasal manner, as in “that side” which may be pronounced /ðæs saɪd/, in which voiceless alveolar stop sound /t/ is homorganic with voiceless alveolar fricative sound /s/. That means they share the same features of place of articulation and voicelessness but differ in manner of articulation. Hence, /s/ sound alters the manner of articulation of /t/ in regressive direction to be identical with the following sound.



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The Detailed Description of Assimilation Adopted by the Researcher Table 1 Complete Voicing Assimilation

| Table 2 Complete Voicing Assimilation | | | | |
|---------------------------------------|-------------------|---------------------------|---------------|------|
| Regressive voiced assimilation | Examples | Data Code | Occurrence | |
| /t/ changes into /d/ | most difficult | /məʊsd dɪfɪkəlt//d :/ | P.3/Line 8 | 2.8% |
| | that demonstrate | /ðæddɛmənstreɪt//d :/ | P.3/Line 13 | |
| | what do | /wɒd du//d:/ | P.3/Line 26 | |
| | that day | /ðæd deɪ//d:/ | P.14/Line 47 | |
| | It didn't | /ɪd'dɪnt//d:/ | P.54/Line 35 | |
| | just don't do | /dʒʌsd dænd du//d:/ | P.54/Line 61 | |
| | almost daily | /'a:lmsʌsd deɪli/ /d:/ | P.63/Line 18 | |
| | it doesn't matter | /ɪd'dʌznt məteɪ/ | P.64/Line 56 | |
| | must do | /mʌsd du//d:/ | P.83/Line 20 | |
| | great deal | /greɪd di:l//d:/ | P.84/Line 53 | |
| | It depends | /ɪd dɪ'pend//d:/ | P.94/Line 38 | |
| | get done | /ged dʌn//d:/ | P.113/Line 7 | |
| | can't do | /kænd du//d:/ | P.114/Line 38 | |
| | right directions. | /raɪd de'rekʃn//d: / | P.123/Line 17 | |

Table 3 Complete Place Assimilation

| Regressive place assimilation | Examples | Data Code | Occurrence | |
|-------------------------------|-----------------------|---------------------------------|----------------|------|
| /d/ changes into /m/ | enjoyed many | [eɪ dʒəʊ(m)ni: mɪ:] | P.4/Line 23 | 3.2% |
| | you're led | [ju:ð-lem '] | P.13/Line 27 | |
| | microfinance?? | [maɪkrəʊfɪn(ə)ns/ɪm/] | P.13/Line 30 | |
| | second-hand materials | /'sekəndhænd 'ma: 'tɪəriəl/ɪm/] | P.13/Line 30 | |
| | find most | [faɪn məʊst/ɪm/] | P.33/Line 78 | |
| | good morning | [gʊd 'mɔ:ni:ŋ/ɪm/] | P.33/Line 31 | |
| | seemed memorized | [si:m 'meɪmərəɪz/ɪm/] | P.33/Line 34 | |
| | find meaning | [faɪn 'mi:nɪŋ/ɪm/] | P.43/Line 23 | |
| | old man | [əʊld mæn/ɪm/] | P.44/Line 37 | |
| | good me | [gʊd mi:/ɪm/] | P.54/Line 44 | |
| | spend many | [spɛnd meɪni:/ɪm/] | P.53/Line 24 | |
| | find my | [faɪn maɪ/ɪm/] | P.104/Line 44 | |
| | could mean | [kʊd mi:n/ɪm/] | P.124/Line 57 | |
| | world many | [wɜ:ld meɪni:/ɪm/] | P.124/Line 61 | |
| | had mothers?? | [hæd məʊðəz/ɪm/] | P.133/Line 7 | |
| used more | [ju:sd mɔ: /ɪm/] | P.164/Line 31 | | |
| /t/ changes into /p/ | not prepared. | [nɒt pri'peəd/ɪp/] | P.3/Line 3 | 5.2% |
| | don't pretend | [dɒnt pri'tend/ɪp/] | P.4/Line 44 | |
| | youngest participant | [jʌŋgɪst pɑ: 'tɪsɪpənt/ɪp/] | P.14/Line 37 | |
| | that provides | [ðæt pri'vaɪd/ɪp/] | P.14/Line 62 | |
| | different personality | [dɪfərənt 'pɜ:nənti/ɪp/] | P.24/Line 48 | |
| | perfect place | [pɜ:fɪkt pleɪs/ɪp/] | P.25/Line 75 | |
| | start putting | [stɑ:t pʊtɪŋ/ɪp/] | P.25/Line 76 | |
| | different pathway | [dɪfərənt pa: 'weɪ/ɪp/] | P.34/Line 63 | |
| | fast plans | [fɑ:st plæn/ɪp/] | P.43/Line 8 | |
| | most people | [məʊst pi:pl/ɪp/] | P.43/Line 28 | |
| | bright patches | [braɪt pætʃ/ɪp/] | P.14/Line 39 | |
| | different perception | [dɪfərənt 'pɜ:ʃən/ɪp/] | P.53/Line 243 | |
| | fast pick | [fɑ:st pɪk/ɪp/] | P.54/Line 44 | |
| | that produce | [ðæt pri'dju:s/ɪp/] | P.73/Line 20 | |
| | student programmer's | ['stju:dnt 'prɒɡræməz/ɪp/] | P.74/Line 47 | |
| | fast place | [fɑ:st pleɪs/ɪp/] | P.83/Line 14 | |
| | might produce | [maɪt pri'dju:s/ɪp/] | P.84/Line 48 | |
| | next person | [nekst pɜ:sn/ɪp/] | P.94/Line 48 | |
| | most pertinent | [məʊst pɜ:tnənt/ɪp/] | P.103/Line 29 | |
| | that prove | [ðæt pri:v/ɪp/] | P.104/Line 25 | |
| | most professional | [məʊst pri'feʃənl/ɪp/] | P.104/Line 61 | |
| | cannot prevent | [kənɒt pri'vent/ɪp/] | P.123/Line 115 | |
| | might prove | [maɪt pri:v/ɪp/] | P.125/Line 69 | |
| that produced | [ðæt pri'dju:s/ɪp/] | P.133/Line 2 | | |
| that proved | [ðæt pri:v/ɪp/] | P.134/Line 35 | | |

Table 4 Complete Place Assimilation

| Regressive place assimilation /alveolar changes into bilabial | Examples | | Data Code | Occurrence |
|---|------------------|-------------------------|---------------|------------|
| /d/ changes into /b/ | could be | /kəb bi/ /b:/ | P.13/Line 12 | 2.6% |
| | should be | /ʃəb bi/ /b:/ | P.24/Line 26 | |
| | world beyond | /wɜ:lbbɪ'jɒnd/ /b:/ | P.43/Line 3 | |
| | food but?? | /fu:b bət/ /b:/ | P.114/Line 27 | |
| | Would be | /wəb bi/ /b:/ | P.83/Line 15 | |
| | childbirth | /'tʃaɪlbɜ:sθ/ /b:/ | P.123/Line 7 | |
| /n/ changes into /m/ | turn my | /tɜ:m maɪ/ /m:/ | P.4/Line 39 | 5.4% |
| | keep in mind | /ki:p ɪm maɪd/ /m:/ | P.4/Line 65 | |
| | can make | /kæn meɪk/ /m:/ | P.4/Line 66 | |
| | In most | /ɪm məʊst/ /m:/ | P.13/Line 7 | |
| | terrain made | /te'reɪn meɪd/ /m:/ | P.43/Line 20 | |
| | even more | /'i:v mɔ:/ /m:/ | P.45/Line 55 | |
| | in modern | /ɪm mɒdn/ /m:/ | P.45/Line 59 | |
| | motion machines | /'məʊfɪn mə'ʃi:n/ /m:/ | P.53/Line 27 | |
| | on my | /ɒn maɪ/ /m:/ | P.63/Line 7 | |
| | in May | /ɪm meɪ/ /m:/ | P.64/Line 33 | |
| | on memory | /ɒn 'meməri/ /m:/ | P.73/Line 23 | |
| | than most | /ðæn məʊst/ /m:/ | P.74/Line 33 | |
| | can mean | /kæn mi:n/ /m:/ | P.83/Line 10 | |
| | town meeting | /taʊn mi:tɪŋ/ /m:/ | P.84/Line 40 | |
| | question me | /'kwɛstʃən mi:/ /m:/ | P.93/Line 22 | |
| | application must | ɪ'æplɪ' keɪfɪməst/ /m:/ | P.103/Line 23 | |
| | Common Market | /kɒmən'mɑ:kɪt/ /m:/ | P.113/Line 6 | |
| | even more | /'i:v mɔ:/ /m:/ | P.123/Line 2 | |
| | modern medicine | /mɒdn medɪsn/ /m:/ | P.123/Line 6 | |
| | children must | /'tʃɪldrən məst/ /m:/ | P.124/Line 33 | |
| | frighten most | /'fraɪtm məʊst/ /m:/ | P.124/Line 35 | |

Table 5 Complete Place Assimilation

| Regressive place assimilation /labiodental changes into bilabial | Examples | | Data Code | Occurrence |
|--|-------------------|-------------------------|--------------|------------|
| /v/ changes into /m/ | native Mandarin?? | /neɪtɪv mə'ndərɪn/ /m:/ | P.55/Line 34 | 0.1% |
| | | | | |

Table 6 Complete Place Assimilation

| Regressive place assimilation /dental changes into alveolar | Examples | | Data Code | Occurrence |
|---|------------------|---------------------------|--------------|------------|
| /θ/ changes into /s/ | both salesperson | /bəʊs seɪlɪzps : sn//s:// | P.103/Line 1 | 2.2% |
| | Strengths | /strɛŋθs:// | P.4/Line 39 | |
| | Months | /mʌθs:// | P.34/Line 33 | |

Table 7 Complete Place Assimilation

| Regressive place assimilation /alveolar changes into velar | Examples | | Data Code | Occurrence |
|--|----------------------------|----------------------------------|---------------|------------|
| /t/ changes into /k/ | that could | /ðæk kəd/ /k:// | P.4/Line 36 | 5.0% |
| | it came | /ɪk keɪm//k:// | P.14/Line 43 | |
| | that claims | /ðæk kleɪm//k:// | P.14/Line 49 | |
| | It can | /ɪk kən/ /k:// | P.33/Line 1 | |
| | that can | /ðæk kən/ /k:// | P.33/Line 37 | |
| | most common | /məʊsk kɒmən/ /k:// | P.34/Line 46 | |
| | right-colored | /raɪk 'kɔləd/ /k:// | P.43/Line 21 | |
| | different concept | /dɪfrɛnk kɒnsept/ /k:// | P.54/Line 32 | |
| | different conversational | /dɪfrɛnk kɒnve'seɪʃənəl//k:// | P.93/Line 16 | |
| | pertinent characteristics. | /pɜːtɪnɛnk kærəkte' rɪstɪk//k:// | P.103/Line 29 | |
| | must communicate | /mʌsk keɪ'mjuːnɪkeɪt//k:// | P.104/Line 30 | |
| | just couldn't | /dʒʌsk kədnt/ /k:// | P.114/Line 16 | |
| | but creative | /bʌk kri'eɪtɪv/ /k:// | P.135/Line 84 | |
| /d/ changes into /g/ | second grade | /sekənd greɪd/ /g:// | P.14/Line 42 | 0.4% |
| | Romanized Greek | /rɒmənəɪzɪd gri:k/ /g:// | P.44/Line 42 | |

Table 8 Complete Place Assimilation

| Regressive place assimilation /alveolar changes into palatal | Examples | | Data Code | Occurrence |
|--|-----------------|-----------------------|---------------|------------|
| /d/ changes into /j/ | said she | /seɪʃi//f:// | P.4/Line 61 | 0.4% |
| | indeed shadows | /ɪn'di:ʃɪ'ʃædəs//f:// | P.44/Line 53 | |
| /z/ changes into /j/ | ssys she | /seɪʃi//f:// | P.3/Line 21 | 2% |
| | has shown | /həʃʃɒn//f:// | P.23/Line 1 | |
| | Studies show | /stʌdɪʃʃɔʊ//f:// | P.23/Line 20 | |
| | teams should | /ti:mʃʃəd//f:// | P.24/Line 39 | |
| | others showed | /ʌðəʃʃɔʊd//f:// | P.44/Line 41 | |
| | as she | /əʃʃi//f:// | P.53/Line 9 | |
| | is shown | /ɪʃʃɒn//f:// | P.123/Line 26 | |
| | programs should | /prɒɡræmʃʃəd//f:// | P.124/Line 52 | |

Table 9 Complete Place Assimilation

| Progressive place assimilation / palatal changes into post-alveolar | Examples | Data Code | Occurrence |
|---|---|---------------|------------|
| /j/ changes into /j/ | distinguish yourself /di ¹ stɪŋgwɪljfa:ˈself/ /j:/ | P.104/Line 54 | 0.1% |

Table 10 Complete Place Assimilation

| Progressive place assimilation / dental changes into alveolar | Examples | Data Code | Occurrence | |
|---|---------------------|---|---------------|------|
| /ð/ changes into /z/ | examples that | /ɪg ¹ zɑ:mpɪlz zɑ: /z:/ | P.125/Line 67 | 3.0% |
| | is the | /ɪz zɑ: /z:/ | P.4/Line 64 | |
| | As the | /ɛz zɑ: /z:/ | P.14/Line 36 | |
| | claims the | /klaɪmz zɑ: /z:/ | P.14/Line 44 | |
| | as they | /ɛz zɑ: /z:/ | P.23/Line 2 | |
| | activities that | /æktɪvɪtɪz zɑ: /z:/ | P.125/Line 67 | |
| | answers that | /ɑ:nsəz zɑ: /z:/ | P.24/Line 34 | |
| | Computers that | /kəm'pjʊ:təz zɑ: /z:/ | P.33/Line 17 | |
| | sounds that | /saʊndz zɑ: /z:/ | P.34/Line 23 | |
| | shows that | /ʃəʊz zɑ: /z:/ | P.34/Line 24 | |
| | languages they | /læŋgwɪdʒz zɑ: /z:/ | P.34/Line 41 | |
| | patterns that | /pætənz zɑ: /z:/ | P.34/Line 47 | |
| | solidifies those | /sə ¹ lɪdɪfaɪz zɑ: /z:/ | P.34/Line 63 | |
| | connections that | /kə'nekʃnz zɑ: /z:/ | P.34/Line 66 | |
| | identifies the | /aɪ ¹ deɪtɪfaɪz zɑ: /z:/ | P.43/Line 11 | |
| | goes that | /gəʊz zɑ: /z:/ | P.44/Line 33 | |
| | was that | /wəz zɑ: /z:/ | P.44/Line 33 | |
| | irregularities that | /ɪ'regjə ¹ lɪnətɪz zɑ: /z:/ | P.44/Line 33 | |
| | reads the | /ri:dz zɑ: /z:/ | P.73/Line 19 | |
| | Devices that | /dɪ ¹ vɪs zɑ: /z:/ | P.73/Line 20 | |
| | says they | /seɪz zɑ: /z:/ | P.73/Line 21 | |
| | as three | /ɛz zri: /z:/ | P.73/Line 25 | |
| | memorizes the | /meməraɪz zɑ: /z:/ | P.73/Line 26 | |
| | knows the | /nəʊz zɑ: /z:/ | P.84/Line 39 | |
| | means that | /mi:nz zɑ: /z:/ | P.85/Line 76 | |
| | has the | /həz zɑ: /z:/ | P.94/Line 35 | |
| | is that | /ɪz zɑ: /z:/ | P.103/Line 37 | |
| | requires that | /rɪ ¹ kwaɪəz zɑ: /z:/ | P.105/Line 64 | |
| | changes they | /tʃeɪndʒz zɑ: /z:/ | P.123/Line 16 | |
| | issues that | /ɪʃu:z zɑ: /z:/ | P.124/Line 54 | |
| | as there | /ɛz zɛə /z:/ | P.124/Line 60 | |
| | strategies that | /strætədʒɪz zɑ: /z:/ | P.134/Line 46 | |
| | details that | /dɪ ¹ teɪlɪz zɑ: /z:/ | P.134/Line 49 | |
| | abilities that | /ə ¹ bɪlɪtɪz zɑ: /z:/ | P.134/Line 56 | |
| | realize that | /rɪ ¹ əlaɪz zɑ: /z:/ | P.131/Line 11 | |
| | reconceptualize the | /rɪ ¹ kɒn'septʃuəlaɪz zɑ: /z:/ | P.134/Line 53 | |

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Table 11 Complete Manner Assimilation

