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TRANSCRIPTION OF A1-A2 LEVEL TURKISH WORDS IN THE IPA (INTERNATIONAL PHONETIC ALPHABET) FOR LEARNERS OF TFL (TURKISH AS A FOREIGN LANGUAGE)[1]

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Abstract

Background: Turkish language has a long history and it has been spoken by millions of people around the world. Not only children of Turkish families living abroad but also many people in European, Asian and African countries have begun to learn Turkish as a result of bilateral relations between countries and cultural interaction after exchange programmes such as Erasmus + . The number of studies carried out as to how to teach Turkish to foreign learners is increasing gradually.

Aim: The main aim of this study is to produce a list of Turkish words with their IPA transcriptions in order for the learners of Turkish as a Foreign Language to produce and pronounce the words in a correct way that will result in their autonomy and self-esteem in command of Turkish.

Method: A phonetic alphabet symbols list was prepared based on the IPA (International Phonetic Alphabet) to meet the need to teach visually the pronunciation of some basic Turkish words selected from Assoc.Prof.Fatma AÇIK's list of A1-A2 level Turkish words.

Conclusion: A list of IPA transcription of words has been created and appended to the article. However, the list needs developing by adding more words. The study should also be broadened and applied to all levels of Teaching of Turkish as a Foreign Language (TTFL).

Key Words: *The IPA, A1-A2 Turkish words list, phonetic transcription of Turkish words, TTFL*

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1. Background

1.1 The IPA

There are more than twenty script types to put oral texts into written texts in the world today. These include Latin, Greek, Hebrew, Arabic, Chinese and Cyrillic scripts which are actively used in many languages. The main idea of these alphabets is to determine and transcribe basic phonemes of a language. Pekacar & Dilek (2008) categorize this idea as "phonemic transcription". Linguists, on the other hand, needed to differentiate between and symbolize distinctive articulations of a phoneme. For instance, the Latin letter 'n' is used to write "in" and "–ing" in English. The symbol 'n' is sufficient in the Latin alphabet for "phonemic transcription" while the articulation of 'n' in these words is different. Linguists, therefore, utilised a second idea to show the difference of articulation between the two 'n' letters: /n/ and /ŋ/. It is called as "allophonic" or "phonetic transcription" (Pekacar-Dilek 2008: 575).

The International Phonetic Alphabet is among the most acclaimed and utilized method for the latter idea. It is abbreviated as "the IPA" and based on the Latin alphabet. PEKACAR & Dilek (2008) observe that "the frequency of the IPA usage has increased". The IPA was specially designed to meet exclusive needs. According to the International Phonetic Association (1999), apart from the goal of studying the science of phonetics, one of its main purposes is to create a 'consistent way of representing' spoken language.

The IPA has undergone many alterations in the course of time since it was first suggested.

"The idea of making the IPA was first suggested by Otto Jespersen in a letter to Paul Passy. It was developed by A.J. Ellis, Henry Sweet, Daniel Jones, and Passy. After major revisions and expansions in 1900 and 1932, the IPA remained unchanged until the IPA Kiel Convention in 1989. A minor revision took place in 1993 with the addition of four letters for mid-central vowels and the removal of letters for voiceless implosives. The alphabet was last revised in May 2005 with the addition of a letter for a labiodental flap. Apart from the addition and removal of symbols, changes to the IPA have consisted largely in renaming symbols and categories and in modifying typefaces."

(retrieved from: https://en.wikipedia.org/wiki/International_Phonetic_Alphabet, on 13.11.2015, at 09.51)

There are also many symbols which were once included in the IPA but became obsolete. However, these changes or modifications have not affected the continuity of the alphabet. It is still being adopted by many dictionaries. "Oxford Learners' Dictionary" (see: http://www.oxfordlearnersdictionaries.com/) and "Cambridge Dictionaries Online" (see: http://dictionary.cambridge.org/) are two main examples.

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The IPA has received several criticisms. It has not been accepted in the USA as in Europe. One main flaw of the IPA was the difficulty of typing. It is burdensome to find necessary

symbols on keyboards. The enormous number of special signs creates more difficulty in transcriptions. The IPA transcription raises another important issue which is printing. Users of the alphabet require necessary up-to-date printing software or professional assistance in order not to lose information. Another failing of the alphabet is that the example words provided to show the articulation of sounds might be pronounced in a different way within a language. The variation of pronunciation exhibited by languages cannot be covered completely. "For instance the exemplification of /θ/ by the English word *thief* is not valid for dialects which pronounce the 'th' as a labiodental fricative /f/ or a dental stop /t̪/. An example means that the symbol exemplified is, at least, appropriate for one or more widely spoken varieties of the language." (International Phonetic Association, 1999)

Despite many negative approaches to the IPA, it has many advantages. First of all, it is free to copy the chart for all users for any reference. Second, it is easy to learn as there are innumerable hardcopy or interactive audio-visual online resources teaching the meaning of symbols. Third, learners around the world are already familiar with the majority of the symbols in this system thanks to the dominance of the English language and consequently the Latin alphabet. Another advantage of the IPA is that it also helps learning the main and secondary word stress, the length of a letter and syllables in a word or even in sentences. These are merely some of the aspects of the IPA which are helpful to an ordinary reader. The IPA provides detailed information about features of sounds such as plosives and fricatives and features such as diacritics showing variations of the pronunciation of a sound. As Nakai S. et al (2016) state "the IPA chart can be a useful tool for teaching the basics of speech production, as it shows at a glance commonalities and differences between the articulations of various speech sounds."

Below is an example of the IPA chart with example words. The column in the middle shows "the corresponding symbol in the Antimoon ASCII Phonetic Alphabet, which can be used to type the pronunciation of words on a computer without the use of special fonts."

