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LANGUAGE LEARNING | RESEARCH ARTICLE

How to teach the /ð/ phoneme to Indonesian and Turkish English majors: First application

Mehmet Demirezen

Abstract: Proficiency in speaking a foreign language is an important prerequisite for professional non-native teachers of English. Correct pronunciation in the target language is the prime criterion for them. The typological differences between learners' native language and target language will produce a decisive impact on the problem-causing sounds produced by foreign language learners. Also, the existence of the speech sounds in question in the phonemic inventory of the native and target languages makes a significant matter for the correct articulations of non-native learners of English pronunciation. In this respect, there are two consonants, which are /θ/ and /ð/, which do not exist both in Bahasa Indonesia and Turkish. The relative frequency of the [ð] is 2.95% while is [θ] 0.41% in the vocabulary stock of English (<https://cmloegcmluin.wordpress.com/2012/11/10/relative-frequencies-of-English-phonemes/>). That's why Indonesians and Turkish English majors find English /ð/, which is a voiced interdental fricative and called eth, quite challenging to be learned because pronunciation is a central factor in foreign language learners' success in making themselves understood. It makes Indonesian and Turkish learners of English hard to find an appropriate way to speak those consonants. There are thousands of words that carry /θ/ and /ð/ phonemes that should be pronounced correctly because they are highly functional for oral fluency, but they are ignored, one of the reasons being the non-existence of pronunciation teaching materials.

Second language acquisition is gained by learning. The /ð/ exists in Welsh, Icelandic, Northern, Greek, Albanian, Sardinian, some dialects of Basque, Spanish, and Modern Standard Arabic, and dialects of Hebrew have the /ð/ in their consonant inventories, as phonemes allophones. Also, within Turkic languages, Bashkir and Turkmen languages have both voiced and voiceless dental non-sibilant fricatives among their consonants.

Keywords: pronunciation error; fricative; interdental; fossilization; Audio Articulation Model (AAM)

In Indonesia and Turkey, English is a foreign language that is prestigious to learn by learners of English. Just like in Turkey, Indonesia, and among many others accept English as a foreign language (Nordquist, 2013). While Indonesian English majors pronounce the voiced interdental fricative /ð/, they tend to replace with /d/ or /z/. As for Turkish English majors, they pronounce /ð/ as /d/ or /t/. The main reason is that Indonesian and Turkish languages push forward mother tongue interference, which leads them to hear /ð/ as /d/ and /z/ by Indonesian majors and as /d/ by Turkish measures of English. In teacher preparation pronunciation texts, pronunciation is a central factor in foreign language learners' success in making themselves not understood by the teacher trainees.

2. Literature Review

It is common knowledge that the possibility of error occurrence is manipulated by the learner's L1. From all levels of errors, the most difficult part of learning a language is the sound production of the target language. Corder (1967, p.19) indicated that “errors are the result of the interference in the learning of a second language from the habits of the first language. Ellis (1997, p.51) referred to interference as ‘transfer’, which he says is “the influences that the learner’s L1 exerts over the acquisition of an L2”. He argued that transfer is governed by learner’s perceptions about what is transferable and by their stage of development in L2 learning. Similarly, Beardsmore (1982) declared that many of the difficulties a second language learner has with phonology, vocabulary, and grammar of L2 are caused by the interference of habits from L1. The formal elements of L1 are used within the context of L2 so that errors occur in L2 as the structures of the L1 and L2 are different. According to Corder (1967, p.19), “out of an intensive contrastive study of the second language and the mother tongue of the learner would become an inventory of the areas of difficulty which the learner would encounter”. As Lado (1957, p.2) indicated, “Those elements that are similar to the (learner’s) native language will be simple for him and those areas that are different will be difficult.”

Thus, the problems caused by the interference of the learner's mother tongue in learning English pronunciation can be identified. As a universal happening, the problem of not recognizing and practicing comes from whether the problem-causing sounds exist in L1 of the non-native speakers. For example, Plailek and Essien (2021), Lerdpaisarnwong (2015), and Burkardt (2005) reported the complaints of the students who claimed that /θ/ and /ð/ sound did not take place in the L1 sound system of Thai students, and their students substituted the voiced interdental fricative /ð/ with /d/ and /θ/ with /t/, respectively, just like Turkish majors did. Likewise, in Singapore, Jukpim (2009) revealed that the students, who have Thai L1 performed poor pronunciation, particularly in the consonant sounds of /θ/ and /ð/ phonemes. Bui (2016) also revealed that adult Vietnamese EFL learners had the serious pronunciation of English consonants like /ð/ and /θ/ in their production and pronunciation. For example, ten adult Vietnamese learners of English were selected to be the sample for the audiotape observation to identify the participants’ mistakes in pronouncing /ð/ and /θ/. As he reported, the most outstanding problem in pronouncing was the replacement of consonant /θ/ by Vietnamese /t/, and /ð/ phoneme was most frequently mispronounced as /z/. “Besides, there was a new kind of mistake found: it was the tendency to pronounce /dʒ/ instead of /ð/” (Bui, 2016, p.124)

