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## LANGUAGE LEARNING | REVIEW ARTICLE

# The /ð/ phoneme: A fossilized pronunciation problem of Turkish and Indonesian English majors: Application 2

Mehmet Demirezen

**Abstract:** The articulation of /θ/ and /ð/ phonemes can be very challenging to some students and majors of English. The phonemes /ð-θ/ are interdental and written with <th>. You have to bring your tongue between your teeth and stick it out for all the world to see it to pronounce /ð-θ/ correctly. Many Turkish majors in the English language confuse the articulation of /ð/ with /θ/ or /d/ or /t/, and therefore Turkish English majors are some of those pronunciation-fearing students. Since English in Indonesia, just like in Turkey, is the first foreign language to be taught, the pronunciation problems created by /ð/ and /θ/ are similar both in Turkish and Indonesian languages. Indonesian and Turkish have not got these exact phonemes, /ð/ and /θ/, in their phonemic inventory; therefore, these phonemes are also problem-causing sounds for the Indonesian English Majors, just like Turkish ones, who confuse /ð/ with /θ/ or /d/ or /t/ in the same manner. The objective of this study is to generate pronunciation teaching and correction materials for the rehabilitation of /ð/ phoneme for Turkish and Indonesian English majors. In fact, such languages as French, German, Italian, Chinese, Japanese, and Russian do not hold separate /θ/ and /ð/, therefore the learners and English majors of these languages can utilize the materials developed in this study.

**Keywords:** segmental sounds; pronunciation; fossilization; minimal pairs; rehabilitation

Spoken English has always been a problem in relation to pronunciation to non-native speakers and English majors, most especially in terms of segmental sounds in a second language environment. The production of consonant sounds by non-native English majors incorrectly in the target language is not acceptable. The students, who are majoring in teaching English education, have been learning English for years, but their English proficiency may still be low. The prime reason for this kind of underdevelopment is "the formation of pronunciation fossilization" (Chandavong, 2018; Demirezen, 2009, p. 2722-2727; Demirezen, 260-284; Derwing, Munro, & Wiebe, G, 1997; Han, 2004; Selinker & Lamendella 1979) that hinders the process of learning and prevents learners from learning and acquiring the professional pronunciation of target language. The problem of native language interference continues to threaten proficiency through pronunciation anxiety in the spoken English of non-native speakers of the language to achieve Standard English speech.

## 2. Turkish and Indonesian languages

Turkish and Indonesian languages do not come from the same origin. While Turkish comes from Altaic root, Indonesian is part of the Austronesian language family which extends across the islands of Southeast Asia and the Pacific. Both languages use Latin script, but Turkish is more consistent with one sound per letter. Bahasa Indonesian and Turkish languages are also referred to as "agglutinative". The term "agglutinative" means that it has a lot of prefixes and suffixes. Some basic words only need to have additional affixes in order for it to form a totally different meaning. Turkish adds suffixes to the end of words up to 33 suffixes, which sometimes results in very long words. Added

morphemes could change the tense or the number of the word. For English speakers, such a process is a very easy task to follow.

Apart from being phonetic languages, one thing that Indonesian and Turkish have in common is a shared Perso-Arabic heritage, with many Persian and Arabic loanwords still in use in both of them. Unlike English, Bahasa Indonesia and Turkish are phonetic languages, which boils down to mean that these are languages with a direct relationship between spelling and pronunciation. When a learner runs into an Indonesian or Turkish word, s/he can discern how to pronounce most of the newly encountered words because of their phonetic nature. Consequently, hearing the Indonesian or Turkish pronunciation of the words will help learners how to spell them. In the following words, it's interesting to see how many words in Turkish are similar to Indonesian.

Table 1. Cultural words

TURKISH	INDONESIAN	Meaning
dolar	dolar	dollar
banka	bank	bank
müzik	musik	music
internet	internet	internet
kredi	kredit	credit
demokrat	demokrat	demokrat
kamera	kamera	camera
klasik	klasik	classic
kaptan	kaptan	captan
politika	politik	political
piyano	piano	piano
favori	favorit	favorite
konser	konser	concert
referandum	referendum	referandum
brüt	bruto	gross
bürokrasi	birokrasi	bureaucracy
resmî	resmi	official
propaganda	propaganda	propaganda
vitamin	vitamin	vitamins
mayonez	mayones	mayonnaise
zombi	zombie	zombie
skandal	skandal	scandal
sisis	sisis	sausage
hediye	hediah	gift
taksi	taksi	taxi
mevsim	musim	season
melodi	melody	melody
saat (hour)	saat (moment)	
Istirahat (resting)	istirahat (break)	

<https://1000mostcommonwords.com/1000-most-common-indonesian-words/>

## 2.1 Words on religion

Although Turkish and Indonesian are two different worlds apart, they have similar religious cultures. Both being Muslim countries, they share the experience of being Muslim-majority societies. That is why there are interesting similarities in the vocabulary of both languages in relation to religion and some culture-loaded words. Some of the meanings seem to have changed through the extension and narrowing of meaning in both languages. Thus, all of the words given below are of Arabic origin and have entered Turkish and Indonesian languages mostly through Islam. Here are some examples:

Table 2. Words on religion

TURKISH	INDONESIAN	Meaning
Allah	allah	God
islâm	islam	Muslim
ilahi	ilahi	hymn
sinagog	sinagoga	synagogue
restoran	restoran	restaurant
nasihat	nasihat	advice
kurban	korban	victim
ibadet	lbadah	worship
cuma	jumat	friday
selamet	selamat	greetings
kâfir	kafir	infidel
Hüda (God)	huda	guidance
ahiret	akhirat	afterlife
rahmet	rahmat	grant
adil	dail	fair
kürsü (pulpit)	kursi (seat)	
miskin (sluggish)	miskin (poor)	
umum	umum	general

(<https://1000mostcommonwords.com/1000-most-common-indonesian-words/>)

Table 3. Words on education

TURKISH	INDONESIAN	Meaning
anket	angket	questionnaire
program	program	program
profesör	profesor	professor
kart	kartu	card
kongre	kongres	congress
dialog	dialog	dialogue
karakter	karakter	character
asistan	asisten	assistant
lengüistik	linguistik	linguistic
kümülatif	kumulatif	cumulative
semantik	semantik	semantics
kampus	kampus	campus
proses	proses	proses

pratik	praktek	practice
element	elemen	element
rekor	record	record

(<https://1000mostcommonwords.com/1000-most-common-indonesian-words/>)

According to the table below given by Tadmor (2009, p.698), 5.7% of Indonesian vocabulary is borrowed from Arabic and Persian during the Islamization times of Indonesia which began before the 14<sup>th</sup> century. The result is considerable lexical borrowing in relation to religious terms. Islamic cultural and Arabic linguistic influence on the Indonesian language created changes from lexical borrowing to localized Islamic lifestyles. Similarly, Turks were moslemized at the beginning with the year 751 A. D. within a war between Turkey and China. Turkic tribes such as the Qarluks, Yagmas, and Chigils took sides with the Arabs during the Battle of Talas between the Chinese and the Arabic Abbasids in the year 751. By and by they were converted to Islam until the 10<sup>th</sup> century: this is the time when Turks have substantially become Muslims. Conversion to Islam has not only affected social and cultural life but also brought in many changes in the Turkish language. According to the TDK (Turk Dili Kurumu/Turkish Language Association), almost 7% of the Turkish vocabulary is originally Arabic along with countless hybrid words whose structures combine Turkish and Arabic roots and suffixes. As for Persian, there are said to be 1374 words from Persian, with a rate of 1, 32 % in Modern standard Turkish. Many of the loanwords from Arabic and Persian are still widely used today, yet there is a decreasing tendency in their use because of the neologism movement in Turkey.

Loanwords in Indonesian by donor languages/language groups (percentages)

Donor language	Proportion of all words in Indonesian database
Languages of the Java area	8.9
Languages of India	8.4
Dutch	6.4
Arabic/Persian	5.7
Portuguese (including Creole)	1.4
English	1.2
Chinese languages	0.7
Languages of Sumatra	0.4
Unidentified source	0.5
Miscellaneous languages	0.4
<b>Total loanwords</b>	<b>34.0</b>

Figure 1. Tadmor (2009, p.698)

In terms of pronunciation, due to the religious pressure of Arabic words, both Turkish and Indonesian believers of Islam preferred the Arabic-based articulation of the borrowed vocabulary. As Tadmor (2009, p. 440) indicated “It has become fashionable to pronounce the Arabic words in the Arabic manner”.

### 3. Review of literature

Indonesian, Turkish, and English come from totally different language families. But it's interesting to see how many words in Turkish are similar to Indonesian. In fact, the similarity of these words comes from the borrowed words that both of the languages loaned from the Arabic language. So, the roots of these words are the same and thus they are

just Arabic loanwords that happen in both languages. It must be noted that Arabic and Persian strongly affected many languages whose speakers were converted to the Islamic religion.

### 3.1 Research on the /ð/ phoneme in the Indonesian context

“While you may be familiar with ‘th’ formation or [θ]/[ð] in English, it is very unusual formation/sound in Indonesia.” (<https://masteringbahasa.com/english-phonology-vs-indonesian-phonology>). Therefore, Indonesian learners of English, just like Turks, find it hard to pronounce interdental fricative sound like [θ] and [ð] because, in Indonesian and Turkish pronunciation, there are originally no interdental fricative sounds.

Therefore, at the segmental level, some pronunciation difficulties being faced by English language learners are quite attributable to the phenomenon of negative transfer, where Sounds of L1 are erroneously transferred into the target language. It cannot be denied that pronunciation is one of the prime elements of the language that has an immense contribution to better English speaking. In a research based on a qualitative approach to analyze the pronunciation errors of English consonant sounds produced by English Department students by focusing on the student's English consonant pronunciation Anggrarini and Istiqomah (2019) have discovered that the faulty pronunciation such consonants like [v] is 21.4%, [θ] is 19.0%, [ð] is 26.2%, [ʃ] is 4.8%, [ʒ] 26.2% and [ŋ] is 2.4%. As Anggrarini (2019, p.40) claimed "The errors occurred because those consonants do not exist in the Indonesian language, so they are not familiar with those sounds." (Anggrarini & Istiqomah, 2019, p. 40). They say that [ð] is hard to pronounce for all Indonesian students almost all of whom produce this sound incorrectly and pronounce it as [d]. Similarly, Islamiyah (2012) also indicated that those errors may cause by two reasons: the first reason is caused by the effect of their first language and the other reason is that the students have no complete understanding of the variation of English sounds. In the Indonesian context, "The major challenges are related to the lack of pronunciation practice" (Mohammad and Idris (2020, p. 201).

