

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 بالخرج والاهتزاز وطريقة النطق) باللغة الإنجليزية بمنهاج 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 النشاز للطلاب العراقيين. البيانات التي تم جمعها هي تسجيلات صوتية لناطقين أصليين باللغة الانكليزية لـ ١٤ مقطع مقروء مأخوذة من الكتاب المنهجي Intermediate-Select readings / Second Edition Linda Lee & Erik Gunderson بقلم Linda Lee & Erik Gunderson 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

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

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

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). Geminata 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 /temːaɪl/ 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’ /grɪːn peɪpə/ is realized as /grɪːm 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

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 /¹hɪd 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:stj 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:

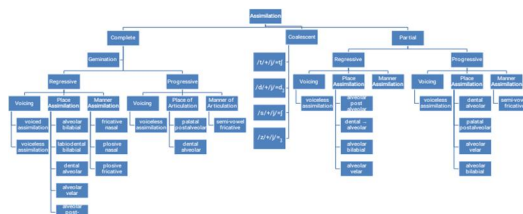
Table A. Reciprocal Assimilation

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.



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	/ðæddeməstreɪt//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	/ˈɑ:lmeʊsd deɪli/ /d:/	P.63/Line 18	
	it doesn't matter	/ɪd'dʌznt məte/ /d:/	P.64/Line 56	
	must do	/məsd 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 alveolar changes into bilabial	Examples		Data Code	Occurrence
/d/ changes into /m/	enjoyed many	en'dʒɔɪ(m)enɪ/	P.4/Line 23	3.2%
	young-led microphone??	ju:ŋb'lem/	P.13/Line 27	
	second-hand materials	ma'kseʊfə(ɒ)mz/	P.13/Line 30	
	find most	fai(m)məʊst/	P.33/Line 18	
	good morning	gʊd'mɔ:ɪŋ/	P.33/Line 31	
	seemed memorized	si:m'meməraɪz/	P.33/Line 34	
	find meaning	fai(m)'mi:nɪŋ/	P.43/Line 25	
	old man	əʊld'mæn/	P.44/Line 37	
	good me	gʊd'mi/	P.54/Line 44	
	spread many	spred'menɪ/	P.63/Line 24	
	find my	fai(m)'maɪ/	P.104/Line 44	
	could mean	kʊld'mi:n/	P.124/Line 57	
	world many	wɜ:l'menɪ/	P.124/Line 61	
	had mothers??	hæd'mʌðə/	P.133/Line 7	
	used more	ju:sd'mɔ:ə/	P.164/Line 31	
/t/ changes into /p/	not prepared.	nɒt'prɪ'peəd/	P.3/Line 3	5.2%
	don't pretend	dɒnt'pre'tend/	P.4/Line 44	
	youngest participant	ju:ŋgɪst'pɑ:tsɪpənt/	P.14/Line 37	
	that provides	ðæt'pri:vəɪd/	P.14/Line 62	
	different personality	dɪf'renpə'lɪtɪ'ændə/	P.24/Line 48	
	perfect place	'pɜ:fɪkt'pleɪs/	P.25/Line 75	
	start putting	stɑ:t'pʊtɪŋ/	P.25/Line 76	
	different pathway	dɪf'renp'pa:θweɪ/	P.34/Line 63	
	fast plans	fɑ:st'plænz/	P.43/Line 8	
	most people	məʊst'pi:pl/	P.43/Line 28	
	bright patches	braɪt'pætʃɪz/	P.14/Line 39	
	different perception	dɪf'renpə'sepʃən/	P.53/Line 243	
	just pick	dʒʌst'pɪk/	P.54/Line 44	
	that produce	ðæt'pri:du:s/	P.73/Line 20	
	student programmer's	'stju:dənt'prə'græmə/	P.74/Line 47	
	first place	fɜ:st'pleɪs/	P.83/Line 14	
	might produce	maɪt'pri:du:s/	P.84/Line 48	
	next person	nekst'pɜ:sn/	P.94/Line 48	
	most pertinent	məʊst'pɜ:tɪnəns/	P.103/Line 29	
	that prove	ðæt'pru:v/	P.104/Line 25	
	most professional	məʊst'prə'fɛʃənl/	P.104/Line 61	
	cannot prevent	kənɒt'pre'vent/	P.123/Line 113	
	might prove	maɪt'pru:v/	P.125/Line 69	
	that produced	ðæt'pri:du:s/	P.133/Line 2	
	that period	ðæt'piəriəd/	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	/wa:lbbɪ'jənd/ /b:/	P.43/Line 3	