Sudipa, Laksmi, and Rajeg (2010), for example, in their research found out that the interference of the mother tongue in the process of learning English was due to the students' lack of knowledge about the issues they wrote so they translated the concept of their mother tongue directly into English. Likewise, Bhela (1999, p.24) focused on “specific instances of L1 interference on L2 in the syntactic structures of the second language learner’s writing”. The result showed that “when writing in the target language, these learners rely on the native language structures to produce a response As the structures of L1 and L2 have differences, there has been a relatively high frequency of errors occurring in the target language, thus indicating interference of the native language on the target language, as expected” Bhela (1999, p.31). One example of research on Indonesian language interference was done by Fanani and Mawardi (2012), although they dealt with only one specific feature, they dealt with the interference of the Indonesian (L1) sound system into the English (L2) pronunciation, especially concerning the acquisition of English silent letters. They concluded that /ð/ and /θ/ along with both consonants were problematic for the Indonesian English learners to produce. All the researchers showed that interference of the mother tongue (L1) occurred inescapably in the process of learning the English language (L2). Similarly, as Gusdian and Lestiono (2020, p.84) indicated “the students apply similar sounds that exist in Bahasa, such as /d/ which resembles /ð/, and /s/ which resembles /ð/ and /ʃ/. These sounds are replaced by sounds that are available in their L1.

L1 sounds may cause difficulties or benefits to the acquisition of English sounds. Syafei (1988) stated that the phonological system of English is quite difficult for Indonesian learners of English because the irregular spelling of English words and the existence of problem-causing

English sounds give hard times to Indonesian learners of English. Similarly, according to Gusdian and Lestiono, (2020, p.83), "Indonesian students still find it perplexing to acquire English pronunciation as both Bahasa as their mother tongue and English do not share equivalent phonological and phonetic systems."

2.1 Student motivation

Student enthusiasm and willingness to learn is another impact on learning the pronunciation of the target language. It has generally been accepted that many Indonesian students still find it a tedious journey to acquire English pronunciation (Anam, 2018; Andi-Pallawa & Alam, 2013; Donal, 2016; Gusdian & Lestiono, 2018; Gusdian & Lestiono, 2020, p. 83; Lestiono & Gusdian, 2017; Sundari, 2018). This may be because various phonological features exist in the target language but not in the mother tongue of the learners.

2.2 The practice of problem-causing sounds and phonemes

"The facts obviously indicate the important role of pronunciation in teaching and learning English" Kaharuddin (2014, p.9). Faulty pronunciation is a fundamental problem in the speech of non-native teachers due to a lack of pronunciation teaching materials, inadequate model teachers, and the like. Intelligible pronunciation can be taught in all foreign language classes through a variety of activities, but there is a lack of tangible models that rehabilitate the fossilized pronunciation problems of non-native English teachers and teacher candidates. Even though listening activity is a key role in foreign language teaching in order to improve learners' communicative competence and correct pronunciation through listening comprehension is possible, but it seems to have attracted the least attention in this respect.

According to Kaharuddin (2014), Arafah, Jamulia, and Kaharuddin, (2020), less practice in producing English sounds correctly also becomes one contributing factor to the perception and production of problematic English sounds for Indonesian learners of English. Irianto, Imranuddin, and Syafrizal (2018) have spotted the recognition and pronunciation of /θ/ and /ð/ phonemes as problem-posing sounds for Indonesian learners of English. Similarly, Komariah (2018, p.1, 6) has reported that his students constantly pronounced the /θ/ as /t/ because Indonesian students didn't have that sound in their mother tongue. Apart from recognition and production, in terms of fluency, a study was conducted by Sakul (2013, p.97-104) to examine mispronounced sounds in English words by 34 EFL Freshmen students at the Klabat University who were taking basic listening and speaking subjects. His findings showed that subjects mispronounced /θ/ and /ð/, and the mispronunciation occurred everywhere regardless of the position of the consonants, initially, medially, and or finally. Sakul (2013) remarked that /θ/ and /ð/ were not existent in Bahasa Indonesia, and "The absence of such sounds in Bahasa Indonesia creates problems for Indonesian when they encounter such sounds in English words" (Sakul, 2013, p.97).