### 3.2 Research on the /ð/ phoneme in Turkish context

In the Turkish context, Arıkan and Yılmaz (2020) made research in an article titled “Pre-Service English Language Teachers’ Problematic Sounds” and discovered that Turkish English majors had serious difficulties in pronouncing the /ð/ and /θ/, along with other English sounds. Similarly, Bardakci (2015) conducted classroom research to detect pronunciation problems of Turkish EFL pre-service teachers and spotted again /ð/ and /θ/ phonemes as major pronunciation errors.

Şimşek and Karal (2014) developed a computer-assisted pronunciation and articulation software called ALPI and spotted the /ð/ and /θ/ phonemes as pronunciation problem-causers for Turks along with some other ones. Türker (2010) carried out a diagnostic study with 733 high school students studying in Çanakkale/Turkey, and the results were supportive of previous research on the field signaling the most problematic sounds as /ð/ and /θ/among the consonants. Similarly, Ülkersoy (2007) conducted a study to determine the phonological errors of Turkish EFL learners sampling 52 sophomores at Çukurova University in the ELT department. In terms of problems for consonants, interdental fricatives /ð/ and /θ/ were again pronunciation problem causes for Turks.

### 3.3 The fundamental handicap: Mother tongue interference

If the L1 and L2 do not share any typological connection, the mother tongue interference in learning a foreign language arises and this is inescapable, along with incomplete knowledge of the target language and the complexity of the target language itself. Therefore, sound patterns of learners’ first language are likely to affect their pronunciation in

target languages (Zhang, 2009). In addition, it is commonly believed that differences in the phonological system of mother languages will hinder rather than promote English pronunciation learning (Huang & Radant, 2009).

### 3.4 The issue of teacher preparation pronunciation texts

According to the language learning theory of Krashen (1982), learners acquire language mainly from the input they receive and they require large amounts of "comprehensible input" before being expected to speak. At this junction teacher preparation, and pronunciation texts can establish the basis of exposure to the target language and this would be a decisive factor in pronunciation promotion. In line with this claim, teacher preparation materials can be utilized to support "comprehensible input" via a variety of multimedia channels such as TV, radio, DVD, or synchronous online chat rather than simply face-to-face conversation" (Revell, 2012, p.9). In an enlarged context, Kenworthy (1988, p.4-9) stated that "Factors such as the native language, the age, amount of exposure, phonetic ability, attitude and identity, motivation and concern for good pronunciation have a great influence on pronunciation learning".

"To be widely useful, pronunciation materials should be based on three general principles: they should emphasize intelligibility, they should explicitly connect to other language skills, and they should provide sufficient and usable support for teachers." (Levis & Sonsaat, 2016, p.11). Needless to say, there is a wide gap between teaching the pronunciation of English and teacher preparation materials for pronunciation. The scarcity of faulty pronunciation rehabilitation materials on problem-causing segmental sounds of the target language is another big problematic issue.

According to (Jenkins, 1998), English language teachers are expected to approximate their pronunciation to a degree that is a standard native model and thus present themselves as a body of reference in class and a model for students. For this role model situation, there must be an adequate number of teacher pronunciation preparation texts that picks up to rehabilitate the fossilized pronunciation errors of the English majors. In the Indonesian context, as Mohammad and Idris (2020, p.103) indicate "Correction of pronunciation mistakes made by EFL learners is almost a daily matter that both researchers are dealing with on a regular basis, so it has been mutually decided to investigate the roots of the problem to find helpful appropriate solutions".

### 3.5 A further enlarged application on the practice of the /ð/ phoneme

The first application of the rehabilitation of the English phoneme /ð/, which is also called **eth**, was put into action in Demirezen (2022) where the time of teaching lasted for two hours. The following lesson plan is another attempt of the same type to further support, within 2+2 hours, so as to rehabilitate the fossilized pronunciation errors on English /ð/ phoneme of Turkish and Indonesian majors. This text on teaching practice of the /ð/ phoneme exhibits the same phonetic commonalities, therefore, can also be used by French, German, Italian, Chinese, Japanese, and Russian majors of English. This lesson plan can totally be used for 2+2 hours of teaching, or any part of its exercises can be used in small doses wherever the need arises.

## 4. Conclusion

Because they take the same mouth position, /θ/ and /ð/ phonemes are paired together most and happen to be challenging English phonemes for many non-native students of English language because these are rare phonemes simply which don't exist in many languages, such as Turkish, Indonesian, French, German, Italian, Chinese, Japanese, Russian, and so on. It is apparent that /θ/ and /ð/ phonemes are written down by < th > letters which carry a tricky pronunciation and therefore are dreaded by many non-native Turkish and Indonesian English majors. Their repeated mispronunciation can also lead to misunderstandings, and therefore may be irritating to many English teachers and native people of English. Another reason for their difficulty of perception and production is their proximity with similar looking sounds like /s, z, d, t/, which is a possible source of confusion for Turkish and Indonesian majors of English language.

Definitely, there is a lack of pronunciation correction and rehabilitation materials for non-native teachers of English. The fossilized pronunciation errors of English teachers as well as English majors remain to be corrected. According to Sonsaat (2018, p. 37) “teachers are mostly aware of some well-known pronunciation books, but not others.” Therefore, they should try to learn and apply some current techniques and strategies to improve pronunciation intelligibility and comprehensibility. For example, each and every minimal pair and sentence given in this study can be converted into speaking texts by recording them via Audacity 2.0.3 VAW Microsoft, Mono 44100Hz 32-bit float mute in the audio tract. The recorded texts can be installed on PowerPoints via *text-to-speech* robots and *Audacity programs* (Demirezen, 2022, p. 2-16) and the whole lesson time will be a useful listening and articulation labyrinth for the non-natives in native like- English through AAM (Audio-articulation Method). The pronunciation of even challenging segmentals such as /θ/ and /ð/ has been shown to improve through perceiving differences in L2 segmental contrasts (Thomson, 2012; Wang & Munro, 2004)

Thus, the model lesson given here will be a speaking lesson with 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. 35). All in all, pronunciation “materials development is central in how theory is put into practice and how it contributes to the training and experience of teachers” as well as pre-service English teachers (Canniveng & Martinez, 2003; Levis & Sonsaat, 2016, p.109).