	food but??	/fu:b bət/ /b:/	P.114/Line 27	
	Would be	/web bi/ /b:/	P.83/Line 15	
	childbirth	/'tʃaɪlbəs:θ/ /b:/	P.123/Line 7	
/n/ changes into /m/	turn my	/tə:m maɪ/ /m:/	P.4/Line 39	5.4%
	keep in mind	/ki:pɪm 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'reɪm 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	/'məʊfɪmə'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 meɪdɪsn/ /m:/	P.123/Line 6	
	children must	/tʃɪldrən məst/ /m:/	P.124/Line 33	
	frighten most	/fraɪtn 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??	/neɪtɪm məndərɪn/ /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 seɪlzpɜːsn//s://	P.103/Line 1	2.2%
	Strengths	/streɪŋθs://	P.4/Line 39	
	Months	/mʌnθs://	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	/dɪfrɛk kɒnsept/ /k://	P.54/Line 32	
	different conversational	/dɪfrɛk kɒnveɪ'seɪʃənəl/ /k://	P.93/Line 16	
	pertinent characteristics	/pɜːtɪnənt kærəktɪ'stɪk/ /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	/seknəgɹeɪd/ /g://	P.14/Line 42	0.4%
	Romanized Greek	/rəʊmənəɪzəgriːk/ /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	/seɪfʃi/ /f://	P.4/Line 61	0.4%
	indeed shadows	/ɪn'diːʃɪ'ʃædəs/ /f://	P.44/Line 53	
/z/ changes into /j/	says she	/seɪfʃi/ /f://	P.3/Line 21	2%
	has shown	/həʃʃɒn/ /f://	P.23/Line 1	
	Studies show	/stʌdɪʃʃəʊ/ /f://	P.23/Line 20	
	teams should	/tiːmʃʃəd/ /f://	P.24/Line 39	
	others showed	/ʌðəʃʃəʊd/ /f://	P.44/Line 41	
	as she	/əʃfʃi/ /f://	P.53/Line 9	
	is shown	/ɪʃʃɒn/ /f://	P.123/Line 26	
	programs should	/prəʊgræmʃʃəd/ /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 /ʃ/	distinguish yourself /dɪ'stɪŋɡwɪʃfə: 'self/ /ʃ:/	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	/ɪɡ'zæmpləz zæ/ /z:/	P.125/Line 67
	is the	/ɪz zæ/ /z:/	P.4/Line 64
	As the	/æz zæ/ /z:/	P.14/Line 36
	claims the	/kleɪmz zæ/ /z:/	P.14/Line 44
	as they	/æz zæ/ /z:/	P.23/Line 2
	activities that	/æktɪvɪtɪz zæ/ /z:/	P.125/Line 67
	answers that	/ɑ:nsəz zæ/ /z:/	P.24/Line 54
	Computers that	/kəm'pjʊtəz zæ/ /z:/	P.33/Line 17
	sounds that	/saʊndz zæ/ /z:/	P.34/Line 23
	shows that	/ʃəʊz zæ/ /z:/	P.34/Line 24
	languages they	/læŋɡwɪdʒz zæ/ /z:/	P.34/Line 41
	patterns that	/pætənz zæ/ /z:/	P.34/Line 47
	solidifies those	/sə'lɪdɪfaɪz zæ/ /z:/	P.34/Line 63
	connections that	/kə'nekʃnz zæ/ /z:/	P.34/Line 66
	identifies the	/aɪ'dentɪfaɪz zæ/ /z:/	P.43/Line 11
	goes that	/ɡəʊz zæ/ /z:/	P.44/Line 33
	was that	/wəz zæ/ /z:/	P.44/Line 33
	irregularities that	/ɪ'reɡjə'lɪnətɪz zæ/ /z:/	P.44/Line 33
	reads the	/ri:dz zæ/ /z:/	P.73/Line 19
	Devices that	/dɪ'vaɪz zæ/ /z:/	P.73/Line 20
	says they	/seɪz zæ/ /z:/	P.73/Line 21
	as three	/æz zæ/ /z:/	P.73/Line 25
	memorizes the	/meməraɪz zæ/ /z:/	P.73/Line 26
	knows the	/nəʊz zæ/ /z:/	P.84/Line 39
	means that	/mi:nz zæ/ /z:/	P.85/Line 76
	has the	/həz zæ/ /z:/	P.94/Line 35
	is that	/ɪz zæ/ /z:/	P.103/Line 37
	requires that	/rɪ'kwaɪəz zæ/ /z:/	P.105/Line 64
	changes they	/tʃeɪndʒz zæ/ /z:/	P.123/Line 16
	issues that	/ɪʃu:z zæ/ /z:/	P.124/Line 54
	as there	/æz zæ/ /z:/	P.124/Line 60
	strategies that	/straɪtədʒɪz zæ/ /z:/	P.134/Line 46
	details that	/dɪ'teɪls zæ/ /z:/	P.134/Line 49
	abilities that	/ə'bɪlɪtɪz zæ/ /z:/	P.134/Line 56
	realize that	/rɪ'laɪz zæ/ /z:/	P.131/Line 11
	reconceptualize the	/rɪ'ken'septʃuəlaɪz zæ/ /z:/	P.134/Line 53