All in all, the /θ/ and /ð/ phonemes are problem-causing sounds both to Turkish and Indonesian prospective teachers and many teachers on-the-job. In Turkish, the /θ/ phoneme of English was handled as a problem-posing phonemes for Turkish English majors by Demirezen (2003, p.57-71) by proving some pronunciation correction exercises, and similarly, the /ð/ phoneme of English was spotted as a pronunciation spoiler of Turkish English majors by Demirezen (2004, p.7-22). Bardakçı (2015, p.2370-2378) and Ercan (2018, p. 877-893) also marked English /θ/ and /ð/ phonemes as problem-causing and fossilization causers for Turkish English majors in Cyprus. Karakaş and Sönmez (2011), by modeling their practice on Demirezen's (2003, 2004, 2010) Audio-Articulation Model of Pronunciation rehabilitation, also stressed the problematic situation of the English /θ/ and /ð/ phonemes for Turkish students measuring in the English language.

2.3 The lack of pronunciation correction and teaching texts

In teacher training, it is a reality that there is a lack of pronunciation correction and teaching texts on target language segmental phonemes. Up until now, classroom-oriented research informing practitioners about effective methods of pronunciation teaching has been in lack and teachers have oftentimes been faced with incompatible information about how best to address this skill (Brinton, 2018). It is a pity that teacher preparation texts for pronunciation correction do not take place in many pronunciations and intonation teaching books and texts. There are some approaches to this issue in studies by Celce-Murcia et al. (2010) and Marks and Bowen (2012), and in contemporary ESL classroom instructional materials (Derwing & Munro, 2015; Gilbert, 2012; Grant, 2017). So, still, there is an enormous gap between taking up a problem-causing English consonant or vowel and giving rehabilitation to it through "corrective feedback" (Ellis, 2009, p.3). According to Breitzkreutz, Derwing, and Rossiter (2001), with respect to segmental and suprasegmental features Clear Speech (Gilbert, 1993) and Jazz Chants (Graham, 1978) were the two most popular printed and pronunciation-teaching related materials across Canada around years of 2000. As Sonsaat indicated (2018, p.35) "pronunciation-teaching materials must provide clear and easy-to-understand explanations about the pronunciation features they cover, as well as enough exercises of different types."

3. An application: The Audio Articulation Model (AAM)

There is almost no model or pronunciation correction strategy to pick up every fossilized consonant or vowel and repair their articulation and pronunciation in the target language. Therefore, the lack of pronunciation rehabilitation models to restore the fossilized pronunciation errors of English majors is a reality. To fill this gap, The Audio-Articulation Model is used in this study to rehabilitate the fossilized pronunciation errors of Indonesian and Turkish majors on the /ð/ phoneme. The method of this study is based on the Audio Articulation Model (AAM) which was proposed and designed by Demirezen (2003, 2004, 2010) to handle the faulty pronunciation articulations stemming from fossilized pronunciation errors. Several scholars made positive remarks about using AAM in their teaching, application, and research. For example, İmamsup (2011, p.53) used the AAM in treating the fossilized fricative sounds of the eight-year Thai students at Chiangmai Rajabhat University and stated that AAM had a positive impact on participants' pronunciation of the fricatives and also stated that "it is useful for the teaching of vowel sounds. Similarly, Ercan (2018, p.878) said that "We can clearly point out that these studies give us evidence on the role of the Audio Articulation Method in tackling EFL learners' pronunciation problems. Isarankura (2015) examined the variants of the English [v] sound among Thai EFL learners and tests the effectiveness of the Audio-Articulation Method (AAM) pronunciation of the [v] sound in word-initial, medial, and final positions. Sixty second-year English majors took place in the study. According to Isarankura's research (2015, p.116) "The results of the study demonstrated that the Audio-Articulation Method had a positive effect in improving the students' pronunciation and that AAM has "a positive effect in improving the students' pronunciation. According to İmamesup (2011), it is very effective in improving Thai Learners' pronunciation of English. Samaoui and Rahal (2015) have indicated that this method contains many drills that can help learners articulate better, and consequently produce more intelligible sounds. Similarly, Arikunto (2016, p.311) has shown that the application of AAM at SMA Negeri 1 Palu can greatly enhance the students' ability in pronouncing the interdental sounds. Also, Sismita (2017) shows that AAM enhances the pronunciation ability of 11th-grade students to pronounce interdental sounds. Likewise, Uddin (2021, p.59) stated that "teachers are the instructors and if they use the tool (Audio Articulation Method) in the pedagogically designed lesson plan and give corrective feedback to phonological fossilization in English speaking of the students in the classroom, fossilized pronunciation errors will be demobilized to a great extent."