## A MODEL LESSON PLAN

**Model:** Audio-articulation Model: Application 2

**Level:** First-Year English Majors

**Duration:** 2+2 hours

### 1. Motivation-warm up

**Teacher:** Hello, students?

**Students:** Hello, sir, we are fairly well, what about you?

**T:** Thank you all. I am well, too.

### 2. The review of the previous topic

**T:** Dear friend, what did we practice in our last session?

**S:** We studied the /θ/ phoneme in English. It is called **theta** by name.

**T:** Very good, students. Ali, can you give me some words which bear the /θ/ phoneme?

**Ali:** Yes, sir. Such words like *bath, earth, length, path, math, think, and worth* carry the phoneme called theta.

**T:** Well done, Ali, thank you.

### 3. Introduction of the new topic

**T:** Very well. Today, we will another English phoneme, which symbolized by the IPA sign /ð/ and is called **Eth**. The phoneme **Eth** is commonly heard as such as *this, that, the, bother mother, father*, and so on. Now, let's work on a corpus including approximately 100 words.

### 4. Preparation of corpus

*Here is a corpus of words about 100. The exercises are made with the help of the words of this CORPUS. You can use this corpus as a listening labyrinth. You can also use this list to practice the sounds, or as a list of words to be*



*careful in pronouncing. The corpus will also bring in benefit on <th> pronunciation activities to check students' ability to hear /θ/ vs. /ð/, or /θ/ vs. /t/, or /d/ vs. /ð/:*

**4.1 Repeat the following words.** Practice pronunciation with your teacher by repeating the following words. The correct repetition of these words will definitely improve the accurate pronunciation along with the motor skills of Turkish and Indonesian majors in English language:

“altogether [ˌɔltəˈgeɪðə]	algorithm [ˈælgəˌrɪðəm]
another [əˈnʌðə]	otherworldly [ˌʌðəˈwɜːldli]
bequeath [biˈkwɪðː, biˈkwɪːθ]	brother [ˈbrʌðə]
bother [ˈbʌðə]	blithe [blaɪð, blaɪθ] (happy and having no worries)
clothes [ˈkloʊz, kloʊðz]	clothing [ˈkloʊðɪŋ]
father [ˈfɑðə]	fathom [ˈfæðəm]
feathery [ˈfeðəri]	further [ˈfɜːðə]
lathe [leɪð] (a machine)	Louth [laʊð, laʊθ] (a place name in the southern part of Ireland)
leathery [ˈleðəri]	loathe [ˈloʊð]
these [ˈðiːz]	than [weak form, ðən; strong form ˈðæn]
thus [ðʌs]	the [weak form, ðə; before a vowel, ði; strong form, ˈðiː]
then [ðen]	their [weak form, ðə; strong form, ˈðeɪ]
theirs [ˈðeɪz]	the [ðiː, ðə]
this [ðɪs]	them [weak form, ðəm, əm; strong ˈðeɪm]
that [ðæt]	they [ˈðeɪ]
those [ðoʊz]	these [ˈðiːz]
there [ðeə]	thenceforth [ˌðensˈfɔːθ]
thence [ðens]	then [ðen]
wither [ˈwɪðə]	thereabouts [ˌðeɪəˈbaʊts]
hitherto [ˌhɪðəˈtuː, ˈhɪðəˌtuː]	herewith [ˌhɪˈwɪθ, ˌhɪˈwɪð]
forefather [ˈfɔːfɑðə]	Cather [ˈkæðdʒ] (a surname)
either [ˈiːðə, ˈaɪðə]	neither [ˈniːðə, ˈnaɪðə]
Heather [ˈheðə]	other [ˈʌðə]
otherwise [ˈʌðəˌwaɪz]	rather [ˈræðə]
together [təˈgeɪðə]	within [wɪðˈɪn, wɪθˈɪn <sup>AmE</sup> ]
without [wɪˈðaʊt, wɪθˈaʊt <sup>AmE</sup> ]	their [weak, ðə; strong, ðeɪ]
brethren [ˈbrʌðəzən]	farther [ˈfɑːðə]
farthest [ˈfɑːðɪst]	feather [ˈfeðə]
furthermore [ˈfɜːðəˌmɔː]	furthest [ˈfɜːðɪst]
gather [ˈgæðə]	godfather [ˈgɒdˌfɑðə]
godmother [ˈgɒdˌmʌðə]	hither [ˈhɪðə] (here, to this place)
hitherto [ˌhɪðəˈtuː]	breathable [ˈbreɪðəbəl]
heathen [ˈhiːðən]	leather [ˈleðə]
mother [ˈmʌðə]	blather [ˈblæðə] (a long talk about unimportant things)
loathsome [ˈloʊðsəm, ˈloʊθsəm]	motherland [ˈmʌðəˌlænd]
fatherland [ˈfɑðəˌlænd]	Netherlands [ˈneðəˌlændz]

