

**RESEARCH PAPER****Re-syllabification: A Qualitative Inquiry into Informal English Contractions****<sup>1</sup>Muhammad Ali Shahid\* <sup>2</sup>Hafiza Saliha Maryam and <sup>3</sup>Muhamamd Shaffaqat**

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The current analytical study examined the phonological change that occurs when contracted verbs are produced and investigated how this shift affects the natural flow of speech. The International Phonetic Association (IPA) guidelines and Crystal's re-syllabification concept were used in the investigation. Re-syllabification, according to David Crystal (2008) in *A Dictionary of Linguistics and Phonetics*, is a reanalysis that modifies the locations of syllable boundaries. The research has been limited to informal contractions, particularly those that are popular among native English speakers. The findings of the study revealed that additional researchers need to investigate the morphological and phonological rules of the remaining list of Mathew Jones' Contraction in English on a larger scale. This equates to the conduction of experimental research to reveal new truths and horizons to learners and researchers who are interested in the topic.

**Keywords:** ESL, Informal Constrictions, IPA, Natural English, Phonological Change, Re-syllabification

**Introduction**

The current qualitative study investigated the phonological change in the formation of contracted forms of verbs and determined how these contractions aid in the flow of natural speech. Cambridge Online Dictionary describes: "In everyday communication and informal writing, communicators utilise contractions to express themselves more concisely. The use of auxiliary verbs and the form of the verb are combined to create contracts when these auxiliary verbs are used as primary verbs. These are often referred to as "contracted forms" or "short forms," and they are typically used in conjunction with a noun or a pronoun. These are not appropriate for formal writing or speech, and if they are utilised, they are not well received. In the short forms, an apostrophe is used to represent the absence of a letter". "Working on sentence stress and intonation can help students understand spoken English in the same manner as working on sentence stress and intonation can help students understand spoken English," Kelly (2004) remarked. Tucker (2014) argues that contractions are a necessary element of colloquial language. These are the short forms of two words into one by removing a letter from a group of letters. It can create difficulties in learning regarding spelling, syllabification, and pronunciation. Contraction is manipulated in informal speech and writing, especially in speaking to make the speech of friends and acquaintances fast and faster. He further says that a contraction is made up of two words into one by dropping one or two letters and placing the apostrophe in place of a dropped letter or letter resulting in a single-syllable word. The use of contractions (words such as isn't, he's, couldn't, you're, won't, and can't) is essential for creating the rhythm of spoken English. Contractions reduce the size of a sentence's function words and can remove an

entire syllable from a group of joined words. According to García (2015), contractions are used in everyday speech and can be used to inform handouts on topics such as word stress, utterance stress and timing, elisions, reductions, insertions, intrusions, simple transitions, assimilations, and combinations of all of the aforementioned concepts. According to Palaacios (2023), using contractions in formal writing – such as scholarly works, résumés, essays, or publications – is often frowned upon.

## English Contractions

Jones (2023) suggested that, In the English language, there are several different types of contractions. Additional informal contractions exist that reflect the way people speak but are not commonly recognised as separate words in English grammar.

To begin, let us consider contractions of subject pronouns and verbs:

### Subject Pronoun + Verb

One of the most prevalent types of contractions combines subject pronouns and verbs in a single phrase or sentence. There are only a few verbs in English that can be contracted in this way:

**Table 1**  
Subject Pronoun + “to be” – I’m, you’re, he’s, she’s, it’s, they’re, we’re

Subject Pronoun +	Syllabification	Contracted Form	Re-syllabification
I am	'aɪ æm	I'm	am
You are	ju ɑ:	You're	jə
He is	hi ɪz	He's	hi:z
She is	ʃi ɪz	She's	ʃi:z
It is	'ɪt ɪz	It's	'ɪts
They are	'ðeɪ ɑ:	They're	'ðeə

**Table 2**  
Subject Pronoun + “have” – I’ve, You’ve, He’s, She’s, It’s, They’ve, We’ve

Subject Pronoun +	Syllabification	Contracted Form	Re-syllabification
I have	'aɪ hæv	I've	aɪv
You have	ju hæv	You've	ju:v
He has	hi hæz	He's	hi:z
She has	ʃi hæz	She's	ʃi:z
It has	'ɪt hæz	It's	'ɪts
They have	'ðeɪ hæv	They've	'ðeɪv
We have	wi hæv	We've	wi:v