(retrieved from http://www.antimoon.com/resources/phonchart2008.pdf, on 21.10.2015, at 23.05)

Table 1

ʌ	^	cup, luck
ɑː	a:	arm, father
æ	@	cat, black
ə	..	away, cinema
e	e	met, bed
ɜːʳ	e:(r)	turn, learn
ɪ	i	hit, sitting
iː	i:	see, heat
ɒ	o	hot, rock
ɔː	o:	call, four
ʊ	u	put, could
uː	u:	blue, food
aɪ	ai	five, eye
aʊ	au	now, out
oʊ/əʊ	Ou	go, home
eəʳ	e..(r)	where, air
eɪ	ei	say, eight
ɪəʳ	i..(r)	near, here
ɔɪ	oi	boy, join
ʊəʳ	u..(r)	pure, tourist

b	b	bad, lab
d	d	did, lady
f	f	find, if
g	g	give, flag
h	h	how, hello
j	j	yes, yellow
k	k	cat, back
l	l	leg, little
m	m	man, lemon
n	n	no, ten
ŋ	N	sing, finger
p	p	pet, map
r	r	red, try
s	s	sun, miss
ʃ	S	she, crash
t	t	tea, getting
tʃ	tS	check, church
θ	th	think, both
ð	TH	this, mother
v	v	voice, five
w	w	wet, window
z	z	zoo, lazy
ʒ	Z	pleasure, vision
dʒ	dZ	just, large

2. Aim

2.1 The Need to Transcribe Turkish Words

All the advantages of the IPA put forward above support the need to adopt a similar or this type of transcription system in Turkish as well. Turkey adopted the Latin Alphabet on 1, November 1928. The letters in the alphabet also represent the sounds produced. Although almost all Turkish words are spelled and pronounced the same way, there still is the need to form a commonly accepted transcribing system for different learners with different backgrounds. Şengül (2014), for instance, has observed in her study that most students had difficulty in vocalizing letters "a, e, ı, i, o, ö, u, ü, c, ç, ğ, l, ş, y" in the Turkish Alphabet. Coşkun (1999), emphasizes that Turkish is rich in vowel sounds; however, this richness is not reflected in the Turkish alphabet. It can be inferred that the Latin alphabet adopted in 1928 has some shortcomings when the number of vowels included in this alphabet is considered, which is "8". The variety of articulations of vowels in Turkish language that are not represented in the Alphabet might be another source of difficulty for Teaching of Turkish as a Foreign Language (TTFL) learners.

According to Tüm (2014), "alphabets in each language have their specific symbols and distinctive phonemic features. For instance, in Romanian there are three distinctive variations for /a/: normal /a/, short /ă/ and long /â/. Learners who belong to different language families have difficulty in interpreting and pronouncing Turkish words." A similar problem is that the Turkish alphabet has special letters which a TFL learner does not have in his language. They, therefore, tend to articulate certain letters the way they are used to. Tüm (2014) has listed potential variations of articulations of some Turkish words by students from various countries:

Table 2

Sesbirim	Öğrenci değişkeni	Olası sesletimler
c	k, s, ç,	amkasi, sezaevi, çezaevi, gazeteçi
e	y, i, ü, ø	yevet, gidir, divem, Hüsün, onc
y	ø, i	illarında, mutluiken, bei
ş	s	bas, ise, kus
k	g	eginde
g	c, y	ece, çılcın, cirer, yenc, eyeli
h	ø, k, y	useyin, üseyin, kusayin, yatay
s	ş	araşında, Hüşeyin
a	ı,	kıs
v	vv	devvam

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Table1 taken from Tüm (2014). The columns show respectively the Turkish phonemes, articulatory variations by learners and potential articulations of different words by learners.

As can be seen in Table 2, the letter "c" (transcribed as /dʒ/ in the IPA) is pronounced as /k/ as in the word "amcası" which is normally pronounced as /ʌmdʒʌ'sə/ but pronounced wrongly as /ʌmkʌ'sɪ/ by some learners. In the same word the letter "ı" (transcribed as /ə/ in the IPA) is mispronounced as "i" which is shown as /ɪ/. (In part 4 of this article, see the list of symbols adopted in the article to transcribe Turkish words in the IPA format)

Turkish dictionaries lack a consistent way of presenting the pronunciation of words. TDK (Institution of Turkish Language) has an online dictionary service on its website. The institution has the audio dictionary feature which allows learners to listen to the pronunciation of a word. However, a learner still needs a transcription to see and visualise the articulation of words. As Tüm (2014) states, "the best way to communicate in a foreign language, without any doubt, is to set up relations between the speakers of the language and use the visual and auditory devices." An auditory aid for words is an effective way to teach pronunciation but it does not necessarily overcome the problem of mishearing or misinterpreting words and meet the need to visualise a word in order for a learner to acquire or learn the most possible accurate way of pronunciation. A learner still needs some kind of device available to help him or her to learn the pronunciation of Turkish words especially when there is no other external source to learn it from.

2.2 Statement of the Problem

Despite all the problems encountered by learners in learning the pronunciation of Turkish words, there are few studies aiming to overcome the problem (Tüm, 2014; Kornfilt, 2013; PEKACAR-Dilek, 2008). Moreover, (as observed during the literary review of this study) there are few studies carried out on transcribing Turkish words in the IPA format. For instance, Michael Campbell and Davut Deger's book on fluency mainly focuses on sentences but not on words specifically. Jaklin Kornfilt's *Turkish* (2013) is another voluminous resource book dealing with Turkish words and phonology, whereas the book does not specifically focuses on words but basic sentences.

3. Method

The process of word selection and adapting the IPA for the transcription of Turkish words has been provided in detail below. The list of transcribed words and explanations about symbols are availabe at the top of the transcribed list.