northern [ˈnɔːrðən]	Rutherford [ˈrʌðərfərd] (a surname)
rhythm [ˈrɪðəm]	northernmost [ˈnɔːrðərməʊst]
scythe [saɪð]	scathing [ˈskeɪðɪŋ] (criticizing very severely)
sunbathe [ˈsʌnbeɪð]	southern [ˈsʌðən]
thyroid [ˈθaɪrɔɪd]	tether [ˈteðə] (a rope to tie to move in a limited area)
within [wɪˈðɪn, wɪˈθɪn]	wither [ˈwɪðə] (becoming drier, weaker, or less successful)
hitherto [ˌhɪðəˈtuː, ˈhɪðəˈtuː]	dither [ˈdɪðə] (indecisive; a state of agitation; confusion)
wherewithal [ˈweɪwɪˌðɔːl, -ˌθɔːl]	thither [ˈðɪðə] (in that direction)
though [ðəʊ]	nevertheless [ˌnevəðəˈles]
wherewithal [ˈweɪwɪˌðɔːl]	forthwith [ˌfɔːθˈwɪð]
weatherman [ˈweðəmən]	slather [ˈslæðə] (to paint, to smear, or overlaying)
seethe [ˈsiːð]	Southam [ˈsaʊðəm]
Wetherby [ˈweðəbi]	Worthing [ˈwɜːðɪŋ] (a place name in England)
Hatherleigh [ˈweðəliː]	<u>Leatherhead</u> [ˈleðəhed] (a place name in England)"
whether [ˈweðə]	weather [ˈweðə]

(Adapted from International Phonetic Association, 1999; Longman Dictionary of American English, 2008)

#### 4.2 Form up minimal pairs

“The first principle for pronunciation materials is that they should emphasize intelligibility, focusing on features that make a difference” (Levis & Sonsaat, 2016 p.111). In this respect, establishing minimal pairs can directly serve to create a difference between challenging sound contrasts in forms of phonemic opposition. *Several Turkish English majors have difficulties producing the /θ/ and /ð/ phonemes found in the following words: Please note that the main difference between these phonemes is the fact that /ð/ is voiced and /θ/ is voiceless. Consequently, they are produced in the same way with the mouth and tongue in the same position.*

So, to work on the mechanics on the production of sounds and phonemes, minimal pairs are best. You should not use made-up words because giving your students practice in learning and pronouncing non-existent words may boil down to mean looking for trouble.

#### 4.3 Oral drill

Repeat the following minimal pairs LOUDLY and pay attention to their pronunciation:

<u>Noun</u>	/θ/	versus	/ð/	<u>Verb</u>
bath	[ˈbæθ]			bathe
bequeath	[bɪˈkwiːθ]			bequeath
cloth	[ˈklɒθ]			clothe
mouth	[ˈmaʊθ]			mouth
sheath	[ˈʃiːθ]			sheathe

#### 4.4 /d/ versus /ð/

Below are minimal pairs of words in number that vary only by one having the sound /d/ and the other the sound /ð/ in the same position. This is a very good practice for phoneme intelligibility and auditory discrimination in which the student will rely on their ears. Be careful with the places of articulation of the sounds in question which signals to the crucial mechanics of making these sounds in relation word-initial, word-medial, and word-final positions:

Dan [ˈdæn]	than [ˈðæn]
den [ˈdɛn]	then [ˈðɛn]
dough [ˈdoʊ]	though [ðoʊ]
Ds [ˈdi:z]	these [ˈdi:z]
dose [ˈdoʊz]	those [ˈðoʊz]
lied [ˈlaɪd]	lithe [ˈlaɪð] (bending easily; flexible, agile, limber)
ride [ˈraɪd]	writhe [ˈraɪð] (to twist your body because you are suffering pain)
side [ˈsaɪd]	scythe [saɪð]
laid [ˈleɪd]	lathe [ˈleɪð] BrE (a machine in which work is rotated about a horizontal axis)
seed [ˈsi:d]	seethe [ˈsi:ð] (to be so angry that you are almost shaking)
dither [ˈdɪðə]	thither [ˈðɪðə]
tide [ˈtaɪd]	tithe [ˈtaɪð]

### /t/ versus /ð/

farting [ˈfɑ:ɪŋ]	farthing [ˈfɑ:ðɪŋ] (BrE) (an old British coin worth of a quarter of a penny)
mutter [ˈmʌtə]	mother [ˈmʌðə]
tight [ˈtaɪt]	tithe [ˈtaɪð] (a particular amount, usually 10% of income to churches)
toes [ˈtoʊz]	those [ˈðoʊz]
sight [ˈsaɪt]	scythe [saɪð]
tan [ˈtæn]	than [ˈðæn]
ten [ˈtɛn]	then [ˈðɛn]
tense [ˈtɛns]	thence [ˈðɛns]
wetter [ˈwɛtə]	whether [ˈwɛðə]
hitter [ˈhɪtə]	hither [ˈhɪðə]
eater [ˈi:tə]	either [ˈi:ðə]