**Table 3**  
Subject Pronoun + “will” – I’ll, You’ll, He’ll, She’ll, It’ll, They’ll, We’ll

Subject Pronoun +	Syllabification	Contracted Form	Re-syllabification
I shall, I will	'aɪ ʃæl   'aɪ wɪl	I'll	aɪl
You will	ju wɪl	You'll	ju:l
He will	hi wɪl	He'll	hi:l
She will	ʃi wɪl	She'll	ʃi:l
It will	'ɪt wɪl	It's	'ɪts

<b>They will</b>	'ðei wɪl	They'll	'ðeɪl
<b>We shall, We will</b>	wi ʃæl   wi wɪl	We'll	wi:l

**Table 4**

Subject Pronoun + "would" or "had" – I'd, You'd, He'd, She'd, It'd, They'd, We'd

Subject Pronoun +	Syllabification	Contracted Form	Re-syllabification
<b>I would, I had</b>	'aɪ wʊd   'aɪ hæd	I'd	aɪd
<b>You would, you had</b>	ju wʊd   ju hæd	You'd	ju:d
<b>He would, he had</b>	hi wʊd   hi hæd	He'd	hi:d
<b>She would, she had</b>	ʃi wʊd   ʃi hæd	She'd	ʃi:d
<b>It would, it had</b>	'ɪt wʊd   'ɪt hæd	It'd	'ɪ.təd
<b>They would, they had</b>	'ðeɪ wʊd   'ðeɪ hæd	They'd	'ðeɪd
<b>We would, we had</b>	wi wʊd   wi hæd	We'd	wi:d

- **Verb + "Not"**

Certain verbs can be contracted with the word "not" to generate the negative version of the sentence. In this section, you will find a complete list of contractions in English that use the word "not" in connection with the verb:

**Table No.5**

Auxiliary Verbs +not	Syllabification	Contracted Form	Re-syllabification
<b>Will not</b>	wɪ nɒt	Won't	wəʊnt
<b>Can not</b>	kən nɒt	Can't	kɑ:nt
<b>Do not</b>	də nɒt	Don't	dəʊnt
<b>Does not</b>	dəz nɒt	Doesn't	'dʌznt
<b>Have not</b>	həv nɒt	Haven't	'hæv.ɪnt
<b>Would not</b>	wʊd nɒt	Wouldn't	'wʊd.ɪnt
<b>Should not</b>	ʃəd nɒt	Shouldn't	'ʃʊdnt
<b>Must not</b>	məst nɒt	Mustn't	'mʌsnt
<b>Need not</b>	ni:d nɒt	Needn't	'ni:dnt
<b>Shall not</b>	ʃə nɒt	Shan't	ʃɑ:nt
<b>Might not</b>	maɪt nɒt	Mightn't	'maɪtnt
<b>Ought not</b>	ɔ:t nɒt	Oughtn't	'ɔ:tnt

**Interrogative Adverb Contractions**

The use of an interrogative adverb in conjunction with a verb is typical when asking a question in English. A list of contractions in English that include all of the interrogative adverbs is provided below.

**Table 6**

Interrogative Adverb	Syllabification	Contracted Form	Re-syllabification
<b>Who is</b>	'hu: ɪz	Who's	hu:z

<b>Who are</b>	'hu: ɑ:	Who're	'hu:ə
<b>Who will</b>	'hu: wɪl	Who'll	'hu:l
<b>Who would, who had</b>	'hu: wʊd   'hu: hæd	Who'd	'hu:d
<b>Who have</b>	'hu: hæv	Who've	hu:v
<b>What is</b>	'wɒt ɪz	What's	'wɒts
<b>What are</b>	'wɒt ɑ:	What're	'wə.tə
<b>What will</b>	'wɒt wɪl	What'll	'wɒt.l
<b>What would, what had</b>	'wɒt wʊd   'wɒt hæd	What'd	'wət.əd
<b>What have</b>	'wɒt hæv	What've	<what've>
<b>When is</b>	wen ɪz	When's	wenz
<b>When are</b>	wen ɑ:	When're	<when're>
<b>When will</b>	wen wɪl	When'll	'we.nəl
<b>When would, when had</b>	wen wʊd   wen hæd	When'd	<when'd>
<b>When have</b>	wen hæv	When've	<when've>
<b>Where is</b>	weə ɪz	Where's	weəz
<b>Where are</b>	weər ɑ:	Where're	<where're>
<b>Where will</b>	weə wɪl	Where'll	<where'll>
<b>Where had</b>	weə hæd	Where'd	'werd
<b>Where have</b>	weə hæv	Where've	<where've>
<b>Why is</b>	wai ɪz	Why's	'waɪz
<b>Where are</b>	weər ɑ:	Where're	<where're>
<b>Why will</b>	wai wɪl	Why'll	<why'll>
<b>Why would, why had</b>	wai wʊd   wai hæd	Why'd	'waɪd
<b>Why have</b>	wai hæv	Why've	<why've>
<b>How is</b>	'hau ɪz	How's	hauz
<b>How are</b>	'hau ɑ:	How're	'hauə
<b>How will</b>	'hau wɪl	How'll	<how'll>
<b>How would, how had</b>	'hau wʊd   'hau hæd	How'd	'haʊd
<b>How have</b>	'hau hæv	How've	<how've>

