



Research Article

Analysis of Errors in the Phonetic Transcription of English Consonants by Iraqi Undergraduate Language Students

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Abstract

Raising students' familiarity with the phonological system of the target language is an essential aspect of teaching pronunciation, particularly in contexts where English is learned as a foreign language. Phonetic transcription has traditionally been used in language teaching, especially at advanced levels, as a tool to help learners understand the relationship between sounds and their written representations. It plays a significant role in enabling students to recognize and produce English sounds more accurately. One of the major objectives of using phonetic transcription in teaching is to identify and analyze the errors made by students when interpreting English words, particularly those involving consonant sounds. Iraqi learners of English often encounter difficulties in distinguishing between certain phonemes due to differences between the phonological systems of Arabic and English. These difficulties frequently result in systematic pronunciation errors that may affect intelligibility and communication. In addition, phonetic transcription helps raise students' awareness of these errors by providing clear explanations and representations of the correct pronunciation. Through systematic practice, learners become more capable of recognizing phonemic contrasts and applying them in spoken language. This study focuses on the fundamental patterns associated with learning phonemic transcription and highlights the most frequent errors made by Iraqi students of English. Identifying these common mistakes can help teachers place greater emphasis on problematic sounds during instruction. Consequently, this targeted focus can improve students' pronunciation skills and enhance the overall effectiveness of the language learning process.

Keywords

Phonemic Transcription, English Phonology, Iraqi EFL Learners, Pronunciation Error Analysis, Phonological Awareness, EFL Teaching

1. Introduction

One of the goals of teaching a foreign language is to make students more aware of the phonology of the target language. Phonetic transcription, which is characterized by as "the utilization of phonetic images to address discourse sounds", has customarily been utilized in language instructing especially at cutting edge levels. Two fundamental sorts of record are recognized: phonetic or narrow transcription, on the other hand,

provides more details about allophones and makes very subtle distinctions between sounds while phonemic or broad transcription captures distinct aspects of phonemes and ignores details that do not affect word meaning. With the end goal of the current review, phonemic record will be utilized for effortlessness since understudies are more acquainted with it at this early on stage. As states, "giving an unambiguous image to-

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sound correspondence, record is especially valuable in the EFL setting as English orthography and elocution veer definitely" Alerechi [1].

1.1. Statement of the Problem

The issue explanation for the examination of mistakes in the phonetic record of English Consonants by Iraqi undergrad language understudies. The phonetic record of English Consonants by Iraqi undergrad language understudies contains different blunders, which can be Ordered into Replacement of Consonant Sounds, Omission blunders, addition Errors, Misplacement blunders and Lack of Phonemic Awareness. Arabic, the students' native tongue, has distinct consonant sounds and phonetic patterns, which contribute to these errors.

1.2. Research Objectives

- 1) Identify the common types of errors made by Iraqi undergraduate language students in The phonetic transcription of English consonants.
- 2) Analyze the frequency and distribution of these errors across different consonant sounds.
- 3) Examine the potential reasons behind these errors, such as the students' lack of exposure To English phonetics or inadequate training in phonetic transcription.

1.3. Research Question

- 1) What are the common types of errors made by Iraqi undergraduate language students in The phonetic transcription of English consonants?
- 2) What are the potential factors or challenges that contribute to the errors made by Iraqi Undergraduate language students in the phonetic transcription of English consonants?
- 3) What are the underlying factors that contribute to these errors in the phonetic transcription of English consonants by Iraqi undergraduate language students?

1.4. Research Limits

The current study is limited on how the phonetic systems of Arabic and English differ can be difficult for undergraduate students from Iraq. The Arabic language has a Different arrangement of consonant sounds and phonetic standards, which can make it trying for Understudies to decipher English consonant sounds precisely.

1.5. Research Significance

The meaning of this exploration lies in further developing language schooling for Iraqi potential College understudies. By recognizing and understanding the difficulties looked by these Understudies in preciselydeciphering English consonant sounds, teachers and educational program Designers can fit

mediations and assets to all the more likely help.