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
	best-suited	/bes¹ su¹tɪd/ /s:/	P.3/Line 20
	different styles	/dɪfrɛns staɪl/ /s:/	P.24/Line 49
	can't say	/kɛns seɪ/ /s:/	P.33/Line 29
	about six	/ə¹ baʊs sɪks/ /s:/	P.34/Line 33
	that skill	/ðes skɪl/ /s:/	P.34/Line 54
	start studying	/sta¹ s stʌdɪŋ/ /s:/	P.34/Line 67
	must struggle	/mʌs strʌgl/ /s:/	P.34/Line 67
	first set	/fɜ¹ s set/ /s:/	P.43/Line 23
	weren't satisfied	/wɜ¹ ns¹ smetɪsfaɪd/ /s:/	P.44/Line 39
	can't see	/kɛns si¹/ /s:/	P.45/Line 63
	last September	/la¹ s sep¹ mbeɪs/ /s:/	P.53/Line 2
	right side	/raɪ s saɪd/ /s:/	P.53/Line 16
	just sit	/dʒʌ s sɪt/ /s:/	P.54/Line 29
	lot slower	/lʌ s sləʊə/ /s:/	P.51/Line 54
	that sets	/ðes sɛts/ /s:/	P.54/Line 45
	at sunset	/ə s sʌset/ /s:/	P.63/Line 6
	but sometimes	/bʌ s¹ sʌmtaɪmz/ /s:/	P.63/Line 25
	a short summary	/ə fɔ¹ s sʌməri/ /s:/	P.84/Line 44
	last sentence	/la¹ s senetns/ /s:/	P.84/Line 46
	The best speakers	/ðe bes spɪ¹ kə/ /s:/	P.84/Line 51
	pleasant surprise	/plezns sɜ¹ praɪz/ /s:/	P.85/Line 81
	must sell	/mʌs sel/ /s:/	P.103/Line 23
	must say	/mʌs seɪ/	P.104/Line 38
	about salary	/ə¹ baʊs¹ sæləri/	P.105/Line 62
	cannot stop	/kənʌs stɒp/	P.123/Line 13
	prevent science	/prɪ¹ vens¹ sɑɪns/ /s:/	P.123/Line 15
	don't see	/dɛns si¹/ /s:/	P.124/Line 32
	at school	/ə s sku¹l/ /s:/	P.124/Line 43
	most successful	/mʌʊs sək¹ sɜsfʌl/ /s:/	P.124/Line 49
	about science	/ə¹ baʊs¹ sɑɪns/ /s:/	P.124/Line 47
	that civilization	/ðes sɪvɪlaɪz¹ zeɪ¹ n/ /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	/waɪn neɪvə/ /n:/	P.4/Line 43
	would not	/waɪn nɒt/ /n:/	P.34/Line 60
	did not	/dɪn nɒt/ /n:/	P.35/Line 83
	weekend nights	/wi¹ k¹ en naɪt/ /n:/	P.63/Line 190
	and newspaper	/ən¹ nju¹ zpeɪpə/ /n:/	P.83/Line 23
	a good-natured	/gʊn neɪtʃəd/ /n:/	P.84/Line 34
	good notion	/gʊn¹ nɔʊʃn/ /n:/	P.85/Line 64
	and never	/ən neɪvə/ /n:/	P.82/Line 76