### Miscellaneous Contractions

The terms listed above represent some of the more prevalent and formal contractions in spoken English, but the English language contains a plethora of other contractions as well. The following is a list of contractions that are formally recognised as English terminology in the United Kingdom:

Table 7

Subject Pronoun +	Syllabification	Contracted Form	Re-syllabification
<b>Could have</b>	kəd hæv	Could've	ku.dəv
<b>Should have</b>	ʃəd hæv	Should've	'ʃu.dəv
<b>Would have</b>	wʊd hæv	Would've	'wu.dəv
<b>Might have</b>	maɪt hæv	Might've	'maɪ.tɪv
<b>Must have</b>	məst hæv	Must've	'mə.stɪv
<b>That had</b>	ðət hæd	That'd	'ðæ.təd

<b>That will</b>	ðæt wɪl	That'll	'ðæt.l̩
<b>There would , there had</b>	ðə wʊd   ðə hæd	There'd	'ðerd
<b>There shall, there will</b>	ðə ʃæl   ðə wɪl	There'll	'ðe.rəl
<b>There is , there has</b>	ðə ɪz   ðə hæz	There's	ðeəz
<b>It was</b>	'ɪt wɒz	'Twas	'twəz
<b>Let us</b>	let əz	Let's	lets
<b>Madam</b>	'mæ.dəm	Ma'am	<ma'am>
<b>Ever</b>	'ev.ə	E'er	eə
<b>Never</b>	'ne.və	Ne'er	neə
<b>And</b>	ænd	'n'	en
<b>Over</b>	'əʊv.ə	O'er	ɔ:
<b>Old</b>	əʊld	Ol'	'ol

## Syllabification

A syllable is commonly thought of as a unit that speakers use to organise sound sequences in their languages. The division of the speech stream into syllables reflects the higher levels of organisation used in the cognitive processes that plan and perceive speech (Easterday, 2019). In representing a phonological unit, the syllable is the basic and organizational element. It has nothing to do with the grammatical roles or pragmatic percepts. For example, the word beautiful has three syllables /'bjʊ:t.əf.əl/ and clever has two /'kle.və/ and bat /bæt/ has the only syllable.

## Re-syllabification

Re-syllabification is the process of adjusting syllable structure across morpheme or word boundaries. In the process of syllabification, the phonological properties of newly originated words are altogether different from which this word is made up. Resyllabified words create phonologic and orthographical problems for the learners. This is because words are segmented at the beginning of syllables (Cutler & Norris, 1988).

## Literature Review

Olohan (2003) contrasts the use of contracted forms by fiction and biography translators in English with that of writers of similar materials in English. In terms of contracted form variation and frequency, there are substantial differences between literary translation English and modern literary English writing. Qualitative assessments, on the other hand, look into the contraction tactics of various translators. Links between contractions and other language components, explication in translation, translator style, discourse function, and genre are examples of these.

Iraizoz (2013) investigated the use of some English contractions by EFL students in both their aural and writing skills. The experiment had 46 volunteers divided into two groups, numbers 22 and 24. The data collection tools used were an oral proficiency test, a fill-in-the-blank test, a multiple-choice test, and a written production. The analysis was done based on the pretest and posttest scores of the control group and the experimental group. Because there was no statistically significant difference between the performance of the control group and the experimental group, the findings demonstrate that the null hypothesis was accepted. The control group performed better on the posttest than they had done on the pretest, and the experimental group made some surprising errors.

Mackenzie (2013) is of the view that the lack of a comprehensive corpus study has impeded our understanding of English auxiliary contraction. He investigates the contraction of six auxiliaries in two corpora, to explain the grammatical processes that support surface variation in form. This shows that contraction is studied in two stages, with morphological change coming first, followed by phonetic and phonological processes. Furthermore, I demonstrate that this technique explains a variety of otherwise random patterns in the data. This emphasises the importance of treating changeable phenomena using quantitative as well as formal evidence.