2. Literature Review

2.1. Identification of Common Errorsd

Understudies might substitute English consonant sounds with comparable sounds from their localLanguage, prompting mistakes in phonetic record. For example, subbing the English "th" sound with "t" or "d" is a typical mistake, as the "th" sound doesn't exist in Numerous Iraqi Arabic lingos. These replacements can prompt errors in the phonetic Record of English words and can influence the general comprehension and translation Of discourse and voice accounts in criminological phonetics Subsequently, it is significant for measurable Phoneticians to know about these expected mistakes and to give direction and preparing to Understudies to work on their capability in translating English consonants precisely Alerechi [2].

2.2. Some of the Key Issues Contributing to These Substitution Errors

2.2.1. Phonological Difference

Iraqi understudies frequently experience trouble in transcribing English consonants due to contrasts in the consonant stock of English and Arabic but Arabic has an alternate arrangement of Consonant sounds, and this can lead understudies to substitute English consonants with those From their local language, For Instance In English, the voiceless alveolar plosive/t/is Stood out from the voiced alveolar plosive/d/ and These sounds are recognizable to English Speakers and are utilized to separate words, for example, "ten" and "den" Nonetheless, in Arabic, There is just a single alveolar plosive sound, which is nearer to the English/t/ and Thus Phonological distinction, Iraqi undergrad language understudies might substitute the English /d/sound with/t/while interpreting English words, For example, they might transcribe the English word "dog" as/tɒg/rather than/dɒg/because of the shortfall of the voiced alveolar Plosive in Arabic but This model represents how the phonological contrasts among English and Arabic can prompt replacement mistakes in the phonetic record of English consonants By Iraqi undergrad language understudies Babel [3].

2.2.2. Specific Substitution Patterns

In the phonetic transcription of English consonants by Iraqi undergrad language Understudies, different replacement examples could happen. These mistakes in transcription can emerge Because of contrasts between the English and Arabic phonological frameworks Broselow [4]. Here are some Specific substitution patterns:

Voiced and Voiceless Consonant Substitution

Substituting the English voiced "v" sound with the voiceless "f" sound. "Very" transcribed as "fery". In Arabic, there is no differentiation among voiced and voiceless Consonants as in English, This prompts the Substitution of voiced sounds with their voiceless Partners, bringing about records like "very" being composed as "fery" Cohn [5].

Fricative Substitution

Understudies could supplant the English "th" sound with the "t" sound Therefore, Transcription Word "think" interpreted as /tink/. The interdental fricatives "θ" and "ð" in English don't exist in Iraqi Arabic, which prompts mistaken replacement with the "t" sound, coming about in transcription, for example, "think" being composed as /tink/ Fry [8].

Palatal and Velar Substitution

Disarray between the English "sh" sound and the Arabic same. Therefore, transcription Word "Ship" translated as /sheep/ This substitution peculiarity could happen due to the Contrasts in the phonetic stock of English and Arabic and The Arabic phoneme /ʃ/ is frequently Fill in for the English /ʃ/, prompting transcription like "ship" as /sheep/ Crystal [6].

Nasal Substituting

the English "m" sound with the Arabic "m" sound. Therefore, transcription Word "man" Transcribed as /mann/ Albeit this model seems comparative, it outlines that some Consonant sounds are transcribed precisely because of their presence in both English and Arabic phonetic inventories, Notwithstanding, other consonant substitution blunders actually exist, Especially with sounds that contrast between the two dialects Hammond [7].

2.3. Omission Errors

Happen when a discourse sound is forgotten about, coming about in a fragmented or wrong phonetic transcription. With regards to English consonants, Iraqi undergrad language understudies May make Omission errors while endeavoring to transcribe words While breaking down errors in The phonetic transcription of English consonants, it is critical to recognize and comprehend These Omission errors as they can uncover the particular difficulties that Iraqi undergrad Language understudies might look in precisely addressing English consonant sounds There are A few motivations behind why omission errors might happen among Iraqi undergrad language Understudies while transcribing English consonants One potential explanation is the impact of their Local language, Arabic, which has an alternate arrangement of consonant sounds contrasted with English and Arabic has a rich consonant stock, including sounds that are absent in English This Distinction in sound frameworks can make it trying for understudies to precisely see and Produce English consonant sounds, prompting omission errors Grill [9].