The following is a teacher preparation pronunciation teaching module for Turkish and Indonesian majors in the English language.

3.1. A model lesson plan

Model: Audio-articulation Model

Level: First year English majors

Duration: 2 hours

Motivation-warm up

Teacher: Hello students! How are you all today?

Students: Hello, sir! We are fine, how about you?

T: Thank you all, I am very well.

II. The review of the previous lesson

T: Which subject did we handle in our last lesson?

S: We studied on the /θ/ phoneme of English. It is called theta.

T: Very good. Ahmet, can you give the identification of the theta?

Ahmet: Yes, sir, theta is a voiceless inter-dental affricate.

T: Well, done, Ahmet! Leila, will you give me some words that carry the theta sound in English?

Leila: Yes, sir. For example, such words like that, this, rhythm, mother, and father carry the theta sound.

T: Very good, Leila. You are right. Thank you.

III. Introduction of the new topic

Dear students, today we are going to study the /ð/ phoneme, which is a voiced interdental fricative consonant. In other words, /ð/ is the voiced counterpart of the /θ/ phoneme. Please remember that during the articulation and pronunciation of the /ð/ phoneme, the vocal cords vibrate. Here we begin to study on /ð/ phoneme:

IV. Preparation of CORPUS

(The teacher prepares a corpus of 90 to 100 words that include the /ð/ phoneme from which s/he designs the forthcoming exercises. S/he gets these words repeated in single or groups in small doses by driving their attention to the transcriptions of the words of the corpus.)

Attention: / ' / stands for the primary stress phoneme

/, / indicates the secondary stress phoneme

/ɜ/ shows the [ö] sound as in Turkish çö /tʃö/ (dessert) and göl /göl/ (lake), and the same vowel sound in English words like burn, earn, learn, and turn.

/ɹ/ stands for the rhotic-r as in NAE red /rɛd/, error /rɛrə/, porter /'pɔrtə/, border /'bɔrdə/, and refrigerator /rɪ'frɪdʒə'reɪtə/.

these ['ði:z]

thus ['ðʌs]

then ['ðɛn]

theirs ['ðɛrɪz]

this ['ðɪs]

that ['ðæt]

those ['ðoʊz]

there ['ðɛr]

thence ['ðɛns]

with'er ['wɪðə]

than [weak form, ðən; strong form 'ðæn]

the [weak form, ðə; before a vowel, ði; strong form, 'ði:]

their [weak form, ðɛr; strong form, 'ðɛr]

the[ði:,ðə]

them [weak form, ðəm, əm; strong 'ðɛm]

they ['ðeɪ]

these ['ði:z]

thenceforth [ˌðɛns'fɔ:θ]

then ['ðɛn]

thereabouts [ˌðɛrə'baʊts]

algorithm ['ælgə, rɪðəm]	although [ɔl' ðəʊ]
altogether [ˌɔltə' geðə]	another [ə' nʌðə]
bequeath [bɪ' kwi ð:, bɪ' kwi:θ]	bother [' bɒðə]
blithe [blaɪð, blaɪθ]	bedclothes [' bɛdkləʊðz]
brother [' bɹʌðə]	herewith [ˌ hɪɹ' wɪθ, ˌ hɪɹ' wɪð]
Cather [' kæðə]	clothes [' kləʊz, kləʊðz]
clothing [' kləʊðɪŋ]	either [' i:ðə, ' aɪðə]
neither [' ni:ðə, ' naɪðə]	forefather [' fɔɹ, fɑðə]
Heather [' heðə]	other [' ʌðə]
otherwise [' ʌðə, wəɪz]	rather [' ræðə]
together [tə' geðə]	within [wɪð' ɪn, wɪθ' ɪnəm]
without [wɪ' ðaʊt, wɪθ' aʊtəm]	brethren [' brɛðrən]
father [' fɑðə]	fathom [' fæðəm]
farther [' fɑðə]	farthest [' fɑðɪst]
feather [' feðə]	further [' fɹɹðə]
furthermore [' fɹɹðə, mɔɹ]	furthest [' fɹɹðɪst]
gather [' gæðə]	godfather [' gɒd, fɑðə]
godmother [' gɒd, mʌðə]	hither [' hɪðə]
hitherto [ˌ hɪðə' tu:]	breathable [' bɹi:ðəbəl]
heathen [' hi:ðən]	leather [' leðə]
lathe [leɪð]	Louth [laʊð, ləʊθ] (a place name in the southern part of Ireland)
leathery [' leðəri]	loathe [' loʊð]
blather [' blæðə]	mother [' mʌðə]
loathsome [' loʊðsəm, ' loʊθsəm]	motherland [' mʌðəljænd]
fatherland [' fɑðəljænd]	Netherlands [' neðəljændz]
northern [' nɔɹðərən]	Rutherford [rɹðərfərnd]
rhythm [' rɪðəm]	northernmost /' nɔɹðərən, mɔʊst]
scythe [saɪð]	scathing [' skeɪðɪŋ]
sunbathe [' sʌnbəɪð]	southern [' sʌðərən]
tether [' teðə]	thyroid [' θaɹɹɔɹɪd]
whether [' weðə]	weather [' weðə]
wither [' wɪðə]	within [wɪ' ðɪn, wɪ' θɪn]
dither [' dɪðə]	hitherto [ˌ hɪðə' tu:, ' hɪðə, tu:]
thither [' ðɪðə]	wherewithal [' weɹwɪ, ðɔl, -, θɔl]
though [ðəʊ]	nevertheless [ˌ nevəðə' les]
wherewithal [' weɹwɪ, ðɔl]	forthwith [ˌ fɔɹθ' wɪð]
slather [' slæðə]	weatherman [' weðəlmæn]
seethe [' si:ð]	Southam [' saʊðəm] (a place name in England)

