



Spelling Pronunciation versus Relaxed Pronunciation in Foreign Language Teacher Education Policy

Mehmet Demirezen¹



Submitted: September 7, 2020; Accepted: June 17, 2021; Published Online: June 30, 2021

Abstract

Right from the beginning it must be noted that English spelling is confusing and bothersome both for native speakers and nonnative speakers. In learning a foreign language, accurate pronunciation is an important part of learning any foreign language. Accurate pronunciation is especially important when non-native students are trained to be English language teachers. Good pronunciation is more than just mastering individual sounds since it also requires understanding intonation, stress, pitch and junctures. In this respect, first things first, two functional issues come to the stage: Spelling pronunciation versus relaxed pronunciation. Spelling pronunciation depends on the use of a pronunciation that is based on spelling that includes common pronunciation of the silent vowel and consonant letters. The converse of spelling pronunciation is *pronunciation spelling* which produces the creation of a new spelling form on the basis of pronunciation. In this study, the contrastive positioning of spelling pronunciation versus pronunciation spelling in English words, phrases, clauses, and sentences will be analyzed to train the English teachers.

Keywords: spelling pronunciation, relaxed pronunciation, pronunciation spelling, eye dialect, metaplasmus

Introduction

Language policies are administrated so as to provide the transmittance of language changes from one time to another and from one generation to another. Socio-linguistically speaking, language policies are enforced by sociolinguistic and technical changes which must be documented in time. Spelling reform is a specific case of educational policy. Because of many borrowed words in English, spelling of English has become chaotic; therefore, over the years it had undergone spelling reforms since English was losing its quality of alphabetic principle by and by. Samuel Johnson in the 18th century was one of the first spelling reformers. Another remarkable spelling reformer in the United States is said to be the lexicographer was Noah Webster, who introduced many simplified spellings in his dictionaries. Many of his spelling proposals were preferred and have become standard in the United States. Borrowing created many irregularities in spelling and pronunciation of words. To keep

¹ Ufuk University, Prof. Dr. [0000-0002-4061-4715], mehmet.demirezen@ufuk.edu.tr

English spelling and pronunciation regular, spelling needed to be amended to account for the language changes.

Languages develop in the course of time and create changes in their pronunciation and spelling and pronunciation. That's why *Webster's New World College Dictionary (2005)* defines spelling pronunciation (henceforth, SP) as "A pronunciation of a word that differs from the historically established one, arising on the basis of the word's spelling." Two of these changes are known as SP and pronunciation spelling (henceforth, PR). The changes created by them lead to the language evolution in the course of time by affecting both children and adults. What is a SP in one generation often becomes standard for the forthcoming generation. In essence, it involves spelling words as they sound. It must be noted right from the beginning that, because the written forms of SP, PS, and Eye dialect (henceforth, ED) do look strange, they astonish the nonnative speakers.

"The most well-known effect that spelling can have on phonemic representation is spelling pronunciation" (Skousen, 1980, p.184). For hundreds of years, lexicographers, lexicologists, etymologists, dialectologists, and other language professionals have labored on standardization of the spelling of words in English and other languages. The first traces of standardization started with the introduction of printing press by Caxton (c. 1422 – c. 1491) into England in 1476. Many of the later professional scribes changed the pronunciation of some words so that it agreed with the spelling, as in the case of the word *often*, *listen*, and *fasten*. Secondly, they used pronunciation of words influenced by their spelling, as in *dem* < them, *did'ja* / *didja* < did you, *betcha* < bet you, *hafta* < have to, and so on. They also perused the etymology of words to standardize the spelling and pronunciation of vocabulary items. Language standardization was eventually achieved through the formation of dictionaries, style guides, historians, dialectologist, by politicians and statesmen. "*Metaplasms* in its various forms plays on these standardized spellings through the creation of non-standard spellings for literary purposes." (<https://www.wisegeek.com/what-is-eye-dialect.htm>). Metaplasms is a technique of creating new words, which "involve adding, subtracting, or changing letters or syllables in the beginning, middle, or ending of words" (Fahnestock, 2011, p. 129) in order to emphasize a deviation from the standard form.

By definition, **metaplasms** is the deliberate misspelling of a word without changing the meaning via the addition, subtraction, or substitution of letters or sounds, or changing letters or syllables in the beginning, middle, or ending of a word in order to emphasize a deviation from the standard form. It may come into being if the writer has literacy problem as well. For example, the proper name Elizabeth can be spelled as *Liz*, *Eliza*, *Lizzie*, *Beth*, *Bet*, and the like. Similarly, the word *Edward* may be *Ward* or *Ed*, which, in turn, *Ed* can become *Eddie* or *Ned* of *Ted*. Likewise, the proper name *Mustafa* may become *Mustuva* or *Musti*, or *Mistik*; the word *Mehmet* may become *Memo* or *Memiş* in Turkish. Furthermore, in terms of literature, metaplasms is a type of neologism in which misspelling a word creates a rhetorical effect. To emphasize dialect, one might spell *dog* as "dawg." "To emphasize that something is unimportant, we might add *-let* or *-ling* at the end of the word, referring to a deity as a "godlet", or a prince as a "princeling." To emphasize the feminine nature of something normally considered masculine, try adding *-ette* to the end of the word, creating a *smurfette* or a *corvette*. To modernize something old, the writer might turn the Greek god Hermes into the *Hermenator*. Likewise, Austin Powers renders all things *shagedelic*" (<http://web.cn.edu/kwheeler/schemes.html>.)