Lee (2016) proposed that contraction as when it comes to writing, some ways of communication are more formal than others, and different contexts have different expectations about what is appropriate. When it comes to texting, texts between friends are on the more informal end of the spectrum. Something in the middle of the spectrum is represented by things like these blog entries. On the more formal end of the spectrum, there is scholarly writing for class assignments, theses, and dissertations, as well as for publications and journals.

Babanoğlu (2017) believes that contractions should be used in informal speech and writing, but does not believe that they should be used in formal speech and writing such as business letters, scholarly articles, and academic essays. He went on to categorise contractions into two types: positive contractions and negative contractions, respectively. Positive contractions are made up of Nouns or Pronouns with the combination of assisting verbs, whereas negative contractions are built up with the combination of helping verbs and not (or vice versa). To evaluate the usage of contractions in essays written by both students and native English speakers. One of the primary purposes is to determine whether students use contractions that are inappropriate for academic language. To examine verb and non-contraction forms, three learners and two native English corpora were used. Log-likelihood was used to compare the frequency of contraction forms in each corpus. In argumentative writing, learners employ many more contractions, particularly negative ones, than native English speakers.

Thompson (2018) states that two words in spoken English may be confused because they sound similar but are spelt differently. In a sentence, one example is possessives versus word contractions. Possessive forms are "your" and "their," whereas contractions are "you're," "they're," and "it's." Keep in mind that possessive forms indicate ownership or possession. In a contraction, an apostrophe separates two ordinarily independent words.

Ebibi et al. (2018) investigated the use of verb contractions in informal speech and writing in specific settings, as well as their impact on oral and written communication skills. Questionnaires were used to gather information from 300 students enrolled in remedial science courses. Students grasp contracted verb forms, and their contexts, and can accurately recognise them, according to the findings. The findings also revealed that, while pupils understand verb contractions, they are not aware of their contexts. According to the findings, students should be able to use their understanding of contracted verb forms in all tasks. Students should participate in interactive activities like debates, quizzes, and other group competitions regularly.

Nordquist (2022) states that a contraction is a word that has been abbreviated by removing one or more letters and inserting an apostrophe in place of the missing characters. Contractions are widely used in informal writing, especially in instances where space is limited, such as advertising. Contractions should be avoided in academic papers, grant submissions, and other official writing.

Nordstrom (2021) claims that contractions are common in today's text-speaking, emoji-using, open society. Who among us constantly speaks formally? But when is it appropriate to use it? When should you stay away from them? You can write as you speak when writing informally, such as a blog post or an email to a friend or family member. This

informal, conversational approach can be used by writers who want their characters' voices to appear natural.

## Material and Methods

The study was conducted using a qualitative research design. The data from Mathew Jones' list of English contractions were analysed using Crystal's concept of Re-syllabification and the representation of Phonetic Transcription in International Phonetic Association (IPA) standards. "Syllabification is the term that refers to the partition of a word into syllables; re-syllabification is the phrase that refers to a reanalysis that changes the position of syllable boundaries," writes David Crystal (2008) in *A Dictionary of Linguistics and Phonetics*. This study compares the syllabification of root words and their contraction counterparts throughout the process of re-syllabification to highlight how phonological changes occur in syllable boundaries when words and phrases are contracted in regular speech.

## Data Analysis

There are a lot of contractions that match the way words sound when they are spoken. The distinction between these and other of the more regularly used contractions described below is that they are never used in professional writing. Listed below is a collection of Informal English contractions that are useful in natural speech:

**Table 8**  
**"Of"**

Words + of	Syllabification	Contracted Form	Re-syllabification
<b>Kind of</b>	kamd ɒv	Kinda	'kam.də
<b>Sort of</b>	sɔ:t ɒv	Sorta	<sorta>
<b>Out of</b>	'aʊt ɒv	Outta	'u:.tə
<b>A lot of</b>	ə lɒt ɒv	A lotta	ə 'lɑ:.tə

'Kind of' is a phrase made up of two independent single-syllable words, indicating that the phrase is bisyllabic, with the IPA transcription | kamd ɒv |. In phonetic transcription, the contracted form of 'kind of' is | 'kam.də |. Even though it is reduced to a single word, it still has two syllables. It did not affect the syllabic condition, but the phonological bounds of | 'kam.də | are considerably different from the original words from which it was created. In the second word, the syllable /ɒv /, the term "kind of" has been replaced with a schwa sound /ə /.