IV (A). Forming up minimal pairs:

A minimal pair is a pair of words differing only in one sound. A minimal pair is a useful technique to highlight a sound as a phoneme in a meaningful context. It serves to show the learner how important correct pronunciation of the sound is.

Read aloud the following minimal pairs and pay attention to /θ/ versus /ð/ difference:

Noun/θ/ versus /ð/ Verb

bath [ˈbæθ]	bathe [ˈbeɪð]
bequeath [bɪˈkwiːθ]	bequeathe [bɪˈkwiːð]
breath [ˈbreɪθ]	breathe [ˈbreɪð]
loath [ˈloʊθ]	loathe [ˈloʊð]
mouth [ˈmaʊθ]	mouth [ˈmaʊð]
sheath [ˈʃiːθ]	sheathe [ˈʃiːð]
ladder [ˈlædər]	lather [ˈlæðər]
teeth [ˈtiːθ]	teethe [ˈtiːð]
wreath [ˈwriːθ]	wreathe [ˈwriːð]

/d/ versus /ð/

breed [ˈbriːd]	breathe [ˈbreɪð]
bladder [ˈblædər]	blather [ˈblæðər]
dare [ˈdeɪ]	there [ˈðeɪ]
day [ˈdeɪ]	they [ˈðeɪ]
den [ˈden]	then [ˈðen]
dose [ˈdoʊz]	those [ˈðoʊz]
load [ˈloʊd]	loathe [ˈloʊð]
ladder [ˈlædər]	lather [ˈlæðər]
udder [ˈʌdər]	other [ˈʌðər]
side [ˈsaɪd]	scythe [ˈsaɪð]

IV. (B) Read out the the vocabulary items given in transcription

algorithm [ˈælgəˌrɪðəm]	hitherto [ˌhɪðərˈtuː]	leather [ˈleðər]
although [ɔlˈðoʊ]	forthwith [ˌfɔrθˈwɪð]	heathen [ˈhiːðən]
bequeath [bɪˈkwiːð, bɪˈkwiːθ]	either [ˈiːðər, ˈaɪðər]	Netherlands [ˈnɛðərlændz]
blithe [blaɪð, blaɪθ]	blather [ˈblæðər]	neither [ˈniːðər, ˈnaɪðər]
nevertheless [ˌnɛvərðəˈles]	bedclothes [ˈbedkloʊðz]	Rutherford [ˌrʌðərˈfɜrd]
Cather [ˈkæðər]	thyroid [ˈθaɪrɔɪd]	scathing [ˈskeɪðɪŋ]
furthermore [ˈfɜrðərˌmɔr]	otherwise [ˈʌðərˌwaɪz]	wherewithal [ˈweɪrɪθˌɔl]
blithe [blaɪð, blaɪθ]	smoothie [ˈsmuːdi]	breathing [ˈbreɪðɪŋ]

IV. (C). Discrimination task: Circle the words that have the sound /ð/:

sunbathe	bath	though	thought	other	myth
thing	think	they	fatherland	fathom	thirteen
Othello	asthma	leather	letter	teeth	Judith
clothing	Cynthia	Elizabeth	either	tenth	sheathe
Matthew	throw	rhythm	bequeathed	Thelma	Netherlands

IV. (D). Multiple-choice questions

Instruction: In which of the words do you hear the /ð/ phoneme?