3.1. Selecting the Word List

There exists a lot of word lists for the English language in various levels for different learners with different aims. The Biritsh National Corpus (BNC), acting as a resource for

these lists, is among the most popular and comprehensive collection of words used in both spoken and written language. The BNC includes around 100 million samples from various different sources. Linguists from all over the world has the privilege to access the corpus to study concordances. Not only the linguists but also dictionary publishers and teachers of English may benefit from this comprehensive resource. However, a similar resource for Turkish is not available. There are few studies that were or are being carried out today on creating such corpora and therefore lists which may be derived out of them. Assoc.Prof.Fatma AÇIK has published a list of basic Turkish words in her article (downloadable from: http://turkoloji.cu.edu.tr/pdf/fatma_acil_temel_turkce_soz_dagarcigi.pdf, 13.11.2015, 11.30). In her study, Açık grouped basic Turkish words into parts of speech such as nouns, verbs, and adverbs. In this study, all these categories were integrated so as to form one main list that formed the basis for the words to be transcribed. Words included in these groups repetitively were united as one main item in the list.

3.2. Adapting the IPA to Turkish Word Transcription

In the table below is the explanation of symbols selected for the study with examples both in Turkish and English:

Table 3

IPA	Explanation	Examples (Turkish)	English
ʌ	a (short)	ArAbA	cUp, lUck
a:	a (long)	kirA	Arm, fAther
b	b	Beş, Bir	Ball
dʒ	c	Cevap, Ceviz	JuDGE
tʃ	ç	üÇ, Çok	CHair
d	d	Deniz, Dolu	Door
e	e (short)	El, Ev	End
e:	e (long)	mEmur, mEzun	bEd (but longer)
f	f	Fil, Fay	For,
g	g (back)	Galatasaray	Goal
ɟ	g (front)	Gelin, Git-, Gül	Gear
ɣ	ğ	yaĞmur, aĞaç	oH (as in 'Oh! No!')
h	h	Hey, Hal	Hot
ə	ı	kIsa, Isı	colOUr
c	i (short)	İki	bIt, Indoors
ɪ:	i (long)	mİde, millİ	bEE, sEEm
ʒ	j	Jöle	meaSure, uSual
k	k (back)	Kayak, Koli	Cut
c	k (front)	Kedi, Kira	Care
l	l (back)	kaLın, aL	Love
ɫ	l (front)	LaLe, miLLet	Lean, iLL
m	m	Maç, Misket	Morning, taMe

n	n	**N**e, o**N**	**N**ear	ü	ü	**Ü**z**Ü**m	f**Ü**r (as in German)
ŋ	n (genizden)	ye**N**ge, ya**N**gın	interesti**NG**	v	v	**V**an, e**V**	**V**ery
o	o (kısa)	**O**dun, **O**n	c**A**ll (but shorter)	j	y	**Y**eşil, a**Y**	**Y**ear
œ	ö	**Ö**n, d**Ö**rt	g**I**rl (more rounded)	z	z	**Z**eytin, a**Z**	**Z**ip, **Z**oo
p	p	**P**ara, ö**P**-	**P**ear	▪	parser	zey▪tin	pars▪er
r	r	**R**esim, ö**R**-	**R**oa**R**, **R**ed	'	syllable stress	ye'şil	'colour
s	s	**S**e**S**, e**S**-	**S**ound				
ʃ	ş	**Ş**ey, i**Ş**	**SH**ore				
t	t	**T**akım, a**T**	**T**ake, bu**T**				
ʊ	u	**U**yk**U**	f**OO**t				

The IPA was the basis for the selection of the symbols in the table above. As stated before these symbols are already known by majority of learners who have most probably had the opportunity to learn them either through coursebooks, actual online or printed dictionaries in English.

While 38 of the symbols overlap with the IPA symbols, only four of the symbols differ from widely used IPA symbols which are /ɟ, ɣ, ɫ, ö/. These symbols are also among widely accepted types adopted by different sources. These symbols cannot be ignored as they create difference in meaning when pronounced in Turkish words. /θ/ and /ð/ symbols were not used as they do not have any corresponding sounds in Turkish. The main aim of this study is not to establish a comprehensive system of transcription to be used in different sources and all dialects. The goal here is to enable learners to encounter merely the symbols of sounds which they are expected to hear in their future learning. This approach would dispel the possibility of learners' intimidation. Despite the meticulous effort to limit the number of symbols adopted, the range of them has exceeded thirty five. With the restrictive approach in mind, /ö/ was selected as it was close at least in appearance to the /ʊ/ symbol in the IPA. Some sources prefer "ue" for this sound but it was not preferred in this study as it would cause mispronunciation as /ʊe/. Although the /ə/ symbol known also as schwa in the IPA does not properly meet the need to pronounce the letter "ı" in Turkish, schwa was selected to compensate for this requirement. Some sources opt for /ɯ/ symbol for this letter, but it was eliminated with the apprehension that learners may get more confused. Each word is transcribed in such a way that learners of TFL are able to see each syllable split from eachother by (.) sign. Another conducive aspect of the transcribed list is that these learners can see the stress pattern in the words with (') symbol.

3.3. The List of A1-A2 Turkish Words in the IPA Format

There are over 700 words in three columns in the list below. The IPA transcription of the words can be seen on their left. They are ordered alphabetically. The (-) sign shows that the word is the root of a verb whose number is 112.

/'ʌ.dʒʌ.ba:/	acaba	/ɟɪ'bɪ/	gibi	/cen'dɪ/	kendi
/ʌh jʌ'zək/	ah yazık	/ɟœ're/	göre	/cent/	kent
/a:'jɪt/	ait	/hʌ'lʌ/	hala	/ces-/	kes-
/ʌl-/	al-	/'hʌn.ɟɪ/	hangi	/ce'sɪl-/	kesil-
/ʌlt/	alt	/'hʌ.nɪ/	hani	/ce'sɪn/	kesin
/'ʌ.mʌ/	ama	/'hʌt.ta:/	hatta	/ce'jɪf/	keyif
/'ʌn.dʒʌk/	ancak	/hem/	hem	/cez/	kez
/ʌ.rʌ.'sə/	arası	/'he.men/	hemen	/kəl-/	kıl-
/'ʌr.tək/	artık	/'he.nöz/	henüz	/kə'rəl-/	kırıl-
/'ʌs.lʌ/	asla	/'hep.sɪ/	hepsi	/kər.mə'zə/	kırmızı
/ʌ.ʃʌ'ɣə/	aşağı	/her/	her	/kə'sʌ/	kısa
/ʌ.ʃə'rə/	aşırı	/'her ɟön/	her gün	/kə'sʌ.dʒʌ/	kısaca
/ʌj'rə.dʒʌ/	ayrıca	/'her ʃej/	her şey	/kə'səm/	kısım
/bʌʃ'kʌ/	başka	/her'hʌn.ɟɪ bɪ'rɪ/	herhangi biri	/kə'jə/	kıyı
/'ba:.zen/	bazen	/'her.ces/	herkes	/kəz-/	kız-
/'beł.cɪ/	belki	/hɪtʃ/	hiç	/ci:/	ki
/ben/	ben	/ɪ.tʃe'rɪ/	içeri	/cɪ'lo/	kilo
/be'rɪ/	beri	/ɪ'tʃɪn/	için	/cɪ.lo'met.re/	kilometre
/bɪ'łe/	bile	/ɪ.tʃɪn'de/	içinde	/cɪm/	kim
/bɪr.bɪ'rɪ/	birbiri	/ɪ'cen/	iken	/'cɪmɪ/	kimi
/'bɪr.den/	birden	/ɪ'łe/	ile	/cɪm'łɪc/	kimlik
/bɪ'rɪ/	biri	/ɪ.łe'rɪ/	ileri	/cɪ'ʃɪ/	kişi
/bɪ.rɪ.łe'rɪ/	birileri	/ɪ'se/	ise	/cɪ'tʌp/	kitap
/bɪ.rɪ'sɪ/	birisi	/ɪs'ter/	ister	/ko'dʒʌ/	koca
/bɪr.łɪc'te/	birlikte	/ɪʃ'te/	işte	/ko'kʊ/	koku
/bɪz/	biz	/kʌtʃ-/	kaç-	/kol/	kol
/bo'jʊn.dʒʌ/	boyunca	/kʌ'tʃər-/	kaçır-	/ko'lʌj/	kolay
/bʊ/	bu	/kʌ'dʌr/	kadar	/kol'tʊk/	koltuk
/'bʊ.ɟön/	bugün	/kʌh've/	kahve	/kom'ʃʊ/	komşu
/bʊ'nʌ/	buna	/kʌ'lʌn/	kalan	/kon-/	kon-
/bʊn'lʌr/	bunlar	/kʌl'dər-/	kaldır-	/kon'trol/	kontrol
/bʊ'nʊ/	bunu	/kʌ'lən/	back	/ko'nʊ/	konu
/bʊ'nʊn/	bunun	/kʌ'mʊ/	kamu	/ko'nʊʃ-/	konuş-
/bʊ'rʌ/	bura	/ka:'nʊn/	kanun	/ko.nʊʃ'mʌ/	konuşma
/'bʊ.rʌ.dʌ/	burada	/kʌp/	kap	/ko'nʊt/	konut
/'bʊ.rʌ.sə/	burası	/kʌ'pʌt-/	kapat-	/kop-/	kop-
/'tʃo.ɣʊ/	çoğu	/car/	kâr	/kork-/	kork-
/tʃok/	çok	/kʌ.rʌn'łək/	karanlık	/kor'kʊ/	korku
/'tʃöŋ.cö/	çünkü	/kʌr'deʃ/	kardeş	/ko'rʊ-/	koru-

/dʌ'hʌ/	daha	/kʌ'rə/	karı	/ko.rʊ'mʌ/	koruma
/da:'hɪ/	dahi	/kʌ'rən/	karın	/koʃ-/	koş-
/de/-/dʌ/	de/da	/kʌ'rəʃ-/	karış-	/koj-/	koy-
/de'fa:/	defa	/kʌr.ʃə'lʌʃ-/	karşılaş-	/kœ'pec/	köpek
/dec/	dek	/kʌs/	kas	/kœp'rö/	köprü
/dəʃ/	dış	/kʌ'ʃək/	kaşık	/kœ'ʃe/	köşe
/də.ʃʌ'rə/	dışarı	/kʌt-/	kat-	/kœ'tö/	kötü
/də'ʃə/	dışı	/kʌ'təl-/	katıl-	/kœj/	köy
/dön/	dün	/kʌt'kə/	katkı	/kœj'lö/	köylü
/'eł.bet.te/	elbette	/kʌ'vʊʃ-/	kavuş-	/krɪz/	kriz
/en/	en	/kʌj-/	kay-	/kʊ'lʌk/	kulak
/er'cen/	erken	/'kʌj.bol-/	kaybol-	/kʊl'lʌn-/	kullan-
/er.te'sɪ/	ertesi	/kʌj'gə/	kaygı	/kʊl.lʌ'nəl-/	kullanıl-
/et/	et	/kʌ'jəp/	kayıp	/kʊl.lʌ'nəm/	kullanım
/et-/	et-	/kʌ'jət/	kayıt	/kʊr-/	kur-
/'fʌ.kʌt/	fakat	/kʌ'za:/	kaza	/kʊ'rʌl/	kural
/ɟetʃ/	geç	/kʌ'zʌn-/	kazan-	/kʊr'tʌr-/	kurtar-
/ɟe.neł'łɪc.łe/	genellikle	/ce'mɪc/	kemik	/kʊ'rʊl/	kurul
/kʊ'rʊl-/	kurul-	/'mʊt.lʌ.ka:/	mutlaka	/o.to.mo'bɪł/	otomobil
/kʊ'rʊm/	kurum	/mʊt'lʊ/	mutlu	/o'tʊr-/	otur-
/kʊʃ/	kuş	/mʊt.lʊ'lʊk/	mutluluk	/oj/	oy
/kʊ'ʃʌk/	kuşak	/mö.dʒa:.de'łe/	mücadele	/oj'nʌ-/	oyna-
/kʊ'tʊ/	kutu	/mö'dör/	müdür	/'ojsʌ/	oysa
/cö'tʃöc/	küçük	/mö.hen'dɪs/	mühendis	/o'jʊn/	oyun
/cöł'tör/	kültür	/mö.cem'meł/	mükemmel	/o.jʊn'dʒʊ/	oyuncu
/lʌf/	laf	/möm'cön/	mümkün	/œ'de-/	öde-
/ła:'zəm/	lazım	/möʃ.te'rɪ/	müşteri	/œ.de'me/	ödeme
/łi:'der/	lider	/mö'zɪc/	müzik	/œ'döł/	ödül
/łɪ'rʌ/	lira	/nʌ'mʌz/	namaz	/œf'ce/	öfke
/łɪ'se/	lise	/'nʌ.səl/	nasıl	/œɣ'ren-/	öğren-
/łɪs'te/	liste	/ne/	ne	/œɣ.ren'dʒɪ/	öğrenci
/ło'kʌn.tʌ/	lokanta	/ne'den/	neden	/œɣ.ret'mec/	öğretmek
/'löt.fen/	lütfen	/ne'fes/	nefes	/œɣ.ret'men/	öğretmen
/mʌ'ʌʃ/	maaş	/'ne.re.de/	nerede	/œl-/	öl-
/mʌtʃ/	maç	/'ne.re.den/	nereden	/œł'tʃö/	ölçü
/mʌd'de/	madde	/'ne.re.je/	nereye	/œł'dör-/	öldür-
/mʌd'di:/	maddi	/'nɪ.tʃɪn/	niçin	/œ'łö/	ölü
/mʌ'ɣʌzʌ/	mağaza	/nɪ'sʌn/	nisan	/œ'łöm/	ölüm
/mʌ.hʌł'łe/	mahalle	/'nɪ.je/	niye	/œ'mör/	ömür
/mʌh.ce'me/	mahkeme	/nok'tʌ/	nokta	/œn/	ön
/mʌ.cɪ'ne/	makine	/nor'mʌl/	normal	/œn'dʒe/	önce

/mʌl/	mal	/not/	not	/œn.dʒe'cɪ/	önceki
/mʌ'sʌ/	masa	/nʊ.mʌ'rʌ/	numara	/œ'nem/	önem
/mʌs'rʌf/	masraf	/nö'fʊs/	nüfus	/œ.nem'łɪ/	önemli
/ma:'vɪ/	mavi	/o/	o	/œ'ner-/	öner-
/mʌ'jəs/	mayıs	/o'dʒʌk/	ocak	/œ.ne'rɪ/	öneri
/'medjʌ/	medya	/o'dʌ/	oda	/œn'łe-/	önle-
/me'cʌn/	mekan	/oɣ'lʌn/	oğlan	/œp-/	öp-
/mec'tʊp/	mektup	/o'ɣʊl/	oğul	/œ'ren/	ören
/me:'mʊr/	memur	/o'kʊ-/	oku-	/'œrne.ɣɪn/	örneğin
/me'rʌk/	merak	/o'kʊl/	okul	/œr'nec/	örnek
/mer.dɪ'ven/	merdiven	/o'kʊr/	okur	/œ'te/	öte
/mer'cez/	merkez	/ol-/	ol-	/œte'cɪ/	öteki
/me.sa:'fe/	mesafe	/o.lʌ'nʌk/	olanak	/œj'cö/	öykü
/me'sʌʒ/	mesaj	/o'lʌj/	olay	/'œj.łe/	öyle
/mes'łec/	meslek	/ol'dʊk.tʃʌ/	oldukça	/œz/	öz
/me'tɪn/	metin	/o.lʊm'sʊz/	olumsuz	/œ.zeł'łɪc/	özellik
/met're/	metre	/o'lʊʃ-/	oluş-	/œ'zen/	özen
/mev'sɪm/	mevsim	/o.lʊʃ'tʊr-/	oluştur-	/œz.ɟör'löc/	özgürlük
/mej'dʌn/	meydan	/o'mʊz/	omuz	/pʌ.hʌ'lə/	pahalı
/mej've/	meyve	/on/	on	/pʌ'cet/	paket
/me:'zʊn/	mezun	/on'lʌr/	onlar	/pʌn.to'lon/	pantolon
/mi:'de/	mide	/o'nʊn/	onun	/pʌr'tʃʌ/	parça
/mɪc'tʌr/	miktar	/o'rʌ/	ora	/pʌrk/	park
/mɪł'łet/	millet	/'o.rʌ.dʌ/	orada	/pʌr'mʌk/	parmak
/mɪł'łet.ve.ci:.łɪ/	milletvekili	/o'rʌn/	oran	/pʌr'tɪ/	parti
/mɪł'łi:/	milli	/or'dʊ/	ordu	/pʌt'lʌ-/	patla-
/mɪł'jʌr/	milyar	/or'gʌn/	organ	/pʌt'ron/	patron
/mɪł'jon/	milyon	/or'mʌn/	orman	/pʌj/	pay
/'mo.dʌ/	moda	/or'tʌ/	orta	/pʌj'lʌʃ-/	paylaş-
/mo'deł/	model	/or'tʌk/	ortak	/pʌ'zʌr/	pazar
/mo'dern/	modern	/or'tʌm/	ortam	/'pe.cɪ/	peki
/mo'tor/	motor	/o'teł/	otel	/pen.dʒe're/	pencere
/mʊt'fʌk/	mutfak	/o.to'bös/	otobüs	/per'de/	perde
/pet'roł/	petrol	/sʌj-/	say-	/sœz'dʒöc/	sözcük
/pej.gʌm'ber/	peygamber	/sʌj'fʌ/	sayfa	/spor/	spor
/pej'nɪr/	peynir	/sʌj'gə/	saygı	/sʊ/	su
/pɪ'rɪntʃ/	pirinç	/sʌ'jə/	sayı	/sʊtʃ/	suç
/pɪ'ʃir-/	pişir-	/sʌ'jən/	sayın	/sʊl'tʌn/	sultan
/pɪ.jʌ'sʌ/	piyasa	/se'bep/	sebep	/sʊn-/	sun-
/płʌn/	plan	/seb'ze/	sebze	/sʊs-/	sus-
/po'łɪs/	polis	/setʃ-/	seç-	/sör-/	sür-

/probˈɫem/	problem	/se.tʃeˈnec/	seçenek	/sörˈdör-/	sürdür-
/progˈrʌm/	program	/seˈtʃɪm/	seçim	/söˈre/	süre
/proˈʒe/	proje	/sen/	sen	/sö.recˈɫɪ/	sürekli
/ˈrʌd.jo/	radyo	/seˈne/	sene	/sö.röˈdʒö/	sürücü
/rʌɣˈmen/	rağmen	/serˈbest/	serbest	/söt/	süt
/rʌˈhʌt/	rahat	/sert/	sert	/ʃaːˈɪr/	şair
/rʌˈkʌm/	rakam	/serˈvɪs/	servis	/ʃʌns/	şans
/rʌˈcɪp/	rakip	/sev-/	sev-	/ʃʌˈrʌp/	şarap
/rʌˈpor/	rapor	/sevˈɟɪ/	sevgi	/ʃʌrˈkə/	şarkı
/recˈɫʌm/	reklam	/sev.ɟɪˈɫɪ/	sevgili	/ʃʌrt/	şart
/reŋc/	renk	/seˈvɪn-/	sevin-	/ʃʌˈʃər-/	şaşır-
/reˈsɪm/	resim	/seˈvɪntʃ/	sevinç	/ʃeˈhɪr/	şehir
/resˈmiː/	resmi	/sejˈret-/	seyret-	/ʃeˈcer/	şeker
/rɪsk/	risk	/səˈdʒʌk/	sıcak	/ʃeˈcɪl/	şekil
/roɫ/	rol	/sə.dʒʌkˈlək/	sıcaklık	/ʃej/	şey
/roˈmʌn/	roman	/ˈsək sək/	sık sık	/ʃɪdˈdet/	şiddet
/rʊh/	ruh	/səˈkə/	sıkı	/ʃɪˈɪr/	şiir
/röˈjaː/	rüya	/səkənˈtə/	sıkıntı	/ʃɪcaːˈjet/	şikayet
/rözˈɟʌr/	rüzgar	/səˈnʌv/	sınav	/ˈʃɪm.dɪ/	şimdi
/sʌˈʌt/	saat	/səˈnəf/	sınıf	/ʃɪrˈcet/	şirket
/sʌˈbʌh/	sabah	/səˈnər/	sınır	/ʃɪˈʃe/	şişe
/sʌtʃ/	saç	/sər/	sır	/ʃoˈfœr/	şoför
/ˈsaː.de.dʒe/	sadece	/səˈrʌ/	sıra	/ˈʃœj.ɫe/	şöyle
/sʌɣ/	sağ	/sərt/	sırt	/ʃʊ/	şu
/sʌɣˈlʌ-/	sağla-	/səˈvə/	sıvı	/tʌˈbʌk/	tabak
/sʌɣˈlʌm/	sağlam	/sɪˈgʌrʌ/	sigara	/ˈtʌ.bɪ/	tabi
/sʌɣˈlək/	sağlık	/sɪ.gorˈtʌ/	sigorta	/ˈtʌb.lo/	tablo
/sʌɣ.ləkˈlə/	sağlıklı	/sɪˈɫʌh/	silah	/tʌhˈtʌ/	tahta
/sʌˈhʌ/	saha	/sɪˈne.mʌ/	sinema	/tʌk-/	tak-
/saːˈhɪp/	sahip	/sɪsˈtem/	sistem	/tʌˈkəm/	takım
/sʌhˈne/	sahne	/sɪˈte/	site	/taːˈcɪp/	takip
/saːˈcɪn/	sakin	/sɪˈjʌh/	siyah	/tʌˈɫep/	talep
/sʌkˈlʌ-/	sakla-	/sɪz/	siz	/tʌˈmʌm/	tamam
/sʌn-/	san-	/soˈɣʊk/	soğuk	/tʌ.mʌmˈlʌ-/	tamamla-
/sʌˈnʌ/	sana	/sok-/	sok-	/taːˈne/	tane
/sʌˈnʌt/	sanat	/soˈkʌk/	sokak	/tʌˈnəʃ-/	tanış-
/sʌ.nʌtˈtʃə/	sanatçı	/sol/	sol	/Tʌnˈrə/	Tanrı
/ˈsʌn.cɪ/	sanki	/soˈlʊk/	soluk	/tʌˈrʌf/	taraf
/sʌr-/	sar-	/son/	son	/taːˈrɪh/	tarih
/sʌˈrʌj/	saray	/ˈsonrʌ/	sonra	/tʌrˈtəʃ-/	tartış-
/sʌˈrə/	sarı	/son.rʌˈcɪ/	sonraki	/tʌr.təʃˈmʌ/	tartışma
/sʌˈrəl-/	sarıl-	/soˈnʊtʃ/	sonuç	/tʌrz/	tarz

/sʌt-/	sat-	/sor-/	sor-	/tʌʃ/	taş
/sʌ.təˈdʒə/	satıcı	/soˈrʊ/	soru	/tʌˈʃə-/	taşı-
/sʌˈtən/	satın	/soˈrʊn/	sorun	/tʌˈʃən-/	taşın-
/sʌˈtəʃ/	satış	/sosˈjʌl/	sosyal	/tʌt/	tat
/sʌˈvʌʃ/	savaş	/sœjˈłe-/	söyle-	/taːˈtɪl/	tatil
/sʌˈvʊn-/	savun-	/sœz/	söz	/tʌtˈlə/	tatlı
/tʌˈvər/	tavır	/ʊsˈtʌ/	usta	/jʌk.lʌˈʃək/	yaklaşık
/taːˈze/	taze	/ʊj-/	uy-	/jʌˈlʌn/	yalan
/te.daˈvɪ/	tedavi	/ʊˈjʌn-/	uyan-	/jʌlˈnəz/	yalnız
/teh.łɪˈce/	tehlike	/ʊˈjʌr-/	uyar-	/ˈjʌl.nəz.dʒʌ/	yalnızca
/tec/	tek	/ʊ.jʌˈrə/	uyarı	/jʌn/	yan
/tecˈne/	tekne	/ʊj.gʊˈlʌ-/	uygula-	/jʌnˈgən/	yangın
/tecˈnɪc/	teknik	/ʊj.gʊ.lʌˈmʌ/	uygulama	/jʌ.nənˈdʌ/	yanında
/tec.no.loˈʒɪ/	teknoloji	/ʊjˈgʊn/	uygun	/jʌˈnət/	yanıt
/tecˈrʌr/	tekrar	/ʊjˈkʊ/	uyku	/ˈjaːnɪ/	yani
/te.łeˈfon/	telefon	/ʊˈjʊ-/	uyu-	/jʌp-/	yap-
/te.łe.vɪzˈjon/	televizyon	/ʊˈjʊm/	uyum	/jʌˈpə/	yapı
/teˈmeł/	temel	/ʊˈzʌk/	uzak	/jʌˈpəl-/	yapıl-
/teˈmɪz/	temiz	/ʊˈzʌn-/	uzan-	/jʌˈpəm/	yapım
/te.mɪzˈłe-/	temizle-	/ʊzˈmʌn/	uzman	/jʌpˈrʌk/	yaprak
/te.mɪzˈłɪc/	temizlik	/ʊˈzʊn/	uzun	/jʌpˈtər-/	yaptır-
/ten.dʒeˈre/	tencere	/ödʒˈret/	ücret	/jʌˈrʌr/	yarar
/teˈpe/	tepe	/ötʃ/	üç	/jʌˈrʌt-/	yarat-
/tepˈcɪ/	tepki	/ö.tʃönˈdʒö/	üçüncü	/jʌ.rʌ.təˈdʒə/	yaratıcı
/terˈdʒɪh/	tercih	/öłˈce/	ülke	/jʌrˈdəm/	yardım
/terc/	terk	/ö.nɪˈver.sɪ.te/	üniversite	/jʌˈrəm/	yarım
/ters/	ters	/önˈłö/	ünlü	/ˈjaːrən/	yarın
/tesˈpɪt/	tespit	/öˈret-/	üret-	/jʌˈrəʃ/	yarış
/test/	test	/ö.reˈtɪm/	üretim	/jʌˈsʌ/	yasa
/te.ʃecˈcör/	teşekkür	/öˈrön/	ürün	/jʌˈsʌk/	yasak
/tezˈɹʌh/	tezgah	/öst/	üst	/jʌʃ/	yaş
/təp/	tip	/ˈös.te.łɪc/	üstelik	/jʌˈʃʌ-/	yaşa-
/tɪˈjʌt.ro/	tiyatro	/ösˈtön/	üstün	/jʌˈʃʌm/	yaşam
/ton/	ton	/öˈje/	üye	/jʌʃˈlə/	yaşlı
/top/	top	/ö.zeˈre/	üzere	/jʌt-/	yat-
/topˈlʌ-/	topla-	/ö.zeˈrɪ/	üzeri	/jʌˈtʌk/	yatak
/topˈlʌm/	toplam	/ö.ze.rɪnˈde/	üzerinde	/jʌ.təˈrəm/	yatırım
/top.lʌnˈtə/	toplantı	/öˈzöł-/	üzül-	/jʌˈvʌʃ/	yavaş
/top.lʊˈlʊk/	topluluk	/vʌˈcɪt/	vakit	/jʌvˈrʊ/	yavru
/topˈlʊm/	toplum	/vʌr/	var	/jʌˈjən/	yayın
/top.lʊmˈsʌl/	toplumsal	/vʌr-/	var-	/jʌz/	yaz

Transcription of A1-A2 Level Turkish Words in The **7**
IPA (International Phonetic Alphabet) for Learners of TFL (Turkish as a
Foreign Language)

/top'rʌk/	toprak	/vʌr'lək/	varlık	/jʌz-/	yaz-
/toz/	toz	/vʌ.tʌn'dʌʃ/	vatandaş	/jʌ'zʌr/	yazar
/trʌ'fic/	trafik	/'vʌz.ɹetʃ-/	vazgeç-	/jʌ'zə/	yazı
/tʊ'rızm/	turizm	/ve/	ve	/je-/	ye-
/tʊt-/	tut-	/ver-/	ver-	/je'dɪ/	yedi
/tʊz/	tuz	/ver'ɹɪ/	vergi	/je'mec/	yemek
/tö'cet-/	tüket-	/ve'rɪ/	veri	/jen-/	yen-
/tö.ce.tɪ'dʒɪ/	tüketici	/ve'rɪl-/	veril-	/je'nɪ/	yeni
/töm/	tüm	/ve'ja:/	veya	/'je.nɪ.den/	yeniden
/tör/	tür	/vɪ.tʌ'mɪn/	vitamin	/jer/	yer
/tör'lö/	türlü	/vʊr-/	vur-	/je.rɪ'ne/	yerine
/ʊ'dʒʊz/	ucuz	/vö'dʒʊt/	vücut	/jer'łeʃ-/	yerleş-
/ʊtʃ-/	uç-	/jʌ/	ya	/jer'łɪ/	yerli
/ʊ'tʃʌk/	uçak	/jʌ.bʌn'dʒə/	yabancı	/je'ʃɪl/	yeşil
/ʊɣ'rʌ-/	uğra-	/jʌɣ/	yağ	/jet-/	yet-
/ʊlʊ'sʌl/	ulusal	/jʌɣ'mʊr/	yağmur	/je.te'nec/	yetenek
/ʊlʊs'lʌr/	uluslar	/jʌk-/	yak-	/je.ter'łɪ/	yeterli
/ʊ'mʊt/	umut	/jʌ.kʌ'lʌ-/	yakala-	/je'tɪʃ/	yetiş-
/ʊn/	un	/jʌ.kʌ'lʌn-/	yakalan-	/jə'kʌ-/	yıka-
/ʊn'sʊr/	unsur	/jʌ'kən/	yakın	/jəl/	yıl
/ʊ'nʊt-/	unut-	/jʌk'lʌʃ-/	yaklaş-	/jəl'dəz/	yıldız
/jəl'lək/	yıllık	/jʊ.mʊr'tʌ/	yumurta	/'za:ten/	zaten
/'jɪne/	yine	/jʊ.mʊ'ʃʌk/	yumuşak	/zʌ'jəf/	zayıf
/jɪr'mɪ/	yirmi	/jʊrt/	yurt	/zeŋ'ɹɪn/	zengin
/jɪ.je'dʒec/	yiyecek	/jöc'sec/	yüksek	/zor/	zor
/jo'ɣʊn/	yoğun	/jöc'seł-/	yüksel-		
/jok/	yok	/jö'rec/	yürek		
/jok'sʌ/	yoksa	/jö'rö-/	yürü-		
/jol'dʒʊ/	yolcu	/jöz/	yüz		
/jor'gʊn/	yorgun	/jöz'de/	yüzde		
/jœn/	yön	/jöz'den/	yüzden		
/jœ.ne'łɪc/	yönelik	/jö'zej/	yüzey		
/jœn'tem/	yöntem	/'jöz.jəl/	yüzyıl		
/jʊ.kʌ.rə'dʌ/	yukarıda	/zʌ'mʌn/	zaman		

4. Conclusion

4.1. Conclusion

The list provided above takes the IPA symbols as the basis and has arisen out of the necessity to open the way for TFL learners to pronounce Turkish words in the most

possibly accurate way as these learners do not always have the opportunity to get help from external visual aids for pronunciation as put forward by Tüm (2014). Therefore, the list transcribed and symbols utilized are expected to be the basic step towards solving the visualisation issue of pronunciation. Learners, who are already familiar with most of the symbols adopted in this study thanks to the dominance of the English language in the world, are expected to articulate autonomously the elementary/A1-A2 Turkish words in a correct way following a brief instruction of these symbols by TFL teachers.

4.2. Discussion and Suggestions:

As discussed in the previous parts, there is a need for comprehensive studies on lists of Turkish words within the guidance of CEFR. There are some researchers dwelling on such lists such as Murat Aydın and Fatma Açık. They studied on word frequency in 20 reading books. Their list, however, is limited although categorized in CEFR levels. (Aydın-Açık, 2015). It is important that scholars studying the corpus of Turkish language collaborate to create lists of words according to CEFR levels as it was observed that there are few word lists to be based on to transcribe into the IPA format.

In this study, it is obvious that the list needs to be improved by adding more words which are categorized into levels according to difficulty and frequency or even parts of speech.

Listing words according to CEFR levels is the first but not the last step. As Tüm (2014) emphasized, there is a need to visualize the pronunciation of Turkish words for learners who come from different backgrounds and face different phonological problems resulting from their L1 or already existing linguistic competence.

Another shortcoming of the presented list is that it does not cover all possible articulations of vowels and consonants in different dialects of Turkish. A more sophisticated list and type of symbols list ought to be developed and adopted for advanced learners of TFL.

It is suggested that transcription softwares be created to ease the burden of converting words into phonetic symbols. Despite the enormous number of softwares created to overcome this problem for English words, there are no programs alike to speed up the transcription process for Turkish words. Related institutes in the field of TFL may support programmers to facilitate creation of more comprehensive list of words transcribed.

If professional producers of monolingual Turkish dictionaries utilize the IPA transcriptions as well, it will act as an accelerative force leading to further studies in this area.

Further studies can be administered to show whether these transcriptions are really useful for TFL learners.

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