Omitting the final consonant sound:

For example, the word "read" students would transcription with omission error: /ri : /but Correct phonetic transcription: /ri : d/

Omitting Initial or Medial Consonant Sounds:

The Word "spoon" Students would transcription with omission error: /sp : n/ but Correct phonetic transcription: /spu : n/

Omitting Consonant Clusters:

The Word "dream" Students would transcription with omission error: /dr : m/ but Correct phonetic transcription: /dri : m/

Voiced-Unvoiced Consonant Omission:

English has sets of consonants that are Recognized by voice, for example, /p/ and /b/, /t/ and /d/, or /k/ and /g/. Omission errors can Happen when the voiced or unvoiced differentiation isn't precisely addressed. For instance, "Bag" may be transcribed as /beg/

Intervocalic Consonant Omission:

This errors happens when a consonant sound between two Vowel sounds is omitted in the transcription. For instance, "bottle" might be transcribed as "/bɒl/" rather than "/bɒtl."/

2.4. Addition Errors

Addition errors in the phonetic transcription of English consonants by Iraqi undergrad Language understudies allude to occasions where understudies add additional sounds or letters that are not Present in the real way to express the word These errors can happen because of a few Reasons, including the impact of the understudies' local language phonetic framework, absence of familiarity with English consonant sounds, or the application of incorrect phonetic rules Headlandová [10]. One Common addition errors:

The Inclusion of a Schwa Sound (ə) after A final Consonant.

For instance, understudies may erroneously transcribe "cat" as /kætə/ rather than /kæt/ This mistake Mirrors the impact of Arabic phonology, where last schwa sounds are normal In Arabic, It is normal to add a schwa sound toward the finish of words, yet in English, this isn't true.

The Insertion of an Extra Consonant in Clusters.

For instance, students may mistakenly transcribe "strong" as /stʌŋg/ instead of /stʌŋ / The insertion of an extra consonant in clusters This mistake might be because of the impact of Arabic phonology, which takes into consideration more complicated Consonant bunches than English and In Arabic, words frequently contain complex consonant groups, Driving understudies to add additional consonants while deciphering English words Kirk [11].

Add a Glottal Stop (ʔ) in Words where it does not Occur in English

For instance, they may inaccurately transcribe "button" as /bʌʔtən/ rather than /bʌtn/ This errors could be credited to the presence of the glottal stop in Iraqi Arabic, where it is a Normal sound Be that as it may, in English, the glottal stop isn't normally utilized similarly Kortlandt [12].

Reduplication

Reduplication errors happen when a consonant sound is re-

hashed inside a WordFor instance, an understudy could transcribe "park" as /pɑrək/ rather than the Right transcription /pɑrk/. The reiteration of the /r/ sound is an illustration of reduplication Manoim [13].

2.5. Addition Errors can Stem from Various Factors

Incorrect Application of Phonetic Rules

Phonetic transcription includes applying explicit Rules and shows. On the off chance that understudies are not knowledgeable in these principles, they may erroneously Add sounds to words For instance, they could add a schwa sound (/ə/) between Consonants, accepting it is important in all cases Mathews [14].

Overgeneralization

Understudies might overgeneralize specific phonetic examples from their Local language and apply them to English This can prompt the addition of sounds that are Not present in English words For example, they could add a glottal stop (/ʔ/) between Consonants, in any event, when it isn't needed Singh [15].

Lack of Training and Practice

Deficient preparation and practice in phonetic transcription Can add to addition errors. Without legitimate direction and practice, understudies may Battle to precisely transcribe English consonant sounds and accidentally add extra Sounds Steriade [16].

2.6. Misplacement Errors

Misplacement errors in the phonetic transcription of English consonants by Iraqi Undergrad language understudies allude to putting sounds in mistaken positions inside a Word These errors frequently originate from the impact of Arabic phonology, where unique Phonetic principles apply Some common types of misplacement errors:

The Incorrect Placement of Stress in Polysyllabic Words.

This error mirrors the impact of Arabic phonology, where stress designs vary from English but In Arabic, stress is many times put on the penultimate syllable, while in English, it Follows various examples For instance, understudies may erroneously transcribe "banana" as /bə'nɑ : nə/ rather than /bə'nænə/ This error mirrors the impact of Arabic, where stress designs contrast from English In Arabic, stress is much of the time put on the penultimate syllable, while in English, it Follows various examples Steriade [17].

The Incorrect Placement of Aspiration in Initial Consonants.

The mistaken situation of aspiration in beginning consonants is a typical error made by Iraqi Undergrad language understudies in the phonetic transcription of English Aspiration alludes To the presence or nonattendance of a puff of air that goes with the development of certain Consonants Wilson [18].

1) Omission of Aspiration:

The word "pat" transcribed as /pæt/ instead of /pʰæt/ In addition, the word "top" transcribed as /tɒp/ instead of /tʰɒp/.

2) Incorrect Placement of Aspiration:

The word "cat" transcribed as /kʰæt/ instead of /kæt/ In addition, the word "stop" transcribed as /sʰtɒp/ instead of /stɒp/.

3) Overemphasized Aspiration:

The word "pin" transcribed as /pʰɪn/ instead of /pɪn/ In addition, the word "ten" transcribed as /tʰɛn/ instead of /tɛn/.

4) Inconsistent Placement of Aspiration:

The word "pat" transcribed as /pʰæt/ in one instance and /pæt/ in another instance In addition, the word "top" transcribed as /tɒp/ in one instance and /tʰɒp/ in another instance.

2.7. Lack of Phonemic Awareness

One more idea hidden errors in phonetic transcription is the absence of phonemic Mindfulness. Phonemic mindfulness alludes to the capacity to recognize and control person Sounds (phonemes) in a language Understudies who need phonemic mindfulness might battle With precisely transcribing English consonant sounds, as they will be unable to Recognize comparative sounds or comprehend the phonetic guidelines overseeing their Position Zganc [20]. That can be credited to a lack of phonemic awareness:

Substituting /p/for/f/

"phone" might be transcribed as /pəʊn/ rather than /fəʊn/ This errors recommends an absence of consciousness of the unmistakable /p/ and /f/ sounds in English Alan [19].

Omitting /θ/and/ð/

The sounds /θ/ and /ð/ are regularly omitted by understudies , Prompting blunders in words like "think" transcribed as /tɪŋk/ rather than /θɪŋk/ and "this" transcribed as /dɪs/ rather than /ðɪs/ This demonstrates an absence of acknowledgment and Comprehension of these particular phonemes.

3. Methodology and Data Analysis

3.1. Research Method

"Descriptive Method as a method of research that Makes the description of the situation of events or Occurrence, so that is method Has an intention to accumulate the basic data" was the descriptive method used in this study. This study is Expected to portray Investigation of Errors in the Phonetic transcription of English Consonants by Iraqi Undergrad Language Understudies, Distinguishing proof of Normal errors.

3.2. The Model Adopted

The Model At the specialist applies descriptive qualitative approach in which the Specialist centers around The Examination of Mistakes in the Phonetic and Replacement of Consonant Hints Of the expressions utilized in Examination of Mistakes in the Phonetic Record of English Consonants by

Iraqi Undergrad Language Understudies, Recognizable proof of Normal Mistakes has been chosen For the information investigation. Be that as it may, System needs naming Replacement of Consonant Sounds typology, Exclusion mistakes and Expansion blunders in a Nitty gritty Way. Accordingly, the model of investigation can be stretched out to incorporate Grouping Distinguishing proof of Normal Mistakes to make the model more extensive and suitable For the Examination of Blunders in the Phonetic Record of English Consonants by Iraqi Undergrad Language Understudies.

3.3. Data Analysis

Analysis of Errors in the Phonetic transcription of English Consonants by Iraqi Undergrad Language Understudies is a field of study that spotlights on challenges in precisely repeating English consonant sounds because of restricted openness to local English speakers, contrasts Between the phonetic frameworks of English and Arabic, and an absence of assets and preparing in Phonetics and phonology. Students may find it difficult to accurately transcribe English consonant sounds as a result. Additionally, Examining Identification of Common Errors such as Substitution of Consonant Sounds occurs when they substitute a similar sound from their native language for an English consonant sound, resulting in inaccurate transcriptions. For instance, the English "th" sound, as in "think," might be subbed with the Arabic "s" sound, coming about In the word being translated as "sink." Omission errors can likewise be credited to contrasts between the phonetic Frameworks of English and Arabic, as well as restricted openness to local English speakers. Students may have trouble accurately reproducing and including all English consonant sounds in their transcriptions if they do not have access to the necessary training and resources. One potential explanation is the Impact of their Local language, Arabic, which has an alternate arrangement of consonant sounds Contrasted with English. Arabic has a large number of consonants, including English-exclusive sounds. This Distinction in sound frameworks can make it trying for understudies to Precisely see and Produce English consonant sounds, prompting Omission errors. In The examination of Errors in the phonetic transcription of English consonants by Iraqi Undergrad language understudies, one normal error type noticed is addition errors. Addition errors happen when understudies add additional sounds that are absent in the objective Elocution. Addition errors incorporate adding an extra "s" sound in words like "ask," bringing about the word being transcribed as "assk," and adding an extra "t" sound in words Like "cat" prompting blunders in translating the word as "catt." Therefore, these addition errors may also be influenced by differences in the phonetic systems of Arabic and English, as well as a lack of exposure to native English speakers. In addition to omission and addition errors, the Analysis also revealed a significant occurrence of misplacement errors in the phonetic Transcription of English consonants by Iraqi undergraduate language students. These

errors Occur when students place consonant sounds in the wrong position within a word, leading To inaccuracies in their transcriptions. This error reflects the influence of Arabic phonology, Where stress patterns differ from English. In Arabic, stress is often placed on the penultimate Syllable, while in English, it Follows different patterns. For example, students may mistakenly Transcribe "banana" as /bə'na : nə/ instead of /bə' nænə/.

3.4. Findings and Discussions

The researcher identified five out of five types of common errors based on theory following an analysis of errors in the phonetic transcription of English consonants by Iraqi undergraduate language students. Errors Substitution of Consonant Sounds, Omission errors, Addition errors, Misplacement errors, and Lack of Phonemic Awareness were the types of Common Identification. The most common type is Substitution of Consonant Sounds, and all of them are caused by "Phonological difference." Omission errors, which are caused by "omitting consonant clusters and omitting the final consonant sound," are the second most common type of common error identification. Addition errors are the third most common type of common error identification. One of the causes of addition errors is "The insertion of an additional consonant in clusters." "Whereas the other was prompted by "Add a glottal stop (?) in words where it does not occur in English." Misplacement errors, caused by "the incorrect placement of stress in polysyllabic words," are the fourth most frequently used type of Identification of Common Errors. "Lack of Phonemic Awareness is the last and most common method of identifying common errors. Substitution of Consonant Sounds is the most common method utilized by Iraqi undergraduate language students for the analysis of errors in the phonetic transcription of English consonants. The Substitution of Consonant Sounds talk about how Iraqi students frequently have trouble transcribing English consonants because Arabic and English have different lists of consonants. Students may substitute English consonants for those of their native language because Arabic has a different set of consonant sounds.

4. Conclusion

Analysis of Errors in the Phonetic transcription of English Consonants by Iraqi Undergrad Language Understudies is a field of study that spotlights on challenges in precisely repeating English consonant sounds. One potential explanation is the Impact of their Local language, Arabic, which has an alternate arrangement of consonant sounds Contrasted with English. Arabic has a large number of consonants, including English-exclusive sounds. This Distinction in sound frameworks can make it trying for understudies to Precisely see and Produce English consonant sounds, prompting Omission errors. These errors Occur when students place consonant

sounds in the wrong position within a word, leading To inaccuracies in their transcriptions.

Abbreviations

EFL English as Foreign Language

Author Contributions

Ali Kareem Ali: Conceptualization, Data curation, Methodology, Resources, Writing – original draft, Writing – review & editing

Conflicts of Interest

The author declares no conflict of interest.

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