The phrase 'sort of' is a phrase combination of two independent monosyllabic words, resulting in a bisyllabic phrase translated in IPA transcription as | sɔ:t ɒv |. In phonetic transcription, the contracted version of 'sort of' is | <sorta> |. Despite being reduced to a single word, it still has two syllables | so\* | and /ta /. The contraction did not alter the syllable count, but the phonological limits of / kinda / diverge significantly from the original words 'kind' and 'of' from which it was created. The syllable /ɒv / in the second word has been replaced with a schwa sound /ə /.

'Out of' is a phrase containing two independent monosyllabic words, indicating that it is a bisyllabic phrase with the IPA transcription | 'aʊt ɒv |. In phonetic transcription, the contracted form of 'sort of' is | 'u:.tə |. Though it has been re-syllabified into a bi-syllabic single word 'Outta,' the phonological limitations of | 'u:.tə | are quite distinct from the original words 'sort' and 'of' from which it was derived. Syllable | at | is transferred to | u | and Syllable | ɒv | is transferred to The phrase 'sort of' has been replaced with a schwa sound /ə /in the second word.

'A lot of' is a trisyllabic phrase that can be written as | ə lɒt ɒv | in IPA. In phonetic transcription, the contracted form of 'a lot' is | ə 'lɑ:.tə |. Though variations of syllables are

not modified in the process of re-syllabification, which still results in the tri-syllabic word 'a lotta,' the phonological boundaries of | ə 'lɔ:tə | are utterly at odds with the basic words 'a 'lot' and 'of' from which it was created. In the second word the phrase 'sort of' Syllable | ɒv | has been replaced with a schwa sound /ə /.

**Table 9**  
**"Have"**

<b>Modal + have</b>	<b>Syllabification</b>	<b>Contracted Form</b>	<b>Re-syllabification</b>
<b>Should have</b>	ʃəd hæv	Shoulda	<shoulda>
<b>Could have</b>	kəd hæv	Coulda	<coulda>
<b>Would have</b>	wʊd hæv	Woulda	<woulda>
<b>Must have</b>	məst hæv	Musta	<musta>
<b>Might have</b>	maɪt hæv	Mighta	<mighta>

'Should have' is a phrase made up of two independent monosyllabic words that are IPA phonetically translated as | ʃəd hæv |. The contracted form of 'should have' with phonetic transcription is | shoulda |. Though the re-syllabification method did not modify the syllable division, the contracted form is still bi-syllabic, as is the underlying phrase 'should have.' The phonological boundaries of | shoulda | are markedly different from the original words derived from which it was created, namely 'should' and 'have.' The syllable | hæv | is transformed to | a |, where both /h/ and /v/ phonemes are distinct.

'Could have' is a phrase made up of two distinct monosyllabic words that are IPA phonetically transcribed as | kəd hæv |. In phonemic transcription, 'could have' is contracted as | <coulda> |. Though the re-syllabification process did not change the syllable division, the contracted form is still bi-syllabic as 'could have'. The phonological limits of | <coulda> | are, without a doubt, opposed to the root words 'could' and 'have' from which it was derived. Syllable | hæv | is transformed to | a | where both /h/ and /v/ phonemes are distinct.

The phrase 'Would have' has two syllables, as indicated by the IPA transcription | wʊd hæv |. It is represented in the contracted form as | <woulda> |. Though the syllabic variations have not changed because the contracted form of 'would have' is still a bi-syllabic representation, the phonological limits of | <woulda> | have undoubtedly been reshaped from | wʊd hæv | to | <woulda> |. Syllable | hæv | is transferred to | a | where both /h/ and /v/ phonemes are distinct.

The phrase 'Must have' has two distinct syllable bodies with phonemic transcription | məst hæv |. The phonetic transcription of the contracted form of 'must have' is | <musta> |, which demonstrates phonemic transition in the phonological boundaries. The syllable | hæv | has been altered to | a | with extinct /h/ and /v/ phonemes. Extinct

The phrase 'Might have' has two distinct syllable bodies with phonemic transcription | maɪt hæv |. The phonetic transcription of the contracted form of 'might have' is | <mighta> |, which clarifies phonemic transition within phonological boundaries. The syllable | hæv | has been altered to | a | with extinct /h/ and /v/ phonemes.