1. a) dose	b) dossier	c) those	d) theater	e) theme
2. a) breed	b) bridge	c) brigade	d) breathe	e) brighten

- | | | | | |
|-----------------|----------------|----------------|---------------|---------------|
| 3. a) heathen | b) heighten | c) heptagon | d) hierarchy | e) hieroglyph |
| 4. a) bladder | b) blacksmith | c) blather | d) bloodbath | e) bottled |
| 5. a) wishbone | b) withdrawn | c) workaholic | d) whitewash | e) whether |
| 6. a) furniture | b) fulfillment | c) furthermore | d) foreigner | e) foresight |
| 7. a) wreath | b) wrestle | c) written | d) wreath | e) wristwatch |
| 8. a) necktie | b) naughty | c) nightingale | d) neither | e) technology |
| 9. a) rhapsody | b) rhythm | c) rightful | d) rhyme | e) roughly |
| 10. a) beneath | b) benchmark | c) beautician | d) benefitted | e) bequeathed |

(Students go back to the corpus given in step 4 and check their pronunciation.)

IV. (D). Read out the following tongue twisters and pay attention to the transcriptions

(Students read them out one by one or in groups after listening to their production by their pronunciation teacher.)

- a. My father [maɪ 'fɑðə]
- My father with my mother [maɪ 'fɑðə wɪð maɪ mʌðə]
- My father with my other mother [maɪ 'fɑðə wɪð maɪ ʌðə mʌðə]
- My father with my other mother in Netherlands [maɪ 'fɑðə wɪð maɪ ʌðə mʌðə ɪn 'neɪðərlænz]
- b. Heather ['heðə kæðə]
- Heather and Mrs. Cather [heðə ənd mɪsɪz kæðə]
- Heather and Mrs. Cather together [heðə ənd mɪsɪz kæðə təgeðə]
- Heather and Mrs. Cather together in rhythm [heðə ənd mɪsɪz kæðə təgeðə ɪn ɹɪðəm]
- c. The rhythm [ðə 'ɹɪðəm]
- The rhythm of the weather [ðə 'ɹɪðəm əv ðə weðə]
- The rhythm of the weather in the Netherlands [ðə 'ɹɪðəm əv ðə weðə ɪn 'neɪðərlænz]
- The rhythm of the breathable weather in Netherlands [ðə 'ɹɪðəm əv ðə brɪ:ðəbəl weðə ɪn 'neɪðərlænz]
- d. The feather [ðə 'feðə]
- The feather in the thyroid [ðə 'feðə ɪn ðə θaɪrɔɪd]
- The feather in the thyroid of the heathen [ðə 'feðə ɪn ðə θaɪrɔɪd əv ðə hi:ðən]
- The other feather in the thyroid of the loathed heathen [ðə 'feðə ɪn ðə θaɪrɔɪd əv ðə ləʊðəd hi:ðən]
- e. They [ðeɪ]
- They loathe [ðeɪ 'ləʊð]
- They loathe their blather [ðeɪ ləʊð ðeɪ blæðə]
- They loathe their further blather. [ðeɪ 'bləʊð ðeɪ fɜ:ðə blæðə]

V. Give the RULE:

Dear students,

the /ð/ phoneme, which is called ETH, is very common and appears in 2.95% of the vocabulary items of the English language. As you see in figure (1) and figure (2), you must get your tip of the tongue moving for the production of the /ð/ phoneme; the tongue tip is put out a bit thorough the upper and lower teeth, and thus it becomes interdental. In the meantime, the vocal cords vibrate, and thus a voiced, inter-dental voiced fricative, like /ð/, the

consonant is formed. It must be noted that another problem is that both /θ/ and /ð/ are spelled with two letters <th>, and mostly it's difficult to say for sure when to use one or the other.

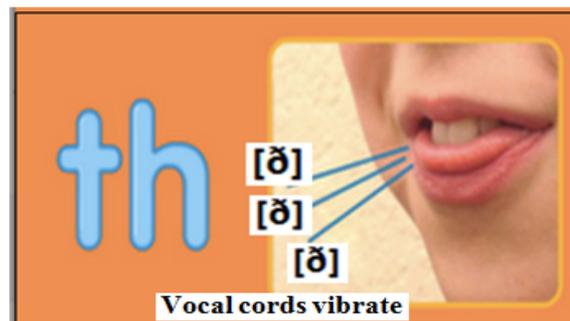


Figure 1. Place of articulation of /ð/

(Adapted from <https://www.speechbuddy.com/blog/speech-therapy-techniques/tips-teaching-th-sound/>)