Misspelling is an effective tool, and serves many purposes. Metaplasmus, being an example of neologism, means misspelling something or writing it differently because doing so will have a different effect on the reader. Therefore, many of the literature writers have been using it for rhetorical purposes. In metaplasmus, the following categorical terms as **prosthesis** (adding an extra syllable or letters to the beginning of a word), **epenthesis** (also called infixation, adding an extra syllable or letters in the middle of a word), **proparalepsis** (adding an extra syllable or letters to the end of a word), **aphaeresis** (deleting a syllable from the beginning of a word to create a new word), **syncope** (deleting a syllable or letter from the middle of a word), and **apocope** (deleting a syllable or letter from the end of a Word) are frequently encountered to achieve *eye dialect* related expressions. It boils down to mean an act of deliberate misspelling a word to create an artistic effect or the impact of dialect. Thus, many neologisms result from metaplasmus.

Review of Literature

Up until now, scholars have paid little attention to the contrastive occurrence of SP, PS, and ED. Demirezen (2019, p. 275- 294) in an article titled *The place of pronunciation spelling in foreign language teacher education* has made a comparison of PS and SP, and rested the two of them on Principle of Least Effort and Zipf's Law. In addition, he has made a research on the recognition of SP with 30 participants, who were the MA students at a graduate foundation school of Social Science in Ankara. He discovered that the mean score of the post-test is %76 and pre-tests' is % 65 while the percentage of ascent is 11%. The resulting scores were not accepted as satisfactory, which boils down to mean that the elements of pronunciation spelling and spelling pronunciation in connected speech must be carefully taught to non-native speakers of English to achieve oral fluency, and that fast English, colloquial forms, and connected speech forms can be understood by dwelling on pronunciation spelling, and that "In many cases, the simple awareness of their existence can help enormously in enabling students to better understand the language they hear" (Brown, 2006, p. 21).

According to Gleason (1961), too, scholars have paid little attention to the occurrence of ED in terms of linguistics so far, and moreover some other scholars have examined it only from a literary point of view. On the issue of eye dialect, Baroni (2013) stated that nonstandard spelling of certain words in English, French and other languages is quite a widespread phenomenon, commonly referred to as Eye Dialect. He showed how eye dialect and casual speech spelling, instead of creating new sound-to-letter relationships, promote the more general ones, depending on phoneme-to-grapheme mappings. He concluded that "So far, phenomena such as eye dialect and nonstandard spelling have been largely ignored by linguistic theory" (Baroni, 2013). He also cited quite the interesting uses made of ED, for example in the advertising industry and in writing SMSs.

Brett (2019:50) in his article called *Eye Dialect: Translating the Untranslatable*, states that "Based as it is on variations of pronunciation from the standard in one language and modifications of the standard orthography of the same, the presence of eye dialect in a text clearly poses problems for the translator." Moreover he adds that translations of passages containing ED act on the whole negative. "Since eye dialect (in both senses of the term) is a literary device that is based on the phonological and orthographic features of one language, rarely can such features survive the translation process" (Brett, 2019:59). He concludes that if expressions with eye dialect come up in texts, eye dialect produced in the original text gets to be daunting, and is partially doomed to failure due to certain losses in the process of making translations.

Hilte & Reitsma (2006) in an article titled *Spelling pronunciation and visual preview both facilitate learning to spell irregular words* analyzed whether the spelling pronunciations were helpful particularly for learning words with irregular phoneme-grapheme correspondences. In a four-week computer-based training, the efficacy of SP on learning to spell loan words in Dutch, originating from French and English, was examined in skilled and less skilled spellers with varying ages by taking into account the readings skills of the participants. The researchers discovered that SP facilitated the learning of the correct spelling of irregular words. The findings appeared to indicate that SP would be an effective way to learn correct spellings of orthographically unpredictable words, irrespective of age or spelling ability.

Spelling Pronunciation and its Related Issues to Language Policy

English is well known in terms of lack of simple correspondence between the spelling system and pronunciation system, which has been a great problematic issue to non-native learners of English, whose L1 is not a stress-timed language. As Kelly (2010, p. 122) stated “Since the relationship between spelling and pronunciation is more complex in English, it is not easy for learners of whatever L1 to see how a written English word should be pronounced or, how a word they have only heard should be written.” Moreover, “Speakers of such languages may pronounce every letter of English word, assuming incorrectly that the English spelling system is like the spelling system of their native language. In addition, these speakers may assign the sound values of their spelling system to the letters of English. This often results in what we term a spelling pronunciation” (Avery and Ehrlich, 2002, p. 6).