### 4.5 Read out the vocabulary items given in transcription and pay attention to the pronunciation of the phoneme /ð/

blather [ˈblæðə]	mother [ˈmʌðə]
slither [ˈslɪðə]	motherland [ˈmʌðərlænd]
fatherland [ˈfɑ:ðərlænd]	Netherlands [ˈnɛðərlændz]
northern [ˈnɔ:ðərn]	Rutherford [ˈrʌðərfərd]
rhythm [ˈrɪðəm]	northernmost [ˈnɔ:ðərn moʊst]
scythe [saɪð]	scathing [ˈskeɪðɪŋ]
sunbathe [ˈsʌnbəɪð]	southern [ˈsʌðərn]
tether [ˈtɛðə]	thyroid [ˈθaɪroɪd]
whether [ˈwɛðə]	weather [ˈwɛðə]
wither [ˈwɪðə]	within [wɪˈðɪn, wɪˈθɪn]
dither [ˈdɪðə]	hitherto [ˌhɪðəˈtu:, ˈhɪðəˌtu:]
thither [ˈðɪðə]	wherewithal [ˈwɛrɪwɪˌðɔl, -ˌθɔl]
though [ðoʊ]	nevertheless [ˌnɛvəˈðɛləs]
wherewithal [ˈwɛrɪwɪˌðɔl]	forthwith [ˌfɔ:θˈwɪð]
slather [ˈslæðə]	weatherman [ˈwɛðəmən]
wherewithal [ˈwɛrɪwɪˌðɔl, -ˌθɔl]	smithereens [ˌsmɪðəˈɪ:nz] (breaking into small pieces)
otherworldly [ˌʌðəˈwɜ:li]	Scythia [ˈsɪθi:ə]

(Adapted from International Phonetic Association, 1999; Longman Dictionary of American English, 2008)

#### 4.6 Discrimination task: Identifying the problem-causing sounds in words. Circle the words that have the sound /ð/

anthill	booth	bathe	herewith	theater
thwarted	swathe	than	hitherto	grandfather
therein	trustworthy	overweight	smother	tithe
farthing	therefrom	Netherlander	Scythia	Southam
throat	lathe man	stealthy	blather	bath tub
thirsty	mouth	oaths	pathfinder	Weathersby

#### 4.7 Read out the following tongue twisters and pay attention to transcriptions

In teaching pronunciation, “The second principle is that pronunciation should be fully integrated into the teaching of other language skills” (Levis & Sonsaat, 2016, p.111). The following tongue twisters can also be utilized in phrasal context as speech pathology materials. It must be noted that now the digraph <th> pronunciation activity has a twist! You can pair up the students and challenge them to create a tongue twister using as many <th> words as possible because each word of the twister bears at least a <th> digraph letter for the pronunciation demonstration of /ð/ phoneme. Since the following will be a controlled pronunciation practice, after your adequate repetitions of these twisters, you can treat your students to the thrilling tongue twister tournament.

1. They	[ðeɪ]
They escaped	[ðeɪ ɪs 'keɪpt]
They escaped <i>hither</i>	[ðeɪ ɪs 'keɪpt hɪðə]
They escaped <i>hither</i> and thither.	[ðeɪ ɪs 'keɪpt hɪðə ənd θɪðə]
2. The rhythm	[ðə 'rɪðəm]
The rhythm of algorithm	[ðə 'rɪðəm əv ðɜː]
The rhythm of their algorithm	[ðə 'rɪðəm əv ðɜː 'ælgə ,rɪðəm]
The rhythm of their algorithm on scathing	[ðə 'rɪðəm əv ðɜː 'ælgə ,rɪðəm ɒn skeɪtɪŋ]
3. Heather	[heðə]
Heather's brother	[heðəz brʌðə]
Heather's other brother	[heðəz lðə brʌðə]
Heather's other loathed brother	[heðəz lðə lʊθd brʌðə]
4. They	[ðeɪ]
They gather	[ðeɪ 'gæðə]
They gather for a get-together	[ðeɪ 'gæðə fə ə ɡet-təɡeðə]
They gather for a get together in good weather.	[ðeɪ 'gæðə fə ə ɡet-təɡeðə ɪn ɡʊd 'weðə]
5. The weatherman	[ðə 'weðərmən]
The weatherman's brother	[ðə weðərmənz 'brʌðə]
The weatherman's brother with the mother	[ðə weðərmənz 'brʌðə wɪð ðə mlðə]
The weatherman's brother with the mother and father	[ðə weðərmənz 'brʌðə wɪð ðə 'mlðə ənd fəðə]

## 5. Give the rule

Attention, please! In terms of teaching the /ð/ phoneme in English, this is the rule-giving time for both NAE and BrE:

Dear students, as you see in figure 3 below, these two sounds are clearly distinct phonemes as verified by several minimal pairs (*cloth* [ˈklɒθ] / *clothe* [ˈkloʊð], *sheath* [ˈʃi:θ] / *sheathe* [ˈʃi:ð], *Dan* [dæn] / *than* [ðæn], *dis* [dɪs], *-/this* [ðɪs], *dough* [ˈdaʊ] / *though* [ðəʊ], *ride* [ˈraɪd] / *write* [ˈraɪð](NAE), *mutter* [ˈmʌtəɹ] / *mother* [ˈmʌðəɹ]).

1. While the /ð/ phoneme is an interdental voiced fricative consonant in English, /θ/ is an interdental voiceless fricative during whose articulation there are no vibrations.
2. It must be noted that to produce /ð/ phoneme, you must stick out the tip (apex) of your tongue and push the air out. Since /ð/ phoneme is voiced, you must produce it with vibrations in your throat.
3. Both of /θ/ and /ð/ are spelled as *th*. /ð/ is much more common in functional words (grammar words, i.e., the, that, them, those, their) and /θ/ in content words (*book, friend, home, pen, etc.*)
4. Turkish majors in the English language have an affinity to articulate /ð/ phoneme as [θ, t, d] because it does not exist in the Turkish consonant inventory.
5. The Indonesian majors of English tend to articulate /ð/ as [θ, t, d, z] since it does not exist in the Indonesian consonant inventory, too.
6. You must **repeat** the exercises given in this text several times a day. As with any skill, correct pronunciation improvement requires small doses of repetition and practice.
7. It's important to go beyond single words or minimal pairs when you practice /ð/ phoneme in English. You must use larger contexts, such as tongue twisters (difficult-to-pronounce phrases, clauses, sentences, paragraphs, and dialogues) are potentially helpful techniques to train your tongue to pronounce /ð/ in a flow of speech.