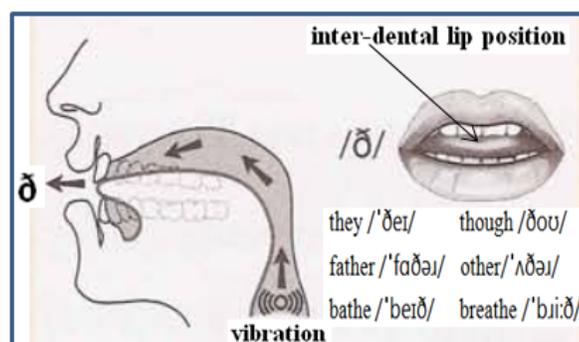


Figure 2. Place and point of articulation of /ð/ phoneme

Attention: /θ/ is a voiceless interdental fricative sound

/ð/ is a **voiced** interdental fricative sound

VI. (A). Repetition exercises: Repeat the following MINIMAL SENTENCES

1. A cube has six SIDES/SCYTHES.
2. I really need some DOUG/THOUGH.
3. She gave a WORDY/WORTHY reply.
4. My BLADDER/BLATHER was full.
5. She climbed up the LADDER/LATHER.
6. While we BREATHE/BREED, there is hope.
7. They seemed to SUIT/SOOTHE them as well.
- 8 The baby's TEETH will soon TEETHE after six months.
9. He cleared the table and LOADED/LOATHED the dishwasher.
10. The diagram shows the position of the UDDERS/OTHERS.

VI. (B). REPEAT: Sentences with CONTEXTUAL CLUES:

1. THEY spent only a DAY in Paris.
2. You cannot DARE to do it THERE.

3. The LADDER was covered with LATHER.
4. The OTHER cow has a diseased UDDER.
5. A WORDY teacher is not WORTHY of respect.
6. They LOATHE to carry a heavy LOAD of sticks.
7. It is forbidden to DOSE for THOSE students in class.
8. You can put on that SUIT if you want to SOOTHE comfortably.
9. The nurses BLATHER on the BLADDER of that patient.
10. THOUGH she is almost 60, she still wants to play with the DOUGH.

VI. (C) Read out the following sentence by paying close attention to the [ð] sound:

1. Are their forefathers from the Netherlands?
2. The weathermen give weather reports.
3. That's another word for weatherproof.
4. They withdrew their sheathed scythes.
5. They sheathed their swords witheringly.
6. They'd better not tell either of them just yet.
7. Let's gather the feathers with their brothers.
8. Mr. Rutherford is scathing with my godmother.
9. Without their help, these weathermen will wither.
10. Without another word, they withdrew their blather.
11. The heathen of the Netherlands bequeathed leather jackets.
12. They withheld their payment until their wraths got withered.
13. The weatherman illustrated tomorrow's weather with a chart.
14. The question then arose whither their godfather should go next.
15. They all went without knowing whither or why they were going.
16. They can't fathom them out - they say one thing then do another.
17. The weatherman says it's to do with sunspots, whatever they are.
18. Their careers were withered within the withdrawal of their algorithm.
19. Their father bequeathed them only a scythe to them in the southern Netherlands.
20. It bothered Heather that they had forgotten Mr. Rutherford's scythe in bad weather.

VII. Make a summary

Dear students, today we study the articulation and pronunciation of the /ð/ which is a voiced interdental fricative consonant, whose production is given below in figure (3):

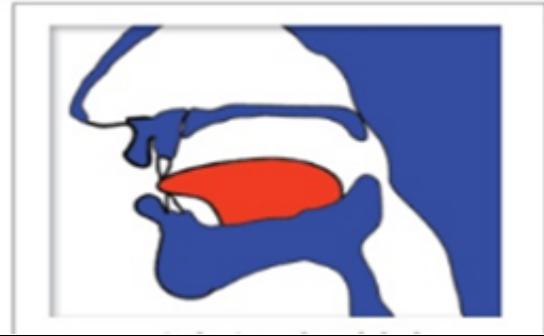
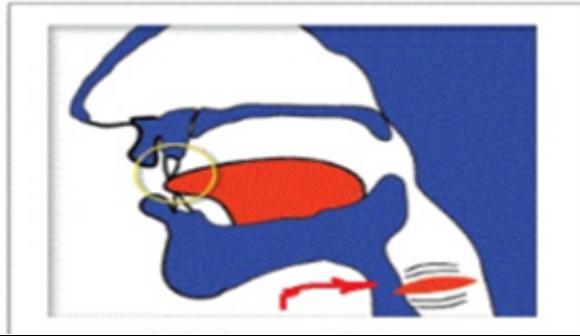


Figure 3. The point and place of articulation of /ð/

Figure 4. The point and place of articulation of /θ/

(Adapted from: <https://www.google.com/search?hl=tr&tbm=isch&source=hp&biw=1280&bih=494&ei=5oRH>)

It must be borne in mind that, in some cases, *th* is pronounced just as /t/: Thames, Thomas, Thailand. In addition, at the end of words, /ð/ is very likely to occur in verbs, very often -but not always- followed by a silent letter <e>. E.g. bathe, blithe, breathe, clothe, loathe, wreath, and writhe. In nouns, on the other hand, the final *th* is normally realized as /θ/. E.g., bath, cloth, flesh, truth, and stealth. Such a situation gives rise to interesting pairs: mouth (noun, /maʊθ/) – mouth (verb /maʊð/), and smooth (adj. /smu:ð/- smooth (verb /smu:ð/) in NAE.

VIII. Give Assignment

- Prepare 3 tongue twisters on /ð/ phoneme (as indicated in exercise 4(D)).
- Write down 5 sentences that show the /ð/ phoneme (as indicated in exercise 6(C)).

c. Write down the transcription of the following words in IPA:

forefather [.....]	worthy [.....]	breathed [.....]
therefore [.....]	soothe [.....]	otherwise [.....]
although [.....]	another [.....]	gathered [.....]
furthermore [.....]	withered [.....]	Netherlands [.....]
altogether [.....]	smoothie [.....]	sheathed [.....]

(You can check the answers with the corpus given in step 4.)

d. Find out the minimal in the following alternatives:

- Which alternative would be a minimal pair with the word “they /ðeɪ/”?
a) theme b) steam c) theory d) stem e) say
- Which alternative would be a minimal pair with the word “mother /ˈmʌðə/”?
a) mutter b) smother c) sputter d) mustard e) motto
- Which alternative would be a minimal pair with the word “those /ðoʊz/”?
a) though b) thought c) pose d) saw e) cause
- Which alternative would be a minimal pair with the word “worthy /ˈwɜːði/”?
a) worldly b) wordy c) warden d) wary e) watery
- Which alternative would be a minimal pair with the word “leather /ˈleðə/”?
a) level b) lettuce c) lethal d) matter e) letter

4. Conclusion

This study has stressed the crucial importance of teacher preparation for teaching pronunciation and the lack of teacher preparation for pronunciation texts. The main aim of this study was also to develop pronunciation teaching texts via recognition and production materials. The Turkish English majors tend to shift /ð/ phoneme of English into /d/, /t/, and /θ/ because the /ð/ phoneme doesn't exist in the Turkish inventory of fricative. Similarly, the Indonesian English majors tend to replace with /d/ or /z/ in their pronunciation. Such errors can easily be remedied by the administration of the proposed model lesson given by utilizing the AAM in this study. As it is said, it will raise the awareness of fossilized pronunciation errors and will help the majors of English to produce them by assisting the use of proper speech muscles.

It cannot be denied that correct pronunciation is crucial for teacher candidates. According to Sonsaat (2018, p.37) "teachers are mostly aware of some well-known pronunciation books, but not others." Right and this junction it must be borne in mind that it is important for English majors to know how to pronounce English problem-causing phonemes properly for the sake of professionalism. Yet it must be noted that there is a scarcity of printed and online materials pertaining to the rehabilitation of fossilized segmental target language phonemes and sounds in relation to the correction of faulty pronunciation. There are a few methods that take up each problem-posing target language phoneme and rehabilitate it by using appropriate drills. The AAM is one of the few models that bring up pronunciation rehabilitation to problem-posing target language segmental sounds for the Turkish and Indonesian majors of English. The AAM can be administered to all non-native English majors of ELT, EFL, TESK, SLA, and so on, who have not got the /ð/ sound in his/her mother tongue. AAM has specifically arranged activities and exercises which pave the way for the successful perception and learning of the needed pronunciation skills.

The model lesson plan, which is proposed here for the teaching of English /ð/ phoneme to Turkish and Indonesian English majors, or any other students of the English language in whose L1 the /ð/ phoneme or sound does not take place, can be installed on PowerPoints by means of installation of the sentences converted into speaking sentences via text-to-speech robots and Audacity programs. Thus, the model lesson given here will be a speaking lesson with its talking sample sentences, assisting the pronunciation teacher to a great extent. In this way, it will be fulfilling the disciplinary activities to the rehabilitation of fossilized errors in pronunciation since it will furnish "clear explanations, a variety of different activities/exercises, and technological sources to provide multi-modal learning/teaching opportunities". (Sonsaat, 2018, p. 5).

5. Disclosure of Conflict

The author declares that they have no conflicts of interest.

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