The dichotomy between spelling and pronunciation can show up in two basic terms: SP and PR. They indicate two different but very common phonological happenings in the phonology and spelling conventions of foreign language learning and teaching. Richards, Platt and Platt (1992) indicate that SP is a way of pronouncing a word which is modelled on its spelling and which may differ from the way the word is generally pronounced. Similarly, (Campbell & Mixco, 2007, p. 190) state that SP is “based on the spelling of a word rather than on its historically inherited form, also linguistic change based on such pronunciations.”

So, SP is the pronunciation of words that are constructed on their spelling alone, often including the vocalization of silent consonants and vowels. The pronunciation of these silent vowels and consonants create SP. In other words, spelling of words penetrates into the phonetic and phonetic structure of the words and takes their places in their written forms. They’re nothing more than spelled-out approximations of connected and formal speech. In English, they are heard in familiar words such as *gimme* (give me), *coulda* (could have), *gonna* (going to), *lemme* (let me), and *wanna* (*want to*), which undergo germination through consonantal assimilation and blending.

SP introduces sound changes into languages in the long run. “A minor but nevertheless important source of change in English and other languages is SP. “Since the written form of a word can differ significantly from the way it is pronounced, a new pronunciation can arise that seems to reflect more closely the spelling of the word” (O’Grady, Archibald, Aronoff, & Rees-Miller, 2001, p. 292). For example, the word often was pronounced with a [t] in earlier English ([1200—1300 A.D.], *oft*), but in the course of time the voiceless stop < t > was subsequently lost, resulting in the pronunciation [’ɔfən]. However, the letter < t > was retained in the spelling, but [t] has never been

introduced into many NAE speakers' pronunciation of this word, the lost < t > takes place in some dialects of British English. Today, Turkish learners of English frequently pronounce the word often as [ˈɔftən]. The following represent further examples of SP, when compared with the standard pronunciation, it will be seen that this is not the actual way they should be pronounced:

<u>Glossary</u>	<u>Standard pronunciation</u>	<u>Spelling pronunciation</u>
answer	[ˈænsə]	[ˈænwʌsə]
almond	[ˈɑmənd]	[ˈɑlmənd]
comb	[ˈkoum]	[ˈkoumb]
cupboard	[ˈkʌbərd]	[ˈkʌpbərd]
know	[ˈnoʊ]	[knou]
receipt	[riːsi:t]	[riːsi:pt]
salmon	[ˈsæməŋ]	[ˈsælməŋ]

Turkish is a phonetic language in which a high majority of words are pronounced as they are written. Therefore, Turkish people presume that a letter is assigned to each sound, which must be articulated. Every letter has to be pronounced and every letter has to have an assigned sound. Through an L1 interference, Turkish learners of English spell and read out all of the silent consonants and vowels, presuming that words should be pronounced as they are spelled. Thus, “The differences between the sound-spelling correspondences of such languages, and of English can often be the source of mispronunciations. For example, the spelling system of languages, such as Spanish, Polish, and Hungarian are more straightforward than the English spelling system in representing sounds. That is, there is usually a one-to-one correspondence between sound and spelling” (Avery and Ehrlich, 2002, p. 6). Words spelled with silent letters, silent vowels and traditionally pronounced with reduced vowels or omitted consonants may be subject to a spelling pronunciation. Apparently, they're simply spelled-out approximations of spoken English.

Pronunciation Spelling (Relaxed Pronunciation) and Teacher Education Policies

PS holds a fundamental knowledge position in high-quality English Language Teacher Education (ELTE) policies. Pre-service teachers have to be educated in PS, as well as in SP and ED. PS, otherwise called *relaxed pronunciation* (henceforth, RP), as a big part of informal speech, is a feature throughout the world's languages all over the world. PS represents a pronunciation type which is closer to traditional spelling where the pronunciations of utterances only seem nonstandard via nonstandard spelling. That's why PS gets to be an area in which nonnatives highly struggle with. The converse of SP is PS, which is the creation of a new spelling form modeled on the basis of pronunciation. It indicates a pronunciation of a word that is influenced by its spelling and does not follow standard usage. In PS, there is the spelling of words that are intended to match a certain pronunciation more closely than the traditional spelling. It is frequently used in speech in colloquial English, but not in writing. They are frequently encountered in certain shortened forms of words and phrases, called contractions. Here are some examples:

<i>I shall</i> → <i>I'll</i>	<i>you will</i> → <i>you'll</i>	<i>are not you</i> → <i>aren't you,</i>
<i>cannot</i> → <i>can't,</i>	<i>we will</i> → <i>we'll,</i>	<i>they are</i> → <i>they're,</i>
<i>I would</i> → <i>I'd,</i>	<i>will not</i> → <i>won't</i>	<i>it is</i> → <i>it's</i>

The above-mentioned words are contractions, which are short forms of other words that people use when speaking casually. They are not exactly slang, but they are colloquial, and are accepted as grammatically informal.

All of which, can be considered to descend from RP. In their articulation, there is usually a little change of spelling, only the pronunciation gets to be different. Since contractions have a standard and grammatically accepted written forms, they are accepted as a formal part of English and can be used in many contexts, except on very formal speech or in formal or language of law. Being generally viewed as a form of “contraction,” even though PS descends from contractions, but it in fact has much more complex structures than contractions.

PS for English has been developed primarily for use in dictionaries. In the working mechanism of PS many sound changes take place, but the spelling does not reliably indicate pronunciation because of certain sound changes. For example, the term *syncope* is sometimes used generally to refer to any vowel or consonant sound that is commonly omitted in the pronunciation of a word. Another standard term for this general process is *deletion*. PS also works with syncope within a word through the loss of a vowel sound or letter, as will be demonstrated in the forthcoming paragraphs.

Sound Change Types in Pronunciation Spelling

In PS various types of sound changes take place. They are not use in "correct" speech, and almost never used in writing. Contractions are also accepted as PS, but this is not true because It is probably true to say that informal contractions are more common in American English.

Syncope with Vowels in Pronunciation Spelling

The term syncope is used “to refer to the deletion of a vowel within a word” (Crystal, 2008, p. 468). According to Campbell & Mixco (2007, p.13) syncope is a “Sound change in which a vowel is lost (deleted) from the interior of a word (not initially or finally). As Skandera & Burleigh (2005, p. 97) indicate, “Elision in the middle of a word is technically termed syncope, or syncopation,” which commonly refers to the elision of vowels that can only occur in unstressed syllables of multisyllabic words. If a word-initial vowel is lost, it is called aphaeresis. Most of the silent vowels in English undergo syncope.

cocoa /'kʊkʊ/, the vowel letter < a > is omitted in pronunciation.

weather /'wɛðə/, the vowel letter < a > is deleted in pronunciation.

business /'bɪznɪs/, the vowel letter < i > is dropped.

camera /'kæmə/, the vowel letter < e > which represents the vowel ([ə]), in another pronunciation /'kæmə/, is omitted in pronunciation.

family /'fæmli, -məli/, the vowel letter < i >, which is represented by the schwa vowel ([ə]) in another pronunciation is deleted.

memory /'mɛməi/, the vowel letter < o > is simply deleted.

touch /'tʌtʃ/, the vowel letter < u > is simply deleted.

guilt /'gɪlt/, the vowel letter < u > is deleted

Syncope with Consonants in Pronunciation Spelling:

In English, syncope also takes place related to consonants most of which are silent consonants. Here are some examples:

<u>Syncope</u>	<u>Vocabulary</u>
/ˈænsəɪ/	<i>answer</i> , consonant letter <w> is not read.
/klaɪm/	<i>climb</i> , consonant is omitted in pronunciation.
/ˈkɒləm/	<i>column</i> , consonant letter <n> is not pronounced.
/ˈɡoʊst/	<i>ghost</i> , consonant letter <h> is not articulated.
/pəˈɪnə/	<i>piranha</i> , consonant letter <h> is not articulated.
/ˈlɪsən/	<i>listen</i> , consonant letter <t> is not articulated.

In addition, PS works with haplology in its structure. By definition, haplology is the dropping of similar sounds or syllables in words:

<u>Haplology</u>	<u>Literal form</u>
Sposta	supposed to
prolly/probly	probably
canidate	candidate
Febry	February

Clipping in Pronunciation Spelling

PS creates clipping, which takes place initially, medially, and finally in the phonological and morphological structure of words. Clipping is “the process of lexical innovation that coins new items by shortening a longer word, eliding material from them” (Campbell & Mixco, 2007, p.32). It must be noted that speech shifts to a relaxed pronunciation with omitted syllables.

<u>Clipping</u>	<u>Literal form</u>
‘net	internet
crect	correct
scuse	excuse
‘splain	explain
temp	temperature
nessy	necessary

Fore-and-aft Clipping

“When whole syllables or entire parts of words are omitted, we can speak of fore-and-aft clipping, as when *influenza* becomes *flu*, and *Elizabeth* becomes *Liz*” (Skandera and Burleigh, 2005, p. 97). The word *fridge* which is a clipped form of the *refrigerator* is another perfect example of this type of change. Since fore-and-aft clipping frequently takes place in PS, the following examples indicate relaxed pronunciation forms:

<u>Fore-and-aft clipping</u>	<u>Literal form</u>
‘cus	because
‘post	supposed
taters	potatoes

Blending in pronunciation spelling

PS establishes blending, which is “the creation of new words by the combination of parts of two or more existing words” (Campbell & Mixco, 2007, p. 2005). Blending is also called as contamination in which syllables of words merge into each other. In lexicology, “blending’ is a common source of new words” (Crystal, 2008, p. 57; Richards and Schmid, 2002, p. 55). The archaic word “*ain’t*,” being a contamination of “*am not, is not, are not, have not, has not*,” is a typical case of blending. Just like in clipping, the flow of speech shifts to a relaxed pronunciation with shortened words via omitted syllables.

<u>Blending</u>	<u>Literal form</u>
‘cotter	each other
betcha	bet you
dunno	do not know
gotcha	‘ve got you
maya	may have
sposta	supposed to
sko	let’s go
o’icy	Oh, I see
heckalota	heck a lot of
algo	I’ll go
omina	I’m going to

(Adapted from David Tulga.com)

Metathesis in Pronunciation Spelling

Metathesis is the transposition of vowel or consonant phonemes in a word. “Narrowly, an exchange in the positions of two segments in a word, either as a historical change or as asynchronic rule” (Trask, 1996, p.22). In addition, being a very common sound incident in English, it is also defined as “the transposition within a word of letters, sounds or syllables” (Minkova & Stockwell, 2009, p.149).

<u>Metathesis</u>	<u>Standard form</u>
childern	children
hunderd	hundred
secertary	secretary
perscription	prescription

So, metathesis, which happens all the time in spoken language, is what occurs when two sounds or syllables switch places in a word, which may easily perplex the non-native English teachers.

Gemination in Pronunciation Spelling

Gemination is the doubling of a single vowel or consonant phoneme. It may be formed full assimilation; “full assimilation is in essence a replication of one of the sounds” (Minkova & Stockwell, 2009, p.109). The articulation of the following words shifts to a relaxed pronunciation with the geminated syllables: for example, the pronunciation of the words *children* requires more muscular effort than the word *chillun* as well as moving toward a clear-speech articulatory pattern, and so is the case with the other words listed up in the gemination column which exposes a much more relaxed environment for pronunciation.

<u>Gemination</u>	<u>Standard form</u>
innit	in it
alotta	a lot of
ayatta	I ought to
brudda	brother
izzy	is he
summa	some of
wasson	what is on?
wuzzat	what is that?

(Adapted from David Tulga.com)

Vowel Reduction in Pronunciation Spelling

Most of the full vowels of the final syllables of word combinations undergo vowel reduction via mobility of the primary stress phoneme and RP. Here are some examples:

<u>Literal form</u>	<u>Pronunciation spelling</u>	<u>Articulation of pronunciation spelling</u>		
could have	[kʊd 'hæv]	coulda	['kʊdə]	
have to	['hæftu:]	hafta	['hæftə]	
ought to	['ɔtu:]	oughta	['ɔtə]	
should have	[ʃʊd 'hæv]	shoulda	['ʃʊdə]	I
will go	[aɪ wɪl 'gou]	algo	['aɪlgə]	
cannot	['kæn nɒt]	canna	['kænə]	
could you	[kʊd 'ju:]	could'ja	['kʊdjə]	
going to	['gouɪŋ]	gonna/gunna	['gənə]	

Eye Dialect and Pronunciation Spelling

By definition the term ED indicates “in writing the use of non-standard spelling to indicate the use of nonstandard speech” (Trask, 1999, p. 138). Bowdre (1964, p. 1) explains this term as “in words or group of words (...) which have been spelled in a way which to the eye is recognizably nonstandard, but which to the ear still indicates a pronunciation that is standard. As a term it was the

first time used by George P. Krapp in *The English Language in America* (1925) for how colloquial usage of language utterances in forms of speech patterns appears in print in fiction. His main aim was used to label the phenomenon of unconventional spelling used to reproduce daily usage, since Krapp's time, however, the term has acquired a wider meaning: it now covers any variation of spelling to indicate particular pronunciations or accents or regional articulations. Authors like Wells (1982, p. 428) and Carter, Goddard, Reah, Snager, & Bowring (1997, p. 46) use the term in this sense, yet others, such as Beal (2000) prefer the term "semi-phonetic spelling." Therefore, the term eye dialect is often called *literary dialect* because its substandard spelling engages seers' eyes. That is, it is a dialect to the eye rather than to the ear. In this article, the term eye dialect will be used simply to indicate that a given speaker or a character has such and such an accent.

Pertaining to non-standard spellings in print, Krapp (1925, p. 228) describes this technique of rendering nonstandard speech for how colloquial usage appears in print as ED "where the convention violated is one of the eyes, not of the ear." In other words, the term eye dialect refers to how these local speech patterns are conveyed for portraying speech configurations visually on the printed page to the reader's eye, instead of to the ear as the usual means for interpreting speech. This is the use of non-standard spelling along with pronunciation, but this term is said to be less commonly used also to refer to PS, which are, spellings of words that indicate that they are pronounced in a nonstandard way. In addition, it is also said that phonetic spelling sometimes being mistaken for eye dialect.

ED which is also called *eye spelling*, is the exemplification of regional or dialect variations by spelling words in accordance with the related dialects pertaining to uneducated use. Many of the literary people have always resorted to eye dialect in their short stories, novels, and poems by using it as a literary device. As Cook (2014) says

"Writers often show that the character in a novel speaks a non-standard form of English by spelling certain words in an unusual way. This has been called 'eye-dialect' because it looks like dialect but doesn't sound like dialect if read aloud - fake dialect. In the examples the spellings here nearly always correspond to ordinary standard British English said in an informal way rather than to non-standard pronunciations." ([http://www.viviancook .uk/SpellingNovel/EyeDialect.htm](http://www.viviancook.uk/SpellingNovel/EyeDialect.htm)).

The eye detects a considerable difference in the appearance of the spelling of the words while the incorrect pronunciation of the word is detectible to the ear; this way the term ED is coined. Moreover, in the description of speech patterns no effort is made to indicate stress or juncture, which are used only when the understanding of the point in danger. Thus, term eye dialect in the stricter the sense, depends on the nonstandard pronunciation spoken in the countryside. It signals regional articulated linguistic deviations from the standard forms, representing an "authentic" provincial linguistic variance from the standard forms.

It is already said that the term 'eye dialect' is a literary device of using creative misspelling for portraying regional speech patterns visually on the printed page via SP. This is accomplished by shifting the spelling of words, so that, for example, "Did you eat yet?" might be spelled "D'jeat yet?" or "How are you doing?" might be spelled as "How are ya doin'?" In this way, readers can sense the impact of a strong local accent or dialect through phonetically pronounced utterance while they read. The literary term for this kind of creative misspelling is "*metaplasmus*." The term "eye dialect" refers to how these speech patterns are conveyed to the reader's eye, instead of to the ear (Krapp, 1925, p. 228), the usual means for interpreting speech. ED, then, just like SP, PS, and metaplasmus, is a technique of language policy to focus the reader's attention on the spoken local manifestation of

language within nonstandard spellings by fixing and documenting them in the pages of the literature and history of language polices.

As a technique, PS is commonly used in narratives in forms of ED, being the utilization of nonstandard spelling for speech and the literary use of misspellings that are intended to convey a speaker's idiolect, identity (local or foreigner), regional dialect pidgin or creole. It also denotes the speech of stereotypes and their humorous speech or comic relief, regional, vulgar pronunciation, or nonstandard dialects so as to create an impression of lack of education, or illiteracy, boorish, Cockney tone, rustic, nudging, gangsterish, or rude by drawing attention to pronunciation, demonstrating a level of education and literacy extensively lower than the average.

In the orthography of ED, PS catches the attention by reflecting the dialectical differences in the intentional spelling of words because eye dialect intends to take down the actual speech of people in quasi-phonetic spellings. Here are some examples:

<u>Eye Dialect Forms</u>	<u>Standard Forms</u>
animulz	animals
enuff	enough
likker	liquor
minite	munite
<i>peepul</i>	people
<i>wimmin</i>	women
<i>wuz, wos</i>	was

(American Heritage Dictionary, 2005)

Eye Dialect and the Sentential Level

Being nothing more than spelled-out approximations of colloquial speech, the written forms of the following examples look strange to nonnatives. The forthcoming sentences represent the ED writing in which spellings are altered to represent a dialectal or colloquial pronunciation; the schwa sound mostly takes place word-finally in the words with the ED through the creation of vowel decay:

<u>Eye Dialect</u>	<u>Standard Forms</u>
Get outta here	Get out of here.
It's sorta funny.	It's sort of funny.
It wos a great day.	It was a great day.
I wanna know the answer	I want to know the answer.

The Trio of Spelling Pronunciation, Pronunciation Spelling, and Eye Dialect Relations

A basic characteristic of ED is that it intends to represent the actual speech. PR is an attempt to represent the pronunciation of various dialects using unconventional spelling, while eye dialect is, as (Krapp, 1926, p. 228) has said, "a friendly nudge to the reader, a knowing look which establishes a sympathetic sense of superiority between the author and reader as contrasted with the humble speaker of dialect." So, there is no derogatory attitude the description of eye dialect in which speech patterns are recorded down are culturally significant as long as they do not come up as a type of racist use. For

the sake of recoding down different instances of culture, eye dialect should be tolerated and perhaps approved because the language patterns like phrases, clauses, and sentences put down through the real life situations so as to be used as authentic texts in print for teaching purposes. Using real life situation can create further believability by means of characterization of people as *vulgar, uneducated, brutal, optimistic, extrovert*, and so on. But still "The eye dialect is not ... to be considered as an actual portrayal of folk or regional speech so much as a stylized literary device to signal that folk speech is intended (Gleason, 1961, p. 406). In addition, PSs are used informally to indicate the pronunciation of foreign words

It is important that both teachers and students of English must learn careful and accurate pronunciation, but they must also be able to master the trio of SP, PR, and ED, all of which are informal pronunciations that may be totally different from the way the native English people speak. Obviously, even though pronunciation spelling resembles eye dialect, there are differences between them. "Phonetic spelling refers to the influence of pronunciation on spelling, and spelling pronunciation to the influence of spelling on pronunciation" (Dretzke, 1998, p. 145).

In ED, it is deduced that speaker is uneducated or using colloquial, dialectal, or nonstandard speech, and in its unusual spelling intends to represent dialectal or colloquial idiosyncrasies of the speech of individual characters. It is used in writing, usually in fiction writing, and denotes how the speakers or depicted characters supposedly sound in pronunciation and spelling (e.g. uneducated, crude, educational and regional background, emotional, and mental state). For example, to depict a stressful situation relaxed pronunciation can be employed. This brings in authenticity to the texts in fiction.

Language Policy pertaining to Spelling Pronunciation, Pronunciation spelling, and Eye Dialect

The study on SP, RP, and ED can help the students of English and teachers on how to listen and speak in English quickly because they indicate how the native speakers speak to one another. In teaching vocabulary items,

"Spelling pronunciation is most noticeable when we come across unfamiliar words. We resort to the spelled form because we are unaware of the normal or traditional pronunciation...The more commonly used words resist the spelling pronunciations, while less commonly used words may adopt the spelling pronunciations more easily" (Bronstein, 1960, p. 231).

But the students should be strongly disheartened in using these local forms in writing, since most writing tasks ESL/EFL students must master are in the formal register. If there are clashes between L1 and L2, they must be watched out; otherwise serious difficulties would arise due to the fact that "The lack of simple correspondence between the spelling system and pronunciation system in English tends to cause problems for learners in that it can lead them to initially or repeatedly misspell words and mispronounce them" (Kelly, 2010, p. 125). In addition, as "Speakers of such languages may pronounce every letter of English word, assuming incorrectly that the English spelling system is like the spelling system of their native language. In addition, "These speakers may assign the sound values of their spelling system to the letters of English. This often results in what we term a spelling pronunciation" (Avery and Ehrlich, 2002, p. 6). SP becomes a real trap of faulty pronunciation to the Turkish learners of English since Turkish, being an agglutinative language, is spoken as it is written.

Conclusion

Owing to the complexity of the English spelling system, direct links between letters and pronunciation are not easy to find, but such structures like *SP*, *PR* and *ED* can serve to establish an interiorizing bridge to link the relationship of pronunciation and spelling in English. This trio can occur in any language, and may lead the nonnative learners to have sloppy pronunciation accompanied by incorrect writing.

It must be noted that English is notorious for its unpredictable departures from the regular principles of alphabetic writing, and therefore many discrepancies arise between spelling and pronunciation, which confuse the students whose L1 is not English, exist. In English spelling seems to bear very poor relation to its pronunciation. In this respect, *SP*, in which words are pronounced (e.g., ‘dat’ for ‘that’, ‘de’ for ‘the’, ‘dis’ for ‘this’, and the use of ‘Dem’) the way they are spelled, become a source of awareness raising for the learners. Similarly, *PS* words seem as spelled-out approximations towards spoken and written English because pronunciation very partially justifies spelling as heard in such words as “*cara* ← *care of*, *gimme* ← *give me*, *ayatta* ← *I ought to*, *d'yava* ← *do you have a*, *heckalota* ← *heck a lot of*, and *inna* ← *in a*” (DavidTulga.Com). The biggest problem for the nonnatives is that *SP* has deep constructions in its structure in which there are abbreviation of words, contractions, mergings of the words together, distortions and clippings syllables, all of which force the perceptive abilities of nonnative learners of English.

Pertaining to *ED* with respect to *SP* and *PS*, *ED* utilizes *SP* and *PS* as two spelling techniques to write down the speech patterns that take place in dialogue or in other expressions for the narrative depiction of altered spellings made *by* certain characters, who are mostly poorly educated, semi-literate with a vivid regional background, or foreigners. Therefore, *ED* serves as a cue to the readers about all of a character's speech and related expressions, rather than as an accurate pronunciation representation in fiction, in cartoons, in movies, or comic strips.

What makes *SP* such a distinctive device is that it gives detailed background information about a character's or stereo types' geographical community, social class or time, so it harbors characteristics of the language culture in terms of language changes which will be preserved for future generations: this very fact holds true across all cultures. In addition, since the *ED* indicates so many different socio-cultural characteristics (e.g., ebonics, Chicano English, Cockney, estuary English, pidgin, or creole, etc.), it is obviously challenging for a translator who may not always find the *ED* related variations between the L1 and L2. Thus, *PSs* are frequently used in narratives to represent regional dialects, nonstandard dialects or idiolects as a writing technique.

Learners whose L1 is different from English visualize English as a strange language, written forms of English look strange, and language forms with *SP*, *PS*, and *ED* seem even more stranger. As it is already expressed, the trio of *SP*, *PS*, *ED*, and metaplasmus, are just four of the multiple reasons why non-natives do not properly understand the native speakers' speech. In addition, another mishap with English is that English words whose spelling seems to bear very poor relation to their pronunciation (e.g. *arduous*, *eye*, *giant*, *ion*, *choir*, *bourgeois*, *milieu*, *monsieur*) highly stun the learners. Due to the fact that spelling is justified to a greater extent by pronunciation in Turkish, but not in English, the vocabulary of English language, whose spelling, bearing very poor connection to their pronunciation and intonation, give to the Turkish learners of English a *psycho-orthographic trauma*. Therefore, Turkish learners of English are often puzzled by the trio of *SP*, *PS*, and *ED*. Hence, being knowledgeable in *SP*, *PS*, and *ED* will definitely promote their linguistic and communicative

competence (Demirezen, 2020; Brett, 2019). They will surely sophisticate the translation teachers and translators.

All in all, SP, PS, and ED patterns, which are highly necessary in the professional education of pre-service teachers, are totally different from teacher talk or the kind of language students commonly hear in recorded classroom material. Therefore, teachers must ban or minimize the influence of SP, PS, and ED patterns and habits of L1 in the pronunciation of their students because they harm their spoken accuracy, intelligibility, and fluency both in pronunciation and intonation. The reason behind this difficulty seems to be the fact that relaxed pronunciation or pronunciation spelling harbors a great variety of sound shifts accompanied by haplology, blending, ellipsis, and clipping embedded within the Principle of Least Effort (PLE) and Ziff' Law" (Demirezen, 2019, p. 288).

Overall, in terms of language policy, the main purposes of spelling reforms include fast, easy, effortless, and low-cost learning, standardization of spelling at the national level mingled with national identity, along with making English more useful as lingua franca housing less ambiguity. It is commonly believed that spelling reform, spelling pronunciation, pronunciation spelling, eye dialect, and metaplasmus would make the language changes documented and thus preserved in time for future generations, as well as making it easier to learn to read, to spell, and to pronounce by constructing reading and writing in forms of more useful modes for national and international communication.

Acknowledgements

An earlier version of this paper was presented at EDUSREF (Education, Society, and Reform Research) 2019 at Ankara

Conflict of Interest

Author has no conflict of interest to report.

References

American Heritage Dictionary. 5th ed. 2005.

Avery, P. and Ehrlich, P. (2002). *Teaching American English pronunciation*. Oxford: Oxford University Press.

Baroni, A. (2013). Eye dialect and casual speech spelling: Orthographic variation in OT, *Writing Systems Research*, 5:1, 24-53, DOI: 10.1080/17586801.2013.808155

Beal, J. (2000). From Geordie Ridley to Viz: Popular Literature in Tyneside English. *Language and Literature*, 9 (4): 343-359;

Brett, F. D. (2019). Eye Dialect: Translating the untranslatable. *Lost in Translation. Testi e culture allo specchio*, 49-62.

Brown, J. D. (2006). Authentic communication: Whyzit importan' ta teach reduced forms? *Authentic Communication: Proceedings of the 5th Annual JALT Pan-SIG Conference*. May 13-14, 2006. Shizuoka, Japan: Tokai University College of Marine Science, 13 - 24.

Demirezen (2021). *Education Reform Journal*, 2021, 6(1), 31-46

Bowdre, P. H. jr. (1964). *A study of eye dialect* (PhD dissertation). University of Florida, Florida.

Bronstein, A. J. (1960). *The pronunciation of American English: An introduction to phonetics*. New York: Appleton-Century-Crofts, Inc.

Campbel, L. & Mixco, M.J. (2007). *A glossary of historical linguistics*. Edinburgh: Edinburgh University Press

Crystal, D. (2008). *A dictionary of linguistics and phonetics*. Blackwell Publishing

Carter, R., Goddard, A., Reah, D., Snager, K., & Bowring, M. (1997). *Working with Texts: A core book for language analysis*. London: Routledge.

Cook, V. (n.d.). Eye Dialect in English Literature. Retrieved November 16, 2014, from <http://homepage.ntlworld.com/vivian.c/SpellingNovel/EyeDialect.htm>

Demirezen, M. (2019). The place of pronunciation spelling in foreign language teacher education. *ECLSS 2019a -5th Eurasian Conference on Language and Social Sciences-Letoonia Golf Resort Belek-Proceeding Book-April 26 - 28, 2019*, 276-294. DOI: 10.35578/eclss

Demirezen, M. (2020). The place of pronunciation spelling in teacher training. *International online Journal of Education and teaching (IOJET)*, 7(1), 313-325.

Dretzke, B. (1998). *Modern British and American English Pronunciation*. Paderborn: Schöningh.

Fahnestock, J. (2011). *Rhetorical Style: The Use of Language in Persuasion*. Oxford: Oxford University Press.

Gleason, H. A. Jr. (1961). *An Introduction to Descriptive Linguistics, rev. ed.* (New York: Holt, Rinehart and Vinston.

Kelly, G. P. (2010). *How to teach pronunciation*. Edinburgh: Pearson Education Limited.

O'Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2001). *Contemporary linguistics: An introduction*. Bedford: St. Martin's.

Krapp, G. P. (1925). *The English language in America* (2 vols.). New York: Century.

Krapp, G. P. (1960). *The English language in America*. New York: Frederick Ungar Publishing Co.

Minkova, D. & Stockwell, R. (2009). *English words: History and structure*. Cambridge: Cambridge University Press,

Müller, C. A. (2011). *A Glasgow voice: James Kelman's literary language*. Cambridge Scholars Publishing.

Demirezen (2021). *Education Reform Journal*, 2021, 6(1), 31-46

Skandera, P. & Burleigh, P. (2005). *A manual of English phonetics and phonology*.
Tübingen: Gunter Narr Verlag Tübingen.

Skousen, R. (1980). English Spelling and Phonemic Representation. *Deseret Language and Linguistic Society Symposium*: Vol. 6: Iss. 1 ,184-190.

Trask, R. L. (1996). *A dictionary of phonetics and phonology*. Routledge

Webster's New World College Dictionary. (2010). Cleveland, Ohio: Wiley Publishing, Inc.

Wells, J. C. (1982). *Accents of English*, Vol. 1st ed. Cambridge: Cambridge University Press.

David Tulga.com

<https://www.wisegeek.com/what-is-eye-dialect.htm>.

<http://web.cn.edu/kwheeler/schemes.html>.

<http://www.viviancook.uk/SpellingNovel/EyeDialect.htm>.