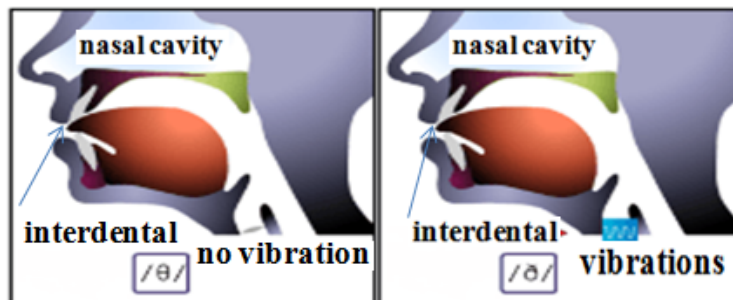


Figure 3. A contrast between /ð/ and /θ/ phonemes  
(Adapted from <https://eflmagazine.com/what-does-the-future-hold-for-th-sounds>)

Paralinguistically speaking, it must be noted that in some cultures the protrusion of the tongue tip may be considered impolite. This is the de facto option which is dreaded by so many learners, but it does not have to be so. As a major in the English language, you will need to explain to the class that in order to speak English properly, accurately, and intelligibly there is no escape from this tip of the tongue protrusion. After a couple of trials, once learners may break their old habit of not sticking the tip of the sound a bit, they will be able to produce the sound well, and thus the tongue doesn't need to come all the way out of the mouth. So, you must learn the correct mouth position for these sounds to pronounce them clearly and accurately.

## 6. Doing further exercises

### 6.1 Repeat the following examples loudly in class

Consequently, when the students have worked on the mechanics of the point and place of articulation pertaining to /ð/ versus /ð̥/, /d/, versus /ð̥/, and /t/ versus /ð̥/, it's time to practice some more within step-by-step instructions.

Now, get the following sentences repeated:

Repeat the following MINIMAL SENTENCES carefully:

/d/ versus /ð̥/

these ['ði:z]                      D's ['di:z]

**THESE/D'S** are written wrong.

Can you spell the word **THESE/D'S** correctly?

seething ['si:ð̥ɪŋ]                      seeding ['si:dɪŋ]

My father was **SEETHING/SEEDING** with rage.

The cellar was **SEETHING/SEEDING** with spiders.

Dan ['dæn]                      than ['ð̥æn]

How do I correctly use DAN/THAN?

You and I are both taller **THAN /DAN** Ruth.

The pronunciation of **DAN/THAN** are often confused

den ['dɛn]                      then ['ð̥ɛn]

There was a big fox **DEN/THEN** on the back hill.

The bear would rather stay in **DEM THEN** go out.

dough ['doʊ]                      though [ð̥oʊ]

You knew that **THOUGH/DOUGH**, didn't you?

I think I'm catching a cold **THOUGH/DOUGH**.

dose ['doʊz]                      those ['ð̥oʊz]

She advised him to read **THOSE/DOSE** books.

Actually, I didn't know anything **THOSE/DOSE** plans.

lied ['laɪd]                      lithe ['laɪð̥] (bending easily; flexible, agile, limber)

Suzan wore a black swimsuit, showing off her **LITHE/LIED** figure.

The children could recognize the **LITHE/LIED** walk of their friend anywhere.

ride ['raɪd]                      writhe ['raɪð̥] (to twist your body because you are suffering pain)

The little boy began to **WRITHE/RIDE** around on the carpet.

The kidnapped woman tried to **WRITHE/RIDE** out of her ropes.

side ['saɪd]                      scythe [saɪð̥]

It is time to take a **SCYTHE/SIDE** to the hours you work.

The farmer decided to use a **SCYTHE/SIDE** to trim the grass.

laid ['leɪd]                      lathe ['leɪð̥] BrE (a machine in which work is rotated about a horizontal axis)

There will be a pole **LATHE/LAID** on the go.

A single electrical pulse in each **LATHE/LAID** spindle is crucial.

seed ['si:d]                      seethe ['si:ð̥] (to be so angry that you are almost shaking)

The whole country is **SEETHING/SEEDING** with discontent.

Country as a whole was **SEETHING/SEEDING** with bitter discontent.

dither ['diðə]                      thither ['ðiðə]  
 We just hope we didn't *DITHER/THITHER* too long.  
 We can *DITHER/THITHER* a little longer but not much.  
 tide [taɪd]                      tithe ['taɪð]  
 In 1936, *TITHE/TIDE* charge was abolished.  
 Is the *TIDE/TITHE* going out or coming in?

## 6.2 Examples on /t/ versus /ð/

farting ['fɑːtɪŋ]    farthing ['fɑːðɪŋ] (BrE) (an old British coin, a quarter of a penny)  
 I won't spend a *FARTHING/FARTING* on him.  
 Stop *FARTING/FARTING* around and behave yourself!  
 mutter ['mʌtə]    mother ['mʌðə]  
 What are you *MUTTERING/MOTHERING* about?  
 Don't *MUTTER/MOTHER* when they are studying.  
 tight [taɪt]                      tithe ['taɪð] (a particular amount, usually 10% of income to churches)  
 I don't know about *TITHE/TIGHT* percentages.  
 The *TITHE/TIGHT* Acts do not apply to the city of London.  
 toes [tuːz]                      those ['ðuːz]

*THOSE/TOES* are frozen.

Can you touch your

*TOES/THOSE?*

His shoes were so old that *THOSE/TOES* were sticking out of them.

sight [saɪt]                      scythe [saɪð]  
 My grandmother is losing her *SIGHT/SCYTHE*.  
 Tarzan was sitting in the shed sharpening a *SCYTHE/SIGHT*.

tan ['tæn]                      than ['ðæn]  
 I like cake better *THAN/TAN* pie.

We changed the color of our house from *TAN/THAN* to blue.

ten ['tɛn]                      then ['ðɛn]  
 I need a home by *TEN/THEN*.  
 I'll stay here until *TEN/THEN*.

tense ['tɛns]                      thence ['ðɛns]  
*THENCE/TENSE* came all our troubles.

I returned to the window and fetched it *THENCE/TENSE*.

wetter ['wɛtə]    whether ['wɛðə]  
*WHETHER/WETTER* you like it or not, you have to take that test.

Poor farmers, *WHETHER/WETTER* owners or tenants, will be worst affected.

hitter ['hɪtə]                      hither ['hɪðə]  
 Why was it sent *HITHER/HITTER?*

My grandmother said, "Come *HITHER/HITTER* Soup's on!"

eater ['i:tə]                      either ['i:ðə]  
*EITHER/EATER* situation might be the case.

I don't believe in happiness *EITHER/EATER*.

### 6.3 Minimal Pairs and Sentences with Contextual Clues: Minimal Pairs Activity

Listen to how each tongue twister is pronounced by paying close attention to the pronunciation of your teacher. You must note the sounds or words that might be challenging for you. You can record yourself repeating each minimal pair both in isolation and in the context, sentences given below because pronunciation practice is even more effective in a meaningfully retainable in contexts in relation to sentence intonation.

#### Sentences with contextual clues

/d/ versus /ð/

Dan ['dæn] than ['ðæn]

**DAN** is older **THAN** Sam.

If it costs more **THAN** 50 dollars, **DAN** won't buy it.

den ['dɛn] then ['ðɛn]

**THEN**, they entered the **DEN** of the lion.

**THEN**, the bear was not in its **DEN**.

dough ['doʊ] though [ðoʊ]

**THOUGH** there is some **DOUGH** on your toe.

Strange **THOUGH** it may seem, I like food made from **DOUGH**.

Ds ['di:z] these ['di:z]

Are **THESE D'S** clearly readable?

**THESE** ships with the **D'S** in their names were loaded with corn.

dose ['doʊz] those ['ðoʊz]

You must not put **THOSE** pictures on your **TOES**.

**THOSE** come to the factory floor, just to keep us on our **TOES**.

lied ['laɪd] lithe ['laɪð] (bending easily; flexible, agile, limber)

He **LIED** and mounted his horse in one **LITHE** movement.

I **LIED** among the **LITHE** young sun-tanned girls on the beach.

ride ['raɪd] writhe ['raɪð] (to twist your body because you are suffering pain)

If you **RIDE** that wild horse, you will surely **WRITHE** under pressure.

The more the worms **WRITHE**, the more I will **RIDE** out of their entrails!

side ['saɪd] scythe [saɪð]

My cousin came to my **SIDE** with a big **SCYTHE** in his hand.

Howard came to her **SIDE** and helped her to cut the grass with a **SCYTHE**.

laid ['leɪd] lathe ['leɪð] BrE (a machine in which work is rotated about a horizontal axis)

The **LATHE** is **LAI**D is a very large box.

The **LATHE** turns off a **LAI**D shaft in just one minute.

seed ['si:d] seethe ['si:ð] (to be so angry that you are almost shaking)

They **SEED** clouds with bitter **SEETHE** in west Anatolia.

The farmer **SEED**ED the whole field with **SEETH**ED wheat.

dither ['dɪðə] thither ['θɪðə]

When they came **THITHER**, he was in a **DITHER**.

Rushing hither and **THITHER**, he was in a **DITHER**.

tide ['taɪd] tithe ['taɪð]

Will God bless you if you **TITHE** as a huge **TIDE**?

Do Catholics **TITHE** in an enormous **TIDE**?



/t/ versus /ð/

farting ['fɑ:ɪŋ] farthing ['fɑ:ðɪŋ] (BrE) (an old British coin)

Don't do any **FARTING** while doing **FARTHING**.

mutter ['mʌtəɹ] mother ['mʌðəɹ]

You must not **MUTTER** the word as **MOTHER**.

Don't **MUTTER** while they are studying with their **MOTHER**.

tight ['taɪt] tithe ['taɪð] (a particular amount, usually 10% of income to churches)

Was the **TITHE** very **TIGHT** in those days?

You can't handle such a high **TITHE** because you have a very **TIGHT** budget.

toes ['təʊz] those ['ðəʊz]

**THOSE TOES** are huge.

**THOSE** don't want to step on anybody's **TOES**.

sight ['saɪt] scythe [saɪð]

The huge **SCYTHE** of my uncle is now in my **SIGHT**.

If your **SIGHT** is good, