German is not Necessarily more Difficult than English: Evidence from a comparison among English, German and Hanyu Pinyin

L'ALLEMAND N'EST PAS FORCÉMENT PLUS DIFFICILE QUE L'ANGLAIS:

CONCLUSION TIRÉE D'UNE COMPARAISON ENTRE L'ANGLAIS, L'ALLEMAND ET LE PINYIN

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Abstract: In the area of foreign language learning in China, it is a widely-received view that German is more difficult to learn than English. Few people have realized that the factors that make German difficult to learn can in fact make it easier to learn. This article argues that it is not necessarily the case. Through comparing three pairs of relations in German, English and Hanyu-Pinyin, the author shows that there is a similarity between German and Hanyu-Pinyin in terms of pronunciation and spelling. The relations set up and observed in this article are those between vowel letters and their names, between the names of vowel letter and their sounds in words, between the sounds of vowel letters and their written forms in words. The conclusion at the end may to a certain extent change the generally received claim.
Key words: phoneme, grapheme, orthography

Résumé: En Chine, dans le milieu de l'enseignement des langues étrangères, nombreux sont les chercheurs qui disent que l'allemand est plus difficile à apprendre que l'anglais, mais peu d'entre eux essaient de trouver les choses « faciles » dans cette langue « difficile ». Nous essayerons dans le présent article de trouver des choses plus faciles à maîtriser en allemand qu'en anglais, en faisant des comparaisons entre le Pinyin et ces deux langues. Ces comparaisons portent principalement sur trois relations : relation entre les voyelles et leur nom; relation entre le nom des voyelles et leur prononciation dans un mot ; relation entre la prononciation des voyelles dans un mot et l'épellation de ce mot. Le but de cette recherche est de changer en quelques sortes le préjugé qui dit que « l'allemand est plus difficile que l'anglais de tous les points de vue».
Mots-Clés: phonème, graphème, orthographe

1. INTRODUCTION

When it comes to the similarities and differences between any two languages, we cannot avoid thinking of their origins. German and English, as near neighbors of Germanic branch in the Indo-European languages, are very different from Chinese, a big member of the Sino-Tibetan language family. In spite of this, the German language is not that strange to those Chinese students who have started to learn it at the very beginning of their study at colleges of foreign languages or in a language course offered by any domestic institutions concerned. On the one hand, they might have learnt some Enlgish knowledge which is usually a compusory subject at high school; on the other hand, they might have a good commond of Hanyu Pinyin at primary school or even in the pre-schooling days, obtaining some basic ideas about the phonetic alphabet and the phonetic transcription of Putonghua (the Chinese Common Speech). Hanyu Pinyin, which records the standard form of pronunciation of Chinese characters with Latin letters, was enacted at the first people's congress of China in 1958. Possessing such previous knowledge, they might probably perceive some simplicity of German language from the early stage of their learning. The simplicity lies in the relatively higher grade of identity between the name of vowel letters and their sounds in words. In the first class the teacher, when introducing German alphabet, writes

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an "a" and an "A" on the blackboard, and then asks the students to read them aloud. For the students it is not difficult for them to recognize them and to write them down, what they need to learn instead is the name of the letters. They need to know that "a" and "A" in German are termed not "[eɪ]" but "[a:]". The teacher will write a few words such as "Tag, Bad, Mal" as examples for correct pronunciation. The students will see that the name of "a" and the sound of it in those words are identical. After they have become well acquainted with all the five vowel letters, i.e. to know how to call them ([a:], [e:], [i:], [o:], [u:]), how to write them (〈a〉, 〈e〉, 〈i〉, 〈o〉, 〈u〉), and how to pronounce them (/a:/, /a/, /e:/, /ɛ/, /i:/, /ɪ/, /o:/, /ɔ /, /u:/, /ʊ/), the students could probably get rid of the usual bias that German is much more difficult to learn than English and feel happy about their choice of German as their major.

2. RESEARCH METHOD

It is usually hard to judge a thing to be "difficult" or "easy", to be "complicated" or "simple", unless one has obtained sufficient evidence through comparing the thing in question with another. It is the same for us, language learners and teachers, to answer the question whether an "A" is easier than a "B". Our thesis is the relative simplicity of articulating and writing the German words, which is a sense perception of the learner. This feeling would only occur to him or her when he associates the German letters in regard to their visual and audio forms with those he learned in English and Pinyin. Our research is concentrated on the five vowel letters in the Latin alphabet that are used in three languages respectively. A certain gradation of difficulty in the domain of word spelling and pronouncing is described through comparing a few pairs of relation in and between these languages.

In the phonetic course of a phonogram language as a foreign language people usually start at the alphabet. They have to become able to recognize the letters, to call, to understand, to write and to pronounce them when they stand alone or put together with other letters in different words. Starting from this angle, in what follows, I put the vowel letters of Hanyu Pinyin, German and English in the relation between the letter and its name, between the name of the letter and its sound in words, and further between the sound of the letter and its written form in words.

3. THREE PAIRS OF RELATION

3.1 The relation between letter and letter's name

Table 1

	Pinyin					German					English				
letter	a	e	i	o	u	a	e	i	o	u	a	e	i	o	u
name	[a]	[γ]	[i]	[o]	[u]	[a:]	[e:]	[i:]	[o:]	[u:]	[eI]	[i:]	[aI]	[əU]	[ju:]

The above table exhibits an absolute sameness between the letter and its name in German, a most sameness between the both in Pinyin and an entire asymmetry in English. The sameness in German, which is both audile and visual, helps the Chinese German learner to pronounce a strange word very much when he or she can name the vowel letter correctly, for the name of the letter is usually the sound in word as well, whereas the loan words are not in this case. The only variation caused by the following sounds in words is the tense and the lax of the vowel. The rule for this is mentioned in the fifth section of the article. For the Chinese English learner, however, it is quite different. Four letters are named with glide, while the last one also has quite different sound [i:] to its graph <e>. If he just uses the name of the letter for pronouncing the word, he has very little chance to avoid mistakes. This will be discussed in the next section.

3.2 The relation between letter's name and its sound in word

The German's simplicity can also find some expression from in the relation between the name of the vowel letters and the sounds represented by them in concrete words. It will be clearer for a Chinese German learner if he thinks about the relation between them both in Pinyin and in English. Table 2 offers a survey of this relation.

Comparing the distinct relations between the name of a vowel letter and the sounds visually realized through it in three languages, we have seen the relative convenience in German. Nevertheless, it is not to overlook that German still has three distinct vowel-mutation letters with their phonemes and graphemes, where /ɛ:/ <ä> and /ø:/ <ö> are unknown to the Chinese German learner, while the third one /ü:/ <ü> has its equivalence in Pinyin. Considering the number of the simple vowel letters he or she does have two more to deal with than his or her fellows learning English. But the correspondence between the name and the sound remains one-to-two, i. e. ä /ɛ:/ vs. /ɛ:/ and /ɛ/, ö /ø:/ vs. /ø:/ and /œ/. There are more vowel letters with a smaller proportion of its name to its sound in German and fewer letters with a bigger one in English. As the half bracketed figures in the above table show, 16 correspondences[2] in German and 35 in English come

[2] 12 correspondences are shown in the table and other 4 are occasioned by the vowel-mutation.

into being. A clear difference of complication between the former and the latter is in sight.

Table 2

letter		name	sound/phoneme and the graphic realization in word
a	Pinyin	[a]	front /a/ - *an (dark)*, central /A/ - *ta (he)*, back /ɑ/ - *kuang (basket)*
	German	[a:]	1) /a:/ - *baden*, 2) /a/ - *Ball*
	English	[eI],	1) /eI/ - *make*, 2) /e/ - *any*, 3) /æ/ - *bad*, 4) /a:/ - *father*, 5) /ɔ :/ - *war*, 6) /ɔ /- *what*, 7) /I/ - *village*, 8) /ə / - *allow*
e	Pinyin	[ɤ]	/ ɤ / - *tese (distinguishing feature)*
	German	[e:]	3) /e:/ - *eben*, 4) /ɛ/ - *etwa*, 5) /ə / - *bitte*
	English	[i:]	9) /i:/ - *be*, 10) /I/ - *matches*, 11) /e/ - *bed*, 12) /ə :/ - *infer*, 13) /ə / - *ever*, 14) or is not pronounced - *make*
i	Pinyin	[i]	/i/ - *biji (note)*
	German	[i:]	6) /i:/ - *Liebe*, 7) /I/ - *Lippe*, 8) /ĭ/ - *Studium*
	English	[aI]	15) /aI/ - *time*, 16) /I/ - *sit*, 17) /j/ - *union*, 18) /ə :/ - *bird*, 19) /ə / - *possible*, 20) or is not pronounced - *pencil*
o	Pinyin	[o]	/o/ - *bomo (membrane)*
	German	[o:]	9) /o:/ - *Boden*, 10) /o/ - *Loch*
	English	[ə U]	21) /ə U/ - *post*, 22) /ɔ :/ - *horse*, 23) /ɔ / - *dot*, 24) /u:/ - *do*, 25) /U/ - *woman*, 26) /ə :/ - *work*, 27) /ə / - *polite*, 28) /ʌ/ - *mother*, 29) or is not pronounced - *lesson*
u	Pinyin	[u]	/u/ - *shufu (camfortable)*
	German	[u:]	11) /u:/ - *Ufer*, 12) /U/ - *muss*
	English	[ju:]	30) /ju:/ - *use*, 31) /u:/ - *include*, 32) /U/ - *put*, 33) /ə :/ - *murder*, 34) /ə / - *datum*, 35) /ʌ/ - *but*

3.3 The relation between letter's sound and its written form in word

The manifold articulations of an English vowel letter in different words are realized in writing either through quite varied combination with the adjacent letters, vowel or consonant, or without evident effect of the neighboring ones. We take "a" as an example:

Table 3

letter	name		sound	written form (grapheme)
a	Pinyin	[a]	/a/	妈 *mā*, 麻 *má*, 马 *mǎ*, 骂 *mà*, 吗 *m·a*[3], 慢 *màn*, 忙 *máng*
	Deutsch	[a:]	/a:/	***Saal, ahnen, malen***
			/a/	***Mann***
	Englisch	[eI]	/eI/	***make, wait, straight, May***
			/e/	***any, said***
			/æ/	***bad, carry, back***
			/a:/	***father, half, farm***
			/ɔ :/	***also, war, autumn, draw, taught***
			/ɔ /	***what***
			/I/	***village***
			/ə/	***allow***

Now we have seen that "a" in Pinyin just records one phoneme in words. Its grapheme is equipped with four tones indicated by four diacritic marks respectively so that people can understand different meanings from the same phoneme /a/ and the same grapheme <a>. By means of these marks the reader of Pinyin can connect the tunes of the Latin letter combination with the corresponding Chinese character he acquired in the school or with the sound of the corresponding Chinese word he heard in the community, in case he is a non- or semi-literate person, from other country people and then realize what the writer means. Nevertheless, not every Chinese syllable has four tones. The back /ɑ / in *mang* only has three, i. e. *māng* (*bull*), *máng* (*busy*), *mǎng* (*python*), **màng*. The front /a/ in *man* has four again. They are *mān* (dialectal accent for *girl*), *mán* (*eel*), *mǎn* (*full*), *màn* (*slow*). Besides the four tones of a syllable the combinations of syllables that constitute compound words, phrases, clauses etc. also play an important role in understanding. Pinyin is finally just a written record of spoken Chinese Common Speech and never a language in the real sense. It functions no more than to show the phonetic of the normally spoken words on the paper or to indicate how a character should be pronounced according to the standard. To paraphrase an abstract concept, to depict a scene, a circumstance or to express a feeling in detail is far beyond its power.

The "a" in German records two phonemes – /a:/ and /a/, which are written through three graphemes – <aa>, <ah> and <a>. The last one can be either long or short pronounced, depending upon the following letter or letters. It should be short if there are double or triad consonants and long if there is just one.

Quite different is the "a" in English. Firstly, it can record eight phonemes which come in sight as: <a>, <ai>, <aigh>, <ay>, <ar>, <ac>, <al>, <au>, <aw> and <augh>. This is much less the case in Pinyin and German, Secondly, some of these graphemes could represent the same phoneme, e. g. <aigh> in *straight*

[3] The dot before the vowel grapheme indicates its reduction.

and <ay> in *May* for /eɪ/, <a> in *any* and <ai> in *said* for /e/. Conversely, distinct phonemes could also be realized through the same grapheme, e. g. /æ/ and /ɔ / in *bad* and *was* through <a>, /eɪ/ and /e/ in *wait* and *said* through <ai>, /a:/ and /ɔ :/ in *half* and *also* through <al> etc. An overlap with some complication occurs.

4. THE RELATION OF THE GRAPHEME TO THE PHONEME, AND THAT TO THE LETTER

As we have learned from table 3, in German, among [a:] (the name of "a"), /a:/ and /a/ (the phonemes that are recorded through the letter) and <aa>, <ah>, <a> (the graphemes versus the phonemes) there exists a proportion of one to two and two to three. With other vowel letters it is the similar situation. Quite on the contrary, in English, eight phonemes are visually fixed by "a" or "a" plus the letter or letters next to it in words. With other vowel letters the complication is not or not much degraded. There are, as shown in table 2, eight phonemes corresponding to "o" as well, six to "u" and five to "i" and "e" respectively. Furthermore, we have observed that the divergence passes over the boundary between different letters. As indicated in the table below, a vowel phoneme can be realized through various vowel graphemes in quite different combinations with each possible vowel or consonant letter in an irregularity. "The correspondences between graphemes and phonemes move towards a many-to-many relationship" (Pennington 1996: 188). Such a phenomenon caused some difficulties on the part of German people who learn English as their first foreign language and Chinese people who learn English after German as their second foreign language, for both of them belong to the type of language learner, who relies very much on pronunciation at spelling and on spelling at pronunciation.

Table 4

name	**phoneme/sound**	**grapheme**
a [eI]	/eI/,/e/, /æ/, /a:/, /ɔ /, /I/, /ə /	
	/ɔ :/	***al**ways, w**ar**, **au**tumn, dr**aw**, t**augh**t*
o [ə U]	**/ɔ :/**	*st**or**y, d**oo**r, m**ore**, f**ough**t, c**our**se, b**oar**d*
	/ə U/, /ɔ /, /U/, /ə :/, /ə /, /ʌ/	
	/u:/	*d**o**, wh**o**se, sh**oe**, m**oo**n, gr**ou**p*
u [ju:]	**/u:/**	*r**u**ler, fl**ew**, fl**ue**nt, s**ur**e*
	/ju:/, /U/, /ə :/, /ə /, /ʌ/	
i [aI]	/aI/, /j/, /ə /, /ə :/	
	/I/	*b**i**t, l**i**ttle*
e [i:]	**/I/**	*d**e**cide, coff**ee**, mon**ey***
	/i:/, /e/, /ə /, /ə :/	
a, o, u, i, e	**/ə /**	***a**bout, f**or**get, aut**u**mn, poss**i**ble, p**er**form*

In this table we note firstly that the name of a letter is identical with one of the phonemes graphically realized with this letter alone or with a combination including it, e.g. o [ə ʊ] → /ə ʊ/ → <*p**o**st*> or <*l**ow***>. In addition to /ə ʊ/ there is a small number of other phonemes being recorded by "o", e.g. /ɔ / in <*p**o**t*>, /ə / in <*p**o**lice*> and /u:/ in <*d**o***> etc. They deviate from the name of the letter, and in the graphemes of these variant phonemes the deviation becomes bigger. Instead of "o" other letters appear in the place - <*wh**a**t*>, <*poss**i**ble*>, <*r**u**ler*>. That is to say that the phonemes deviate from the name of a letter and their written forms continue doing this from these phonemes. Neither the phonemes nor their graphical realizations are confined to a certain vowel letter. To such an interlaced circumstance Wängler said in his *Grundriss einer Phonetik des Deutschen*[4]:

> „Manchmal divergieren Laut und Buchstabe so stark voneinander, daß es schwerfällt, Gesetzmäßigkeiten des Gebrauchs von Buchstaben zur Darstellung von Sprachlauten aufzufinden. Im Englischen und Französischen bestehen in dieser Hinsicht besonders große Abweichungen, aber auch im Deutschen. [...]"[5] (Wängler 1983: 20)

Comparing the relationships between vowel letter, simple vowel phoneme and as well as its graphical representation in Pinyin, German and English, we may say that a certain complication of these relations in English stands out. The result of a test in pronouncing at reading and spelling at hearing of English and German strange words will offer some reference.

5. EVIDENCE FROM A TEST

[4] *Layout of a German phonetics*. [translated by the author of this article]

[5] "Sometimes sound and letter diverge so much from each other that it is hard to find out a regulation of applying letters to represent phonetic sound. In English and French there are in this regard especially big deviations, but also in German." [translated by the author of this article]

After discussing the relationship between phonetic and character in Pinyin, German and English, in order to know which problems due to the difference will happen to Chinese who learn German or English, we arranged a test as follows. Five senior students selected at random from the fourth academic year of the Faculty for English Language and Culture were asked (a) to pronounce, without help of IPA, five English words with lower frequency of use so that they might be strange to them, and (b) to take dictation of five other words in the same degree of difficulty. Five freshmen picked out likewise from the Department of German Studies did the same work, but this time they were asked to deal with ten German words. The possibly unequal precondition might just be the absolute strangeness of the German words, since the test took place in the first semester of German students who started at zero and the seventh of English students who have begun before their university study.

A result of the test is the higher correctness rate at both tasks done by the students of German department. At pronunciation they made a mistake with the quality of /ʊ/, twice tense articulated, and the other one appeared with consonant, in stead of /ç/, /k/ is articulated. The previous English knowledge of the student could be the reason. He pronounced the foreign word "Echo" half German half English. The vowels /ɛ/ and /o:/ are produced in German while the consonant /k/ is done in English. Although more mistakes were made at dictation, they were comparatively much fewer than those in English. Ten words written wrongly contain eight mistakes with consonants - Lalen*, Vehl*×2, Muhse*, Muser*, Morsse*, Iren*, Ielern* - and two with vowels - Schaule*×2 - , furthermore they are just repetitions.

The mistakes which occurred in the pronunciation of the English words can be ordered in the following categories:

1) Pronunciation with vowels;

a) Change of the vowel quality and quantity caused by scant opening of the lips and unnecessary tensing, instead of /wɔ mp/ /wɔ :mp/ and /wu:mp/;

b) Change of the vowel quality and quantity caused by scant opening of the lips and unnecessary relaxing, instead of /a:mz/ and /æmz/;

c) Change of the vowel quality caused by lip-rounding, instead of /a:mz/ and /ɔ :mz/;

d) Change of the vowel quality from the diphthong /ai/ in /æʤail/ to the schwa /ə / in /eɪʤ ə l/*, from the monophthong /æ/ in / ´ æʤaɪl/ to the diphthong /eɪ/ in /eɪʤ ə l/*;

e) Mispronouncing the stressed initial sound as a prefix, in stead of /æ/ in / ´ æʤaɪl/ and /ə / in /ə ´ ʤ ɑ ɪl/*;

2) Pronunciation with consonants and semi-vowel;

a) Mispronouncing the voiced alveolar fricative as the voiceless alveolar fricative, instead of /z/ in /a:mz/ /s/ in /a:ms/*;

b) Missing the semi-vowel /j/, instead of /ju:/ in /lju:t/and /u:/ in /lu:t/*;

The mistakes which occurred in the dictation of the English words can be ordered in the following categories:

The same vowel phoneme represented through different vowel graphemes or different combinations of vowel graphemes,

instead of <e> /i:/ in *zeta*

<ie> /i:/ in *zietor** and *zieter** as in *field* and *thief*,

<ei> /i:/ in *zeiter** as in *receive* and *seize*.

The same vowel phoneme represented through different vowel grapheme or different combinations of vowel and consonant grapheme,

instead of <aw> /ɔ :/ in *hawk*

<or> /ɔ :/ in *hork** as in *horse* and *lord*,

<al> /ɔ :/ in *halk** as in *talk* and *walk*;

instead of <ir> /ə :/ in *irk*

<ur> /ə :/ in *urk** as in *burn* and *urge*,

<er> /ə :/ in erk* as in *revers* and *infer*;

instead of <ur> /ə :/ in *burry*

<er> /ə :/ in *berry**, *bery** as in *herd* and *immerse*,

<ir> /ə :/ in *birry** as in *bird* and *virgin*;

<a> /ə :/ in *ack** as in *accrue* and *acknowledge*.

3) The schwa phoneme represented through different combinations of vowel and consonant grapheme,

instead of <a> /ə / in *zeta*

<or> in *zetor** as in *professor* and *doctor*;

<er> in *zieter** as in *worker* and *master*.

Misunderstanding the tense vowel produced by the examiner,

instead of <e> /i:/ in *zeta* /ɪə / in *theater*.

6. DISCUSSION AND SUMMARY

Having viewed those pairs of relation and the result of a test we realize a fact: For Chinese students of foreign languages, who are familiar with the pure sound symbolization of their native characters, German words are easier than English ones to pronounce and to write because of its comparatively accurate correspondence

between sound and spelling. This claim is not only based on comparing the simple vowels above, but it also finds some support in searching all the phonemes, vowels and consonants as well, and the spelling patterns of them. There are all together 66 spelling patterns being used for recording 41 phonemes in German, whereas for 48 English phonemes there exist at least 143 main spelling patterns, excluding those originating from French in both languages.[6] The reason for theses disproportions should be "polyphony" – such as <a> → /a/ in *M**a**nn*, /a:/ in *S**aa**l* and <a> → /æ/ in *b**a**d*, /ɔ / in *w**a**s* - and "polygraph" - such as /u:/ → <uh> in *Sch**uh***, <u> in *Sch**u**le* and /u:/ → <u> in *r**u**ler*, <o> in *wh**o**se*.

That both of them in German are fewer is owing to the "amtliches Regelwerk und Wörterverzeichnis" [7] (DUDEN Grammatik: 57), which was founded on the manner of writing of educated class since the middle of the 18th century and was settled at the Vienna Conference of 1996, and "the main feature of the valid regulation originates from the conclusion made on the 2nd Orthography Conference of 1901. The traditional spelling of DUDEN is older."[8] "The negotiations taking place in Berlin from the 4. to the 15. January for making a bigger unification in German spelling entered later as the 1st Orthography Conference in the history of German language." [9] The standardization completed more than once and the constant spreading through out the language area bring up "ein starkes Normbewußtsein" [10] (Tschirch: 246) in the society, which leads to the differences between English and German in regard to our topic.

Although the smaller discrepancy between sound and writing in German virtually brings the language learner some convenience, it is not everything. Many grammarians have pointed out some of weaknesses inside the relative simplicity of German word pronouncing and spelling, first of which is the overlap of the regulations of the tense vowels, to these some rules correspondent at the graphical realization:

1) doubling of the vowel grapheme, as in ***Aa**le*, *l**ee**ren*, *M**oo**r* ;

2) preceding a "h", as in ***Ah**le*, *l**eh**ren*, ***ih**m*, *F**uh**re*, *M**oh**r*;

3) "e" after "i", as in *L**ie**be*;

But rule 1) (being invalid for "u" and "i") overlaps with rule 2). The "h" in *A**h**le* (awl), *le**h**ren* (teach), *Mo**h**r* (negro) cannot be substituted by the second, same vowel, and neither the second "a", "e", "o" in *A**a**le* (eels), *le**e**ren* (drain), *Mo**o**r* (swamp) can be done through a "h". While the quantity of the vowel remains, the meaning of the word will change by substitution. In this situation either the doubling or the "h" functions as a distinction of the meaning rather than as a marker of the quantity. At the dictation the learner will get into hesitation.

Rule 2) overlaps with rule 3) in *gesch**ieh**t*, *s**ieh**t*, *fl**ieh**en, V**ieh***. At pronunciation the vowel should not be prolonged twice, and at dictation the "h" is easy to be left out.

In one word, the "difficult" German language is, as a matter of fact, in some respects, not as difficult as generally perceived. It should be noted, however, as we have seen, that "easiness" and "difficulty" are all relative and a matter of degree. Since this view is obtained on the basis of the pure vowels in native words, we welcome any disagreement or objection from other scholars.

[6] The searching and counting is done according to the enumerations between p. 37 - 38 of *Deutsche Phonetik für Ausländer* and between p. ix – xiv in *Collins Cobuild English Guides: 8 Spelling*.

[7] Official Standard Manual and Word Register. [translated by the author of this article]

[8] „Die Grundzüge der geltenden Regelung gehen zurück auf die Beschlüsse der 2. Othographischen Konferenz von 1901. Die Tradition des Rechtschreibdudens ist älter." *DUDEN Grammatik der dertschen Gegenwartssprache*. p. 57

[9] „Vom 04. bis zum 15. Januar 1876 fanden in Berlin 'Verhandlungender zur Herstellung größerer Einigung in der deutschen Rechtschreibung berufenen Konferzenz' statt, die später als die sog. 1. Orthographische Konferenz in die Orthographiegeschichte einging, […]" (Böhme: 89).

[10] a strong consciousness of norm.[translated by the author of this article]

Table 5

pronunciation	alms /a:mz/	lute /lju:t/	yew /ju:/	agile /ædʒail/	womp /wɔ mp/
student 1	/a:mz/	/lju:t/	/ju:/	/ədʒ ɑ il/*	/wu:mp/*
student 2	/æmz/*	/lu:t/*	/ju:/	/ədʒ ɑ il/*	/wu:mp/*
student 3	/a:ms/*	/lu:t/*	/ju:/	/ædʒ ɑ il/	/wu:mp/*
student 4	/ɔ :mz/*	/lu:t/*	/ju:/	/ædʒ ɑ il/	/wu:p/*
student 5	/ɔ :mz/*	/lu:t/*	/ju:/	/eidʒ əl/*	/wɔ :mp/*
correct	1	1	5	2	0
correctness rate	36%				

Table 6

dictation	womb /wu:m/	hawk /h ɔ :k/	burry /bə :ri/]	zeta /zi:tə /	irk /ə :k/
student 1	womp*	hock*	burry	theater*	urk*
student 2	woo*	hork*	bury*	zieter*	eric*
student 3	wool*	hawk	bery*	zeter*	ack*
student 4	woom*	halk*	berry*	zietor*	erk*
student 5	woo*	hork*	birry*	zeiter*	irk
correct	0	1	1	0	1
correctness rate	12%				

Table 7

pronunciation	Wal /va:l/	Echo /ɛçɔ:/	None /no:nə /	Kult /kUlt/	Lid /li:t/
student 1	/va:l/	/ɛçɔ:/	/no:nə /	/ku:lt/*	/li:t/
student 2	/va:l/	/ɛçɔ:/	/no:nə /	/kUlt/	/li:t/
student 3	/va:l/	/ɛko:/*	/no:nə /	/kUlt/	/li:t/
student 4	/va:l/	/ɛçɔ:/	/no:nə /	/kUlt/	/li:t/
student 5	/va:l/	/ɛçɔ:/	/no:nə /	/ku:lt/*	/li:t/
correct	5	4	5	3	5
correctness rate	88%				

Table 8

dictation	lallen	Fehl	Muse	Scholle	Irren
student 1	Lalen*	Fehl	Muhse*	Scholle	Iren*
student 2	lallen	Vehl*	Muser*	Schaule*	Irren
student 3	lallen	Vehl*	Muse	Schaule*	Ielern*
student 4	lallen	Fehl	Morsse*	Scholle	irren[11]
student 5	lallen	Fehl	Muse	Scholle	Irren
correct	4	3	2	3	3
correctness rate	60%				

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[11] Capital or small letters are not counted as a mistake.

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