**Table 10**  
**"To"**

<b>Verb + to</b>	<b>Syllabification</b>	<b>Contracted Form</b>	<b>Re-syllabification</b>
<b>Got to</b>	'gɒt tu:	Gotta	'gɒ.tə
<b>Want to</b>	'wɒnt tu:	Wanna	'wɒ.nə
<b>Going to</b>	'gəʊ.ɪŋ tu:	Gonna	'gɒ.nə
<b>Ought to</b>	'ɔ:t tu:	Oughta	'ɒ.tə
<b>Have to</b>	həv tu:	Hafta	'hæf.tə
<b>Has to</b>	həz tu:	Hasta	'hæ.stə



<b>Used to</b>	'ju:st tu:	Usta	<usta>
<b>Supposed to</b>	sə.'pəʊzd tu:	Supposta	<supposta>

'Got to' is a phrase made up of two independent monosyllabic words, 'go' and 'to,' which have the IPA phonetic representation | 'gɒt tu: |, which contracts into | 'gɒ.tə | if there is no syllable variation. In any case, there is a distinct change in the phonological boundaries of the syllables throughout the re-syllabification process, since both root words have lost their syllabic sounds, transforming from | 'gɒt tu: | to | 'gɒ.tə |. In 'to,' the long vowel sound | u: | has been replaced with the short vowel sound | ə |, and the second syllable /t/ has been eliminated.

'Want to' is a phrase made up of two separate monosyllabic words, 'go' and 'to,' which have the IPA phonetic representation | 'gɒt tu: |, which contracts into | 'gɒ.tə | when there is no syllable variation. In any case, there is a distinct change in the phonological boundaries of the syllables during the re-syllabification process, as both origin words have lost their syllabic sounds, transforming from | 'gɒt tu: | to | 'gɒ.tə |. The long vowel sound | u: | changed to the short vowel sound | ə | in 'to,' and the phoneme /t/ was missing in the second syllable.

'Going to' is a three-syllable phrase with phonemic transcription | 'gəʊ.ɪŋ tu: | in IPA standards. Its phonemic transcription in contracted form is | 'gɒ.nə |, which is completely distinct from its roots. There is a distinct change in syllable variety during the re-syllabification process, and phonological boundaries are undoubtedly modified. The first two syllables | 'gəʊ.ɪŋ | have vanished entirely, and | tu: | has been replaced with | nə |, resulting in a new syllabic system representation | 'gɒ.nə |.

'Ought to' is a two-syllable phrase with the IPA phonemic transcription | 'ɔ:t tu: | that is expressed in contracted form as | 'ɒ.tə | changing into a two-syllable phrase. There is a prominent change in syllable variety during the re-syllabification process, and phonological boundaries are undoubtedly modified. The rounded lip sound / ɔ: / has been replaced with the spread lip sound / a /, and the long vowel / u: / has been replaced with the schwa sound / ə /.

'Have to' is a bi-syllabic phrase made up of two words, 'have' and 'to,' with the IPA phonetic representation | həv tu: |, which shrinks into | 'hæf.tə | with an obvious change in the phonological boundaries. The voiced sound /v/ in 'have' has been replaced by an unvoiced sound /f/, and the long vowel sound | u: | has been replaced by a short vowel sound | ə |.

'Has to' is a bi-syllabic phrase with the IPA phonetic representation | həv tu: |, which contracts into | 'hæf.tə |. The syllable boundaries shift phonologically during the re-syllabification process. The voiced sound /z/ in 'has' has become an unvoiced hissing sound /s/, and the long vowel sound | u: | has become a short vowel sound | ə |.

'Use to' is also a bi-syllabic phrase with two distinct syllabi bodies, 'used' and 'to,' which is transcribed into IPA phonetic transcription as | 'ju:st tu: | and written in the contracted form as | <usta> |. The phonological boundaries of syllables altered dramatically during the re-syllabification process. The voiced sound /z/ in 'used' has been replaced by an unvoiced hissing sound /s/, the phoneme /t/ is extinct, and the long vowel sound | u: | has been replaced by a short vowel sound | ə | in | <usta> |.

'Supposed to' is a three-syllable phrase with the phonemic transcription | sə.'pəʊzd tu: | in IPA standards. Its contracted phonemic transcription is | <supposta> |, which is still a trisyllabic word. Although there is no change in syllable variety during the re-syllabification process, phonological boundaries are undoubtedly changed. The voiced sound /z/ in 'used' has been replaced by an unvoiced hissing sound /s/, the double vowel

/o/ has been replaced by the schwas sound /ə /, and the long vowel sound | u: | has been replaced by the short vowel sound | a | in 'supposta> |.