	and no one	/ən nɒ wʌn/ /n:/	P.94/Line 25
	paid no attention	/peɪn nɒ ə¹ tenʃn/ /n:/	P.94/Line 53
	should never	/ʃən neɪvə/ /n:/	P.104/Line 33
	around no task	/ə¹ raʊn nɒ tɑːsk/ /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	/ɪ¹ lu¹ mɪneɪtɪn¹	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 ju/	P.134/Line36	0.3%
	underprivileged youth	/ʌnde ¹ prɪvəlɪdʒd ju: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 pɪkd/	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 ¹ peə/	P.45/Line 104	
	drove people	/draʊf ¹ pi:pl/	P.115/Line 51	
/b/ changes into /p/ before /s/	website	/wepsaɪt/	P.2/Line 13	1%
	subsequent	/ ¹ sʌpsɪkwənt/	P.24/Line 36	
	absolutely	/ ¹ æpsəlu:tli/	P.35/Line 84	
	obsessed	/əp ¹ ses/	P.115/Line 54	
/v/ changes into /f/ before /θ/	A productive thinker	/ə prə ¹ dʌktɪf/	P.133/Line 25	0.4%
	Reproductive thinking	/,rɪ:prə ¹ dʌktɪf θɪŋkɪŋ/	P.134/Line 25	
/v/ changes into /f/ before /t/	effective team	/ɪ ¹ fektɪfti:m/	P.23/Line 32	0.6%
	have taken	/həf teɪkən/	P.64/Line 37	
	have to	/həf tə/	P.83/Line 21	
/v/ changes into /f/ before /s/	have similar	/həf ¹ sɪmələ/	P.24/Line 51	1.0%
	Prove Sound	/pru:fsaʊnd/	P.33/ title line	
	have struggled	/həfstrʌgl/	P.33/Line 9	
	twelve sessions	/twelf ¹ seʃn/	P.34/Line 57	
	have seen	/həf si:n/	P.29/Line 44	
	drove straight	/draʊfstreɪt/	P.64/Line 33	
	informative speech	/ɪn ¹ fə:mətɪfspi:tʃ/	P.85/Line 66	
	relative stranger	/ ¹ relatɪfstreɪndʒə/	P.94/Line 39	
	have sufficient	/həfsə ¹ fɪʃnt/	P.125/Line 68	
	we've solved	/wi:fsɒlvd/	P.134/Line 34	
/v/ changes into /f/ before /k/	expensive kerosene	/ɪk ¹ spensɪfkerəsi:n/	P.13/Line 18	0.6%
	positive contribution	/ ¹ pəzətɪf,kɒntrɪbjʊ:ʃn/	P. 4/Line 68	
	have completely	/həfkəm ¹ pli:tli/	P.94/Line 47	
/ð/ changes into /θ/ before /p/	with poise	/wɪθpɔɪz/	P. 4/Line 64	0.1%
	with people	/wɪθ ¹ pi:pl/	P. 35/Line 76	
	with professional	/wɪθprə ¹ fesjənl/	P. 103/Line 9	

Table 15 Partial Voicing Assimilation

Regressive voiceless assimilation	Examples	Data Code	Occurrence
/ð/ changes into /θ/ before /t/	with foreigners	/wɪθ 'fɒrənə/	0.8%
	with flair	/wɪθ flɛə/	
	with family	/wɪθ fæməli/	
	with friends	/wɪθ frendz/	
/ð/ changes into /θ/ before /t/	with teammates	/wɪθ ti:mmeɪt/	0.2%
/ð/ changes into /θ/ before /s/	with specific	/wɪθ spe'sɪfɪk/	0.4%
	with several	/wɪθ sevrəl/	
	with straight	/wɪθ streɪt/	
	with sight	/wɪθ saɪt/	
/ð/ changes into /θ/ before /k/	with college	/wɪθ kɒlɪdʒ/	0.4%
	with computers	/wɪθ kəm'pjʊ:tə/	
/d/ changes into /t/ before /f/	would fit	/wet fɪt/	3.0%
	good fit	/gʊd fɪt/	
	could feel	/kəd fi:l/	
	thousand faces.	/θaʊznt feɪsɪz/	
	word for	/wɔ:t fə/	
	would find	wet faɪnd	

Table 16 Partial Voicing Assimilation

Regressive voiceless assimilation	Examples	Data Code	
/z/ changes into /s/ before /p/	actions people	/ækʃns 'pi:pl/	2.8%
	prepares properly	/prɪ 'peəs propəli/	
	Babies Prove	/beɪbɪs pru:v/	
	was pure	/wəz pjʊə/	
	phases prove	/feɪzɪs pru:v/	
	years play	/jɪəz pleɪ/	
	sea's permanence	/si:s 'pɜ:mənəns/	
	His parents	/hɪs peərənts/	
	was playing	/wəz pleɪɪŋ/	
	as playing	/əz pleɪɪŋ/	
	is possible	/ɪs 'pɒsəbl/	
	recalls Pier	/rɪ 'kɔ:lɪs piə/	
	newspaper	/nju:speɪpə/	
	salesperson	/seɪlspɜ:sn/	
/z/ changes into /s/ before /f/	calls for	/kɔ:lɪs fə/	4.2%
	provides fashion	/pre'vaɪds 'fæʃn/	
	strategies for	/straetədʒɪs fə/	
	has found,	/həz faʊnd/	
	babies for	/beɪbɪs fə/	
	Gods flung	/gɒds flʌŋ/	
	was fleeing	wəz fi:nɪŋ/	
	memories for	/meməɪs fə/	
	his father	/hɪs 'fɑ:ðə/	
	comes from	/kʌms frem/	
	fingers fly	/'fɪŋɡəs flaɪ/	
	terrors for	/'terəs fə/	
	questions following	/'kwɛstʃəns 'fɒləʊɪŋ/	
	is filled	/ɪs fɪlɪŋ/	
	his friends	/hɪs frendz/	
	friends for	/frends fə/	
	audiences for	/'a:diənsɪs fə/	
	as food	/əz fu:d/	
	problems from	/'prɒbləms frem/	
	stems from	/stems frem/	
	themselves for	/ðəm'selvz fə/	

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 /aʊəs tə/	P.13/Line 18	
	homes to /heʊms tə/	P.13/Line 20	
	girls turn /gɜ:ls tə:n/	P.14/Line 32	
	tries to /traɪs tə/	P.43/Line 25	
	returns to /rɪ:təns tə/	P.55/Line 66	
	engineers tend /endʒɪ'nɪəs tend/	P.124/Line 36	
	scholars tried /skoʊləs 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 /kɪds kən/	P.13/Line 16	
	families can /fæməli:z kən/	P.13/Line 22	
	lifestyles can /laɪfstaɪls kən/	P.24/Line 52	
	employers consistently /ɪm'plɔɪəz kən'sɪstəntli/	P.35/Line 79	
	was covered /wəz kʌvəd/	P.44/Line 51	
	shadows cast /'ʃædəʊ kɑ:st/	P.44/Line 53	
	is crazy /ɪs kreɪzi/	P.53/Line 12	
	is cool /ɪs ku:l/	P.63/Line 25	
	us crazy /əs kreɪzi/	P.73/Line 7	
	employees could /ɪm'plɔɪi:z kəd/	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 /dʒi:nɪəsɪs kʌm/	P.133/Line 1	
	ways can /weɪs kən/	P.133/Line 24	
	his contemporaries /hɪs kən'tempərəri:z/	P.134/Line 61	
	geniuses constantly /dʒi:nɪəsɪs kɒnstəntli/	P.135/Line 69	

Table 18 Partial Voicing Assimilation

Regressive Voiceless Assimilation	Examples	Data Code	Occurrence
/d/ changes into /t/ before /f/	language fluently /læŋɡwɪtɪ flu:ənt/	P.34/Line 08	0.4%
	Stage Fright? /steɪtɪ fraɪt/	P.85/Line 23	
/d/ changes into /t/ before /t/	message to /mesɪtɪ tə/	P.23/Line 29	0.4%
	age two /eɪtɪ tu:/	P.74/Line 29	
/d/ changes into /t/ before /s/	college students 2 /kɒlɪtɪ stju:dnt/	P.23/Line 1	1.0%
	language skills /læŋɡwɪtɪ skɪlz/	P.33/Line 3	
	age seven /eɪtɪ sevn/	P.34/Line 55	
	exchange students /ɪks'tʃeɪntɪ stju:dnt/	P.53/Line 5	
	large software /lɑ:tɪ 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 ¹ bəʊk ¹ gəʊl/	P. 4/Line 03	1.0%
	support group	/sə ¹ pə ¹ k ¹ gru:p/	P.23/Line 24	
	it gets	/ɪk ¹ gets/	P.34/Line 64	
	ancient Greeks	/eɪn ¹ fənk ¹ gri:ks/	P.44/Line 39	
	thought graphically	/θə ¹ k ¹ græfɪkli/	P.134/Line 60	
/d/ changes into /g/ before /k/	would keep	/wəʊ ¹ ki:p/	P.134/Line 60	1.1%
	required course	/rɪ ¹ kwaɪə ¹ ko:s/	P.25/Line 65	
	numbered coordinates	/nʌ ¹ mber ¹ kəʊ ¹ dɪ ¹ neɪt/	P.73/Line 25	
	speed comes	/si:ɡ ¹ kʌmz/	P.74/Line 47	
	would come	/wəʊ ¹ kʌm/	P.93/Line 5	
	should contain	/ʃəʊ ¹ kən ¹ teɪn/	P.104/Line 59	
/n/ changes into /ŋ/ before /k/	phone calls	/fəʊ ¹ n ¹ ka:l/	P.83/Line 24	0.6%
	one couldn't	wʌ ¹ n ¹ kədnt	P.123/Line 9	
	one cannot	wʌ ¹ n ¹ kənɒt	P.123/Line 13	
/n/ changes into /ŋ/ before /g/	one game,	/wʌ ¹ n ¹ 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 ¹ pə ¹ zɪfən/	P.3/Line 23	3.2%
	can play	/kæn ¹ pleɪ/	P.13/Line 16	
	between privileged	/bi:twi: ¹ m ¹ prɪ ¹ velɪdʒd/	P.14/Line 38	
	been part	/bi:m ¹ pɑ:t/	P.23/Line 7	
	in preparing	/ɪm ¹ prɪ ¹ peərɪŋ/	P.23/Line 26	
	even point	/i:vən ¹ pɔɪnt/	P.33/Line 2	
	main points	/meɪn ¹ pɔɪnts/	P.84/Line 44	
	question period	/kwɛst ¹ fəmp ¹ ɪəriəd/	P.85/Line 64	
	in paragraph	/ɪm ¹ pærəgrɑ:f/	P.103/Line 24	
	when productivity	/wɛn ¹ prɒdʌktɪvɪti/	P.113/Line 49	
	driven primarily	/drɪvən ¹ praɪ ¹ merɪli/	P.115/Line 53	
	often presented	/ɒfən ¹ prɪ ¹ zentɪd/	P.124/Line 31	
	can provide	/kæn ¹ prə ¹ vaɪd/	P.124/Line 41	
	one place	/wʌn ¹ pleɪs/	P.33/Line 18	
	one person	/wʌn ¹ pɜ:sn/	P.94/Line 35	
	Pinpoint	/pɪnpɔɪnt/	P.3/Line 24	
/n/ changes into /m/ before /b/	then bring	/ðɛn ¹ briŋ/	P.13/Line 16	2.6%
	organization brings	/ɔ:ɡənəɪ ¹ zɛɪfəm ¹ brɪŋz/	P.14/Line 49	
	can be	/kæn ¹ bi/	P.23/Line 3	
	children begin	/tʃɪldrən ¹ bɪŋ/	P.34/Line 48	
	American babies	/ə ¹ mərɪkən ¹ bɛɪbi/	P.34/Line 56	
	run by	/rʌn ¹ bɔɪ/	P.33/Line 25	
	mean better	/mi:m ¹ bɛtə/	P.83/Line 10	
	Main body	/meɪn ¹ bɒdi/	P.84/Line 36	
	mention both	/menʃən ¹ bəʊθ/	P.104/Line 39	
	action because	/ækʃən ¹ bɪ ¹ kəz/	P.114/Line 36	
	shown by	/ʃəʊn ¹ bɔɪ/	P.123/Line 26	
	even being	/i:vən ¹ bɪŋ/	P.133/Line 18	
	imagination because	/ɪmædʒɪ ¹ nəɪfən ¹ bɪ ¹ kəz/	P.135/Line 86	

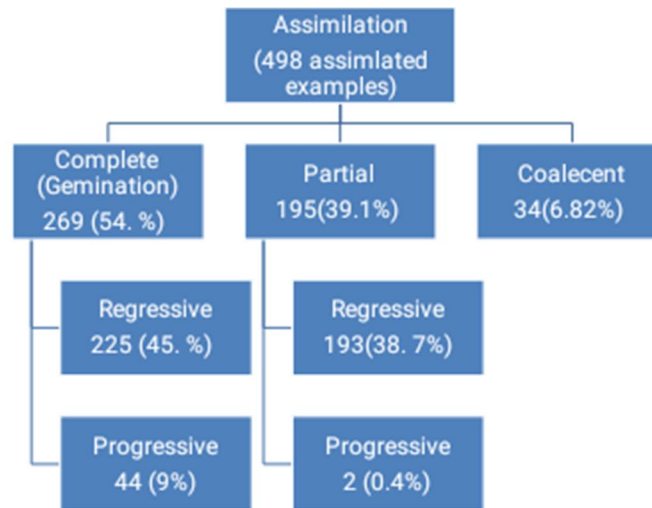
Table 21 Partial Place Assimilation

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
	list below	/lɪsp bɪ'liə/	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'skript bət/	P.54/Line 29
	that back	/ðæp bæk/	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 bɑ:l/	P.94/Line 49
	about basic	/ə' bæsp beɪsɪk/	P.123/Line 14
/d/ changes into /b/ before /p/	would point	/web pɔɪnt/	P.3/Line 21
	had planned	/hæb plænd/	P.64/Line 46
	blind people	/blaɪb'pi:pl/	P.73/Line 18
	should probably	/ʃəb prəbəbli/	P.84/Line 43
	limited paradigm.	/lɪmɪtɪbpaɪrɪdajm/	P.134/Line 41
	talented people	/tæləntɪb'pi:pl/	P.135/Line 85

Table 22 Coalescent Assimilation

/t/ changes into /tj/ before /j/	Examples	Data Code	Occurrence
	about yourself.	/ə' bærtj ja: self/	P.3/Line 6
	about your	/ə' bærtj 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' spæktj 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
/s/ changes into /ʃ/ before /j/	versus your	/vɑ: səlj ja: /	P.3/Line 17
	drowsiness you	/draʊznɪsju/	P.114/Line 26
	This year	/ðɪj jɪə/	P.34/Line 35
	the less you'll	/ðə lɛsl jʊəl/	P.38/Line 21
/z/ changes into /ʒ/ before /j/	summarize your	/sʌməraɪz ja: /	P.3/Line 10
	qualities you	/kwɒlətɪz ju/	P.3/Line 24
	goals you	/ɡəʊlɪz ju/	P.4/Line 58
	provides young	/prə' vaɪ dʒ jʌŋ/	P.34/Line 63
	skills you	/skɪlɪz 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/

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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