| Regressive manner assimilation / stop changes into fricative | Examples | Data Code | Occurrence | |
|--|--------------------|---|---------------|------|
| /t/ changes into /s/ | that summarizes | /ðes sʌməraɪz//s:// | P.3/Line 10 | 6.6% |
| | best-suited | /bes ¹ su:ɪtɪd//s:// | P.3/Line 20 | |
| | different styles | /dɪfrɛns stajl//s:// | P.24/Line 49 | |
| | can't say | /kæns seɪ//s://s:// | P.33/Line 29 | |
| | about six | /ə ¹ baʊs sɪks//s:// | P.34/Line 33 | |
| | that skill | /ðes skɪlz//s:// | P.34/Line 54 | |
| | start studying | /stɑ:s stʌdɪŋ//s:// | P.34/Line 67 | |
| | must struggle | /mʌs strʌgl//s:// | P.34/Line 67 | |
| | first set | /fɜ:s sɛt//s:// | P.43/Line 23 | |
| | weren't satisfied | /wɜ:nɪs ¹ sɪsmɪsfaɪd//s:// | P.44/Line 39 | |
| | can't see | /kæns si://s:// | P.45/Line 63 | |
| | last September | /lɑ:s sɛp ¹ tɛmbə/s:// | P.53/Line 2 | |
| | right side | /raɪt saɪd//s:// | P.53/Line 16 | |
| | just sit | /dʒʌs sɪt//s:// | P.54/Line 29 | |
| | lot slower | /lʌt sləʊə//s:// | P.31/Line 54 | |
| | that sets | /ðes sɛts//s:// | P.54/Line 45 | |
| | at sunset | /æt sʌsɛt//s:// | P.63/Line 6 | |
| | but sometimes | /bʌt sʌmtaɪmz//s:// | P.63/Line 25 | |
| | a short summary | /əʊt sɜ:tsʌməri//s:// | P.84/Line 44 | |
| | last sentence | /lɑ:s sɛnɛnts//s:// | P.84/Line 46 | |
| | The best speakers | /ðə bes spɪ:kə//s:// | P.84/Line 51 | |
| | pleasant surprise. | /plɛzənts sʌpraɪz//s:// | P.85/Line 81 | |
| | must sell | /mʌs sel//s:// | P.103/Line 23 | |
| | must say | /mʌs seɪ// | P.104/Line 38 | |
| | about salary | /ə ¹ baʊs ¹ sæləri// | P.105/Line 62 | |
| | cannot stop | /kænʌs stɒp// | P.123/Line 13 | |
| | prevent science | /prɪ ¹ vɛns ¹ sɑ:ns//s:// | P.123/Line 15 | |
| | don't see | /dɒns si://s:// | P.124/Line 32 | |
| | at school | /æt sku:l//s:// | P.124/Line 43 | |
| | most successful | /məʊs sək ¹ sɛsfl//s:// | P.124/Line 49 | |
| | about science | /ə ¹ baʊs ¹ sɑ:ns//s:// | P.124/Line 47 | |
| | that civilization | /ðes sɪvɪlaɪz ¹ zɪʃn//s:// | P.125/Line 67 | |

Table 12 Complete Manner Assimilation

| Regressive Manner Assimilation / stop changes into fricative | Examples | Data Code | Occurrence | |
|--|-------------------|--|---------------|------|
| /d/ changes into /n/ | would never | /wʌn nevə/ /n:// | P.4/Line 43 | 3.0% |
| | would not | /wʌn nɒt//n:// | P.34/Line 60 | |
| | did not | /dɪn nɒt//n:// | P.35/Line 83 | |
| | weekend nights | /wi:k ¹ en naɪt/ /n:// | P.63/Line 190 | |
| | and newspaper | /ən ¹ nju:zpeɪpə/ /n:// | P.83/Line 23 | |
| | a good-natured | /gʊn neɪtʃəd/ /n:// | P.84/Line 34 | |
| | good notion | /gʊn ¹ nəʃn/ /n:// | P.85/Line 64 | |
| | and never | /ən nevə/ /n:// | P.82/Line 76 | |
| | and no one | /ən nɒ wʌn/ /n:// | P.94/Line 25 | |
| | paid no attention | /peɪn nɒ ə ¹ tenʃn/ /n:// | P.94/Line 53 | |
| | should never | /ʃən nevə/ /n:// | P.104/Line 33 | |
| | around. no task | /ə ¹ raʊn nɒ tɑ:sk/ /n:// | P.113/Line 11 | |
| | and nod out | /ən nɒt aʊt/ /n:// | P.114/Line 40 | |
| | bad night | /bæd naɪt/ /n:// | P.114/Line 46 | |
| | illuminated | /ɪ ¹ lu:mɪneɪtɪn ¹ | P.133/Line 10 | |
| | nothing. | nʌθɪŋ/ /n:// | | |

Table 13 Partial Manner Assimilation

| Progressive Place Assimilation /semi-vowel changes into fricative | Examples | | Data Code | Occurrence |
|---|-----------------------|-------------------------|--------------|------------|
| /j / changes into / ʒ / before /d/ | lead you | /led ʒu/ | P.134/Line36 | 0.3% |
| | underprivileged youth | /ʌnde'prɪvəlɪdʒd ʒu:θ / | P.34/Line 37 | |

Table 14 Partial Voicing Assimilation

| Regressive voiceless assimilation | Examples | | Data Code | Occurrence |
|-----------------------------------|-----------------------|------------------------------|------------------|------------|
| /v/ changes into /f/ before /p/ | Have picked | /həf pɪ kd/ | P.23/Line 33 | 1.0% |
| | have plenty | /həf plenti/ | P.55/Line 66 | |
| | I've passed | /aɪ f pæs/ | P.64/Line 55 | |
| | have prepared | /həf prɪ 'peə/ | P.45/Line 104 | |
| | drove people | /draʊ f 'pi : pl / | P.115/Line 51 | |
| /b/ changes into /p/ before /s/ | website | /wepsaɪ t/ | P.2/Line 13 | 1% |
| | subsequent | /'sʌpsɪ kwənt/ | P.24/Line 36 | |
| | absolutely | /'æpsəlu : ti/ | P.35/Line 84 | |
| | obsessed | /əp' ses/ | P.115/Line 54 | |
| /v/ changes into /f/ before /θ/ | A productive thinker | /ə prə' dʌktɪ f | P.133/Line 25 | 0.4% |
| | Reproductive thinking | /'ri : prə' dʌktɪ f θɪŋkɪŋ/ | P.134/Line 25 | |
| /v/ changes into /f/ before /t/ | effective team | /'ɪ fektɪ f ti : m/ | P.23/Line 32 | 0.6% |
| | have taken | /həf teɪ kn/ | P.64/Line 37 | |
| | have to | /həf tə/ | P.83/Line 21 | |
| /v/ changes into /f/ before /s/ | have similar | /həf 'sɪ mələ/ | P.24/Line 51 | 7.0% |
| | Prove Sound | /pru : f saʊnd/ | P.33/ title line | |
| | have struggled | /həf strʌgl/ | P.33/Line 9 | |
| | twelve sessions | /'twelv 'seʃn/ | P.34/Line 57 | |
| | have seen | /həf si : n/ | P.29/Line 44 | |
| | drove straight | /draʊ f streɪ t/ | P.64/Line 33 | |
| | informative speech | /'ɪ n'fə:mətɪ f spi : tʃ/ | P.85/Line 66 | |
| | relative stranger | /'relətɪ f streɪ ndʒə/ | P.94/Line 39 | |
| | have sufficient | /həf sə' fɪ fnt/ | P.125/Line 68 | |
| we've solved | /'wi : f sɒlvd/ | P.134/Line 34 | | |
| /v/ changes into /f/ before /k/ | expensive kerosene | /'ɪ k' spensɪ fkerəsi : n/ | P.13/Line 18 | 0.6% |
| | positive contribution | /'pɒzətɪ v kɒntrɪ bju : f n/ | P. 4/Line 68 | |
| | have completely | /həf kəm' pli : ti/ | P.94/Line 47 | |
| /ð/ changes into /θ/ before /p/ | with poise | /'wɪ θ pɔɪ z/ | P. 4/Line 64 | 0.7% |
| | with people | /'wɪ θ 'pi : pl/ | P. 35/Line 76 | |
| | with professional | /'wɪ θ prə' feʃənl/ | P. 103/Line 9 | |

Table 15 Partial Voicing Assimilation

| Regressive voiceless assimilation | Examples | Data Code | Occurrence | |
|-----------------------------------|-----------------|------------------|---------------|------|
| /ð/ changes into /θ/ before /f/ | with foreigners | /wɪθ 'forəni/ | P.95/Line 64 | |
| | with flair | /wɪθ fleɪ/ | P.103/Line 8 | |
| | with family | /wɪθ fæməli/ | P.114/Line 40 | |
| | with friends | /wɪθ frendz/ | P.115/Line 55 | |
| /ð/ changes into /θ/ before /t/ | with teammates | /wɪθ ti:mmeɪt/ | P.25/Line 67 | 0.2% |
| /ð/ changes into /θ/ before /s/ | with specific | /wɪθ spe'sɪfɪk/ | P.25/Line 67 | |
| | with several | /wɪθ sevrəl/ | P.73/Line 5 | |
| | with straight | /wɪθ streɪt/ | P.73/Line 15 | |
| | with sight | /wɪθ saɪt/ | P.74/Line 33 | |
| /ð/ changes into /θ/ before /k/ | with college | /wɪθ kɒlɪdʒ/ | P.23/Line 6 | |
| | with computers | /wɪθ kəm'pjʊ:tə/ | P.73/Line 18 | 0.4% |
| /d/ changes into /t/ before /f/ | would fit | /wet fɪt/ | P.3/Line 30 | |
| | good fit | /gʊd fɪt/ | P.4/Line 66 | |
| | could feel | /kʊd fi:l/ | P.53/Line 10 | |
| | thousand faces. | /θaʊznt feɪsɪz/ | P.83/Line 9 | |
| | word for | /wɔ:t fɜ:/ | P.84/Line 53 | |
| | would find | wet faɪnd | P.133/Line 25 | 3.0% |

Table 16 Partial Voicing Assimilation

| Regressive voiceless assimilation | Examples | Data Code | | |
|-----------------------------------|---------------------------------|-----------------------|-------------------|--------------|
| /z/ changes into /s/ before /p/ | actions people | /ækʃns 'pi:pl/ | P.13/Line 1 | |
| | prepares properly | /prɪ 'peəs prɒpəli/ | P.25/Line 70 | |
| | Babies Prove | /beɪbɪs pru:v/ | P.33/title line | |
| | was pure | /wəz pjʊə/ | P.44/Line 31 | |
| | phases prove | /feɪzɪs pru:v/ | P.44/Line 48 | |
| | years play | /jɪəz pleɪ/ | P.63/Line 5 | |
| | sea's permanence | /si:s 'ps:menəns/ | P.63/Line 29 | |
| | His parents | /hɪs peərənt/ | P.74/Line 35 | |
| | was playing | /wəz pleɪɪŋ/ | P.94/Line 55 | |
| | as playing | /əz pleɪɪŋ/ | P.44/Line 58 | |
| | is possible | /ɪs 'pɒsəbl/ | P.104/Line 60 | |
| | recalls Pier | /rɪ 'kɔ:lɪs piə/ | P.114/Line 17 | |
| | newspaper | /nju:speɪpə/ | P.83/Line 23 | |
| | salesperson | /seɪlspɜ:sn/ | P.103/Line 1 | |
| | /z/ changes into /s/ before /f/ | calls for | /kɔ:lɪs fɜ:/ | P.3/Line 10 |
| | | provides fashion | /pre'vaɪds 'fæʃn/ | P.14/Line 26 |
| strategies for | | /strætədʒɪs fɜ:/ | P.24/Line 40 | |
| has found, | | /həz faʊnd/ | P.34/Line 48 | |
| babies for | | /beɪbɪs fɜ:/ | P.34/Line 56 | |
| Gods flung | | /gɒds flʌŋ/ | P.44/Line 31 | |
| was fleeing | | wəz fi:nɪŋ | P.44/Line 36 | |
| memories for | | /meməri:s fɜ:/ | P.63/Line 21 | |
| his father | | /hɪs 'fɑ:ðə/ | P.74/Line 37 | |
| comes from | | /kʌms frem/ | P.74/Line 47 | |
| fingers fly | | /'fɪŋgəz flaɪ/ | P.74/Line 49 | |
| terrors for | | /'terəz fɜ:/ | P.83/Line 1 | |
| questions following | | /'kwɛstʃənz 'fɒləʊɪŋ/ | P.85/Line 65 | |
| is filled | | /ɪs fɪlɪŋ/ | P.85/Line 71 | |
| his friends | | /hɪs frendz/ | P.93/Line 3 | |
| friends for | | /frendz fɜ:/ | P.114/Line 44 | |
| audiences for | | /'ɔ:diənsɪs fɜ:/ | P.123/Line 26 | |
| as food | | /əz fu:d/ | P.124/Line 56 | |
| problems from | | /'prɒbləmz frem/ | P.134/Line 48 | |
| stems from | | /stems frem/ | P.134/Line 58 | |
| themselves for | /ðem'selvz fɜ:/ | P.135/Line 77 | | |

Table 17 Partial Voicing Assimilation

| Regressive voiceless assimilation | Examples | Data Code | Occurrence | | |
|--|----------------------------------|------------------------------------|------------|--------------|------|
| /z/ changes into /s/ before /θ/ | always thought /ə:lweɪs θə:t/ | P.134/Line 37 | 0.5% | | |
| | his thought /hɪs θə:t/ | P.134/Line 60 | | | |
| /z/ changes into /s/ before /t/ | answers to /ɑ:nsəz tə/ | P.3/Line 3 | 2% | | |
| | weaknesses to /wi:kneɪsɪs tə/ | P. 4/Line 38 | | | |
| | is trying /ɪz traɪɪŋ/ | P. 4/Line 66 | | | |
| | hours to /saʊəs tə/ | P.13/Line 18 | | | |
| | homes to /heʊməs tə/ | P.13/Line 20 | | | |
| | girls turn /gɜ:lz tə:n/ | P.14/Line 32 | | | |
| | tries to /traɪs tə/ | P.43/Line 25 | | | |
| | returns to /rɪtə:nz tə/ | P.55/Line 66 | | | |
| | engineers tend /endʒɪ'nɪəs tend/ | P.124/Line 36 | | | |
| | scholars tried /skɒləs traɪd/ | P.133/Line 5 | | | |
| | was tied /wəz taɪd/ | P.134/Line 57 | | | |
| | /z/ changes into /s/ before /k/ | Always keep /ə:lweɪs ki:p/ | | P. 4/Line 66 | 4.8% |
| | | his doctors kept /hɪs dɒktəz kept/ | | P.74/Line 36 | |
| kids can /kɪdz kən/ | | P.13/Line 16 | | | |
| families can /fæmɪlɪs kən/ | | P.13/Line 22 | | | |
| lifestyles can /laɪfstaɪls kən/ | | P.24/Line 52 | | | |
| employers consistently m'plɔ:əs kən'sɪstəntli | | P.35/Line 79 | | | |
| was covered /wəz kʌvəd/ | | P.44/Line 51 | | | |
| shadows cast /'ʃædəʊz kɑ:st/ | | P.44/Line 53 | | | |
| is crazy /ɪz kreɪzi/ | | P.53/Line 12 | | | |
| is cool /ɪz ku:l/ | | P.63/Line 25 | | | |
| us crazy /əs kreɪzi/ | | P.73/Line 7 | | | |
| employees could /ɪm'plɔ:ɪz kʊd/ | | P.73/Line 11 | | | |
| his concentration /hɪs kɒnsn'treɪʃn/ | | P.74/Line 50 | | | |
| has changed /həz tʃeɪndʒ/ | | P.123/Line 1 | | | |
| has come /həz kʌm/ | | P.123/Line 1 | | | |
| geniuses come /dʒɪ:nɪəsɪs kʌm/ | | P.133/Line 1 | | | |
| ways can /weɪs kən/ | | P.133/Line 24 | | | |
| his contemporaries /hɪs kən'tempərərɪz/ | | P.134/Line 61 | | | |
| geniuses constantly dʒɪ:nɪəsɪs kɒnstəntli | | P.135/Line 69 | | | |

Table 18 Partial Voicing Assimilation

| Regressive Voiceless Assimilation | Examples | Data Code | Occurrence |
|-----------------------------------|--|--------------|------------|
| /dʒ/ changes into /t/ before /f/ | language fluently /læŋɡwɪtʃ flu:ənt/ | P.34/Line 04 | 0.4% |
| | Stage Fright? /steɪtʃ fraɪt/ | P.85/Line 23 | |
| /dʒ/ changes into /t/ before /t/ | message to /mesɪtʃ tə/ | P.23/Line 29 | 0.4% |
| | age two /eɪtʃ tu:/ | P.74/Line 29 | |
| /dʒ/ changes into /t/ before /s/ | college students 2 /kɒlɪtʃ stju:dnt/ | P.23/Line 1 | 1.0% |
| | language skills /læŋɡwɪtʃ skɪlz/ | P.33/Line 3 | |
| | age seven. /eɪtʃ sevən/ | P.34/Line 55 | |
| | exchange students /ɪks'tʃeɪntʃ stju:dnt/ | P.53/Line 5 | |
| | large software /lɑ:tʃ sɒftweə/ | P.73/Line 4 | |

Table 19 Partial Place Assimilation

| Regressive Place Assimilation /alveolar changes into velar | Examples | Data Code | Occurrence | |
|--|----------------------|--------------------------------------|----------------|------|
| /t/ changes into /k/ before /g/ | about goals | /ə ^h bəʊk gəʊl/ | P. 4/Line 03 | 1.0% |
| | support group | /sə ^h pə : k grʊ : p/ | P. 23/Line 24 | |
| | it gets | /ɪk gets/ | P. 34/Line 64 | |
| | ancient Greeks | /eɪn, fæŋk gri : ks/ | P. 44/Line 39 | |
| | thought graphically | /θə : k græfɪkli/ | P. 134/Line 60 | |
| /d/ changes into /g/ before /k/ | would keep | /wəʊ ki : p/ | P. 134/Line 60 | 1.1% |
| | required course | /rɪ ^h kwaɪ əg kə : s/ | P. 25/Line 65 | |
| | numbered coordinates | /nʌmbəg kəʊ ^h a : dɪneɪt/ | P. 73/Line 25 | |
| | speed comes | /si : g kʌmz/ | P. 74/Line 47 | |
| | would come | /wəʊ kʌm/ | P. 93/Line 5 | |
| | should contain | /ʃəg kən ^h teɪn/ | P. 104/Line 59 | |
| /n/ changes into /ŋ/ before /k/ | phone calls | /fəʊŋ kə : l/ | P. 83/Line 24 | 0.6% |
| | one couldn't | wʌŋ kədnt | P. 123/Line 9 | |
| | one cannot | wʌŋ kənɒt | P. 123/Line 13 | |
| /n/ changes into /ŋ/ before /g/ | one game, | /wʌŋ geɪm/ | P. 94/Line 56 | 0.2% |

Table 20 Partial Place Assimilation

| Regressive Place Assimilation /alveolar changes into bilabial | Examples | Data Code | Occurrence | | |
|---|--|---------------------------------------|----------------|------|------|
| /n/ changes into /m/ before /p/ | Open position | /əʊpən pe ^h zɪf n/ | P. 3/Line 23 | 3.2% | |
| | can play | /kæn pleɪ/ | P. 13/Line 16 | | |
| | between privileged | /bi ^h twi : m prɪvəlɪ dɪd/ | P. 14/Line 38 | | |
| | been part | /bi : m pɑ : t/ | P. 23/Line 7 | | |
| | in preparing | /ɪm prɪ ^h peəɪŋ/ | P. 23/Line 26 | | |
| | even point | /i : vɪm pɔɪnt/ | P. 33/Line 2 | | |
| | main points | /meɪm pɔɪnts/ | P. 84/Line 44 | | |
| | question period | /kwɛstfəmpɪəriəd/ | P. 85/Line 64 | | |
| | in paragraph | /ɪm pərəgrɑ : f/ | P. 103/Line 24 | | |
| | when productivity | /wɛn prɒdʌk ^h tɪvəti/ | P. 113/Line 49 | | |
| | driven primarily | /drɪvɪm prɑɪ ^h mərəli/ | P. 115/Line 53 | | |
| | often presented | /ɒfɪm prɪ ^h zentɪd/ | P. 124/Line 31 | | |
| | can provide | kæn prə ^h vaɪd | P. 124/Line 41 | | |
| | one place | /wʌm pleɪs/ | P. 33/Line 18 | | |
| | one person | /wʌm pɜ : sən/ | P. 94/Line 35 | | |
| | Pinpoint | /pɪmpɔɪnt/ | P. 3/Line 24 | | |
| | then bring | /ðɛm brɪŋ/ | P. 13/Line 16 | | 2.6% |
| | organization brings | /ɔ : gənəɪ ^h zəɪf m brɪŋz/ | P. 14/Line 49 | | |
| | can be | /kæn bi/ | P. 23/Line 3 | | |
| | children begin | /tʃɪldrɛn bɪ ^h ɡɪn/ | P. 34/Line 46 | | |
| American babies | /ə ^h məɪ kəm beɪbi/ | P. 34/Line 56 | | | |
| run by | /rʌm baɪ/ | P. 33/Line 25 | | | |
| mean better | /mi : m beta/ | P. 33/Line 10 | | | |
| Main body | /meɪm bɒdi/ | P. 84/Line 36 | | | |
| mention both | /menʃm bəʊθ/ | P. 104/Line 39 | | | |
| action because | /ækʃm bɪ ^h kəz/ | P. 114/Line 36 | | | |
| shown by | /ʃəʊm baɪ/ | P. 123/Line 26 | | | |
| even being | /i : vɪm bi : ŋ/ | P. 133/Line 18 | | | |
| imagination because | /ɪmædʒɪ ^h nəɪf m bɪ ^h kəz/ | P. 135/Line 36 | | | |

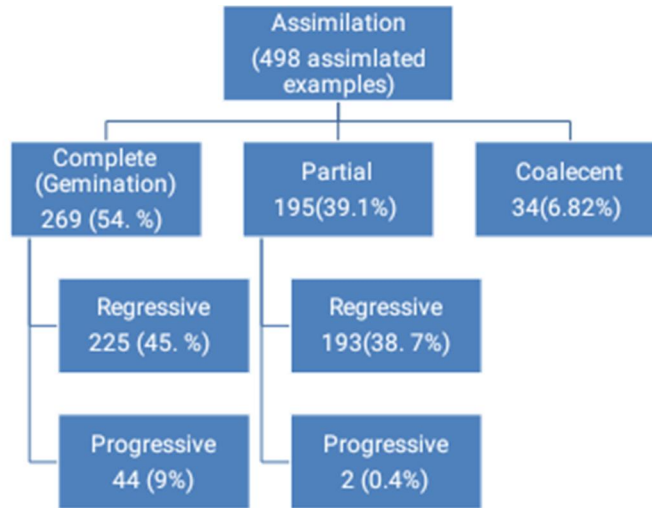
Table 21 Partial Place Assimilation

| Regressive Place Assimilation /alveolar changes into bilabial | Examples | | Data Code | Occurrence |
|--|-------------------|--------------------|---------------|------------|
| /t/ changes into /p/ before /b/ | might be | /maɪp bi/ | P.135/Line 86 | 3.0% |
| | list below | /lɪsp bɪ'liʊs/ | P.23/Line 9 | |
| | might be | /maɪp bi/ | P.135/Line 86 | |
| | that being | /ðæp bi: ɪŋ / | P.25/Line 79 | |
| | that baby | ðæp beɪbi | P.33/Line 23 | |
| | that being | /ðæp bi: ɪŋ/ | P.25/Line 79 | |
| | a lot better | /ə lɒp beta/ | P.54/Line 47 | |
| | discreet but | /dɪ'skrɪp bət/ | P.54/Line 29 | |
| | that back | /ðæp bæɪk/ | P.54/Line 61 | |
| | that belongs | /ðæp bɪ'lɒŋ/ | P.63/Line 3 | |
| | most blind | /məʊsp blaɪd/ | P.73/Line 18 | |
| | not be | /nɒp bi/ | P.83/Line 4 | |
| | point by | /pɔɪnp baɪ/ | P.84/Line 52 | |
| | different ball. | /dɪfrənp bɔ:l/ | P.94/Line 49 | |
| | about basic | /ə'beɪsp beɪsɪk/ | P.123/Line 14 | |
| /d/ changes into /b/ before /p/ | would point | /wəʊpɔɪnt/ | P.3/Line 21 | 1.2% |
| | had planned | /hæbplænd/ | P.64/Line 46 | |
| | blind people | /blaɪb'pi:pl/ | P.73/Line 18 | |
| | should probably | /ʃəʊpɹəbəbəlɪ/ | P.84/Line 43 | |
| | limited paradigm. | /lɪmɪtɪbpaerədajm/ | P.134/Line 41 | |
| | talented people | /tæləntɪb'pi:pl/ | P.135/Line 85 | |

Table 22 Coalescent Assimilation

| | Examples | | Data Code | |
|----------------------------------|-----------------|--------------------|---------------|------|
| /t/ changes into /tj/ before /j/ | about yourself. | /ə'baɪtj ja: self/ | P.3/Line 6 | 2.6% |
| | about your | /ə'baɪtj ja: / | P.3/Line 9 | |
| | That you | /ðætj ju/ | P.4/Line 43 | |
| | Last year | /lɑ:stj jɪə/ | P.64/Line 46 | |
| | out your | /aʊtj ja: / | P.83/Line 25 | |
| | at your | /ætj ja: / | P.84/Line 58 | |
| | expect you | /ɪk'spektj ju/ | P.93/Line 18 | |
| | hit your | /hɪtj ja: / | P.93/Line 26 | |
| | grant you | /grɑ:ntj ju/ | P.103/Line 3 | |
| | what you | /wɒtj ju/ | P.103/Line 4 | |
| | Highlight your | /haɪlaɪtj ja: / | P.104/Line 47 | |
| | suit you | /su:tj ju/ | P.104/Line 48 | |
| | contact you. | /kɒntæktj ju/ | P.104/Line 56 | |
| /d/ changes into /dʒ/ before /j/ | and your | /ændʒ ja: / | P.23/Line 10 | 0.2% |
| /s/ changes into /ʃ/ before /j/ | versus your | /vɑ:səʃ ja: / | P.3/Line 17 | 0.8% |
| | drowsiness you | /draʊzɪnəs ju/ | P.114/Line 26 | |
| | This year | /ðɪʃ jɪə/ | P.34/Line 35 | |
| | the less you'll | /ðəleʃ juəl/ | P.38/Line 21 | |
| /z/ changes into /ʒ/ before /j/ | summarize your | /sʌməraɪz ju: / | P.3/Line 10 | 1.6% |
| | qualities you | /kwɒlətɪz ju/ | P.3/Line 24 | |
| | goals you | /gəʊlz ju/ | P.4/Line 58 | |
| | provides young | /pra'vaɪdʒ jʌŋ/ | P.34/Line 63 | |
| | skills you | /skɪlz ju/ | P.25/Line 77 | |
| | as you | /əz ju/ | P.103/Line 19 | |
| | references you | /refrənsɪz ju/ | P.104/Line 53 | |
| mothers younger | /mʌðəz jʌŋgə/ | P.133/Line 7 | | |

Table 23 The Summary of Assimilation Occurrence



Conclusions

The analysis shows that:

1. Assimilation in the target data may be partial or complete, and regressive or progressive and it takes place in voicing, place of articulation and manner of articulation.
2. Germination mostly occurs in complete assimilation when consonants in sequence are homorganic (the consonants have two features in common, manner of articulation and phonation). Since manner of articulation feature is common, the third place of articulation feature is copied automatically from the adjacent sound. However, place of articulation and phonation features cause partial assimilation, and they are not enough to initiate automated manner of articulation one.
3. Complete assimilation whether it occurs in voicing, place of articulation or manner of articulation, and whether it is regressive or progressive, it results in a geminated consonant.
4. After analysing many assimilation examples such as the phrase “bless you”, we can realize that reciprocal assimilation is not as it is defined as adjacent sounds having mutual influence on each other to produce a third new fused sound. If we analyse / bleʃu/ in which voiceless alveolar fricative /s/

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and voiced palatal approximant /j/ do not have equal effect to produce voiceless post-alveolar fricative /ʃ/. This means that voiceless alveolar fricative /s/ has the progressive domination, where voicelessness and manner of articulation are transformed to /ʃ/ from /s/, rather than bi-directional or reciprocal effect.

5. When obstruents (plosives, fricatives, affricates) are concatenated, the first obstruent is kept voiceless, while the next one is changed to become partially devoiced within the same words or across words boundaries. This direction of assimilation is progressive. Regressive assimilation of voicing is never found in all collected data.
6. The most common complete place assimilation is a regressive one /alveolar changes into bilabial see Tables 3 and 4.
7. The most common complete place assimilation is progressive one / dental changes into alveolar (Table 10).
8. The most common complete manner assimilation is regressive one / stop changes into fricative (Table 11).
9. The most common Regressive voiceless partial assimilation as /z/ changes into /s/ before /k/ (Table 17).
10. Regressive place assimilation /labiodental / v / changes into bilabial /m/ and /dental / θ / changes into alveolar /s/ are very rare (Tables 5 & 6).
11. Progressive complete place assimilation as in palatal changes /j/ into post-alveolar /ʃ/ and semi-vowel / j / changes into fricative / ʒ/ before /d/ is very rare since we have a very small number of examples in all data analysed (Tables 9 & 13).

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