**Table 11**  
**"You"**

Words + you	Syllabification	Contracted Form	Re-syllabification
<b>Don't you</b>	dəʊnt ju	Dontcha	<dontcha>
<b>Wont you</b>	wəʊnt ju	Wontcha	<wontcha>
<b>Bet you</b>	'bet ju	Betcha	'be.tʃə
<b>Got you</b>	'gɒt ju	Gotcha	'gɑ:.tʃə

When represented in IPA phonemic transcription, 'don't you' is a bi-syllable phrase with phonemic transcription | dəʊnt ju | that turns into a bi-syllabic word | <dontcha> | with no syllabic variants. There is a definite phonological change in its contracted form. The phoneme /t/ is extinct in the word 'don't,' and the long vowel sound /o / is replaced by the /a/ sound.

'Won't you,' like 'don't you,' is a bi-syllable phrase with phonemic transcription | wəʊnt ju | that turns into a bi-syllabic word | <wontcha> | where no syllable division is modified when represented in IPA phonemic transcription. The phonological boundaries of the syllables changed in the same way. The phoneme /t/ is distinct in the word 'don't,' and the long vowel sound /o / is replaced by the /a/ sound.

'Bet you' is a phonemic transcription of a bi-syllable phrase | bet ju | that is transcribed into a bi-syllabic word | 'be. tʃə | in IPA phonemic transcription. The phonological boundaries of the syllables changed during the re-syllabification process. The phoneme /t/ is extinct in the word 'bet,' and the long vowel sound /u: / is replaced with the /a/ sound, while the intervocalic /t/ sound is converted into the unvoiced palatal sound | t |.

'Got you,' like 'bet you,' is a two-syllable phrase with phonemic transcription | 'gɒt ju | that is converted into a two-syllable word | 'gɑ:.tʃə | in IPA phonemic transcription. Syllabic phonological boundaries are altered during the re-syllabification process. The phoneme /t/ is distinct in the word 'got,' and the long vowel sound /u:/ is replaced with the /a/ sound, while the intervocalic /t/ sound is converted into the unvoiced palatal sound | t |.

**Table 12**  
**Words Ending in -ing**

ing-words	Syllabification	Contracted Form	Re-syllabification
<b>Going</b>	'gəʊ.ɪŋ	Goin'	,gɔɪn
<b>Studying</b>	'stʌ.dɪ.ɪŋ	Studyin'	<studyin>

In gerunds and present participles, the suffix ing- is appended to the end of the verb. When words are spoken in a naturally flowing manner, the final /g/ sound is dropped, as in 'going' and 'studying.' There phonological change from | 'gəʊ.ɪŋ | to | ,gɔɪn | in 'going' and from | 'stʌ.dɪ.ɪŋ | to | <studyin> | in 'studying'. The contracted form nasal sound / / is lacking in both situations.

**Table 13**  
**Miscellaneous**

Phrases	Syllabification	Contracted Form	Re-syllabification
<b>Don't know</b>	dəʊnt 'nəʊ	Dunno	<dunno>
<b>Let me</b>	let mi:	Lemme	'le.mə
<b>Give me</b>	gɪv mi:	Gimme	'gɪ.mi
<b>Because</b>	br'kɔz	'Cause	kɔ:z

<b>Isn't it</b>	'ɪznt 'ɪt	Innit	<innit>
<b>Them</b>	ðəm	'em	<'em>
<b>It is</b>	'ɪt ɪz	Tis	'tɪz

The phrase "don't know" is syllabified as | dəʊnt 'nəʊ |, which consists of two units of syllables: | dəʊnt | and | nəʊ |, indicating two different units of syllables. These two syllables are condensed into a single syllable in the contracted form | <dunno> |, which is a monosyllabic word in the original form. Giving evidence that a two-syllabic phrase in contracted form has been transformed into a monosyllabic phrase by combining the words "give" and "me." The final phoneme /t/ from the first word is absent from the contraction, resulting in a re-syllabification of the word 'Dunno' with phonological boundaries that differ from the original words from which it was derived.

The phrase 'let me' is written in a phonemic form as | let mi: |, which consists of two syllables: | let | and | mi: | in the phonetic transcription. Both of these syllables have been condensed into a single word in the contracted form | let mi: |, which is a monosyllabic phrase. It signifies that the two-syllabic phrase "Let me" in contracted form has been reduced to a single monosyllabic word by combining the two separate components "let" and "me." The last phoneme of the first word, the letter "t," is absent from the contraction, re-syllabifying the word "Lemme" with phonological limits that differ from the original words from which it is derived.

Given that the phonemic transcription of the phrase "give me" is | gɪv mi: |, it is evident that it contains two distinct syllables: | gɪv | and | mi: |. These two syllables are combined into a single syllable in the contracted form | gɪv mi: ||, which is a monosyllable. It signifies that the two-syllabic phrase "Give me" in contracted form has been transformed into a monosyllabic word using two separate systems of phonetic transcription, as explained above. The last phoneme of the first word, the letter "t," is absent from the contraction, re-syllabifying the word "Lemme" with phonological limits that differ from the original words from which it is derived.

With | br'kɔz | serving as the phonemic transcription of the word "Because," it is clear that it has two syllables, with | br | and | kɔz | serving as the first and second syllables, respectively. In contrast, the contracted word /kɔz/, which is pronounced as "cause" in phonetic transcription, is a monosyllabic word. The first syllable | b | has completely vanished in this context. The words 'Because' and 'Cause' have a noticeable phonetic transition from bisyllabic to monosyllabic tones.

The statement "Isn't it" has two separate syllable processes when written as | 'ɪznt 'ɪt |, the first being | 'ɪznt | and the second being the more formal | 'ɪt |. These two-syllable transcriptions are combined to generate a new phonological unit, denoted by the contracted form | <innit> |. Even though both the basic units and the contracted unit have two syllables, the phonological limitations of the two units are vastly different. The phonemes /z/ and /t/ in the contracted word "innit" are missing.

The phonemic transcription of the word "them" is | ðəm |, indicating that it is a monosyllabic word. It is still a monosyllabic word when contracted as 'em,' but with distinct phonological limits. The first syllable sounding | ð | in the shortened word 'em' is extinct.

When written in syllabified form, the phrase "it is" can be represented by the phonetic transcription | 'ɪt ɪz |, which is made up of two units of syllables: | 'ɪt | and | ɪz |. When written in the contracted form | Tɪs|, which is a monosyllabic word, To demonstrate that the contraction of a two-syllabic phrase into a monosyllabic phrase by combining the words "it" and "is" has resulted in a re-syllabification of the word "Tis," with phonological boundaries that differ from those of the original words from which it was derived, the first phoneme /i/ from the first word is absent from the contraction.

## Discussion

MacKenzie (2013) is of the view that contraction is studied in two stages, with morphological change coming first, followed by phonetic and phonological processes. On the use of contraction, Lee (2015) proposes when it comes to texting, texts between friends are on the more informal end of the spectrum. Babanolu (2017) adds that contractions should be used in informal speech and writing, but does not believe that they should be used in formal speech and writing such as business letters, scholarly articles, and academic essays. According to Ebibi & Aaron (2018), students should be able to use their understanding of contracted verb forms in all tasks. Students should participate in interactive activities like debates, quizzes, and other group competitions regularly. Nordquist (2019) states that Contractions are widely used in informal writing, especially in instances where space is limited, such as advertising. Contractions should be avoided in academic papers, grant submissions, and other official writing. Nordstrom (2021) claims that contractions are common in today's text-speaking, emoji-using, open society. Who among us constantly speaks formally? But when is it appropriate to use it? When should you stay away from them?

The aforementioned researchers share their perspectives on the use of contracted forms of English in casual writing and speech, as well as in formal writing and speech. This study emphasises the phonological changes that occur during the re-syllabification process, which alludes to the necessity of acquiring better pronunciation to be better able to understand and use a foreign language more effectively.

## Conclusion

The objective of the study was to discover the phonological changes that occur in contracted forms of English verbs during the re-syllabification process, as well as how the modified forms of verbs affect informal speech in day-to-day conversations between friends, relatives, and acquaintances about a variety of topics in a variety of contexts over the phone or in a live talk. The present study found that English learners should become familiar with contractions so that they can understand the grammar of what is being stated quickly and accurately. Native English speakers tend to speak fast, as is natural for any native speaker of any language, and to glide over function words such as auxiliary verbs, as is natural for any native speaker of any language. Because the majority of English contractions are contractions of auxiliary verbs, understanding the role that these contracted auxiliary verbs have in grammar will aid us in better understanding the language spoken in conversation.

The research has been limited to informal contractions, particularly those that are popular among native English speakers. As a result, other researchers must investigate the morphological and phonological rules of the remaining list of Mathew Jones's Contraction in English on a larger scale, equating MPhil thesis conduction experimental research for new truths and horizons to be revealed to interested learners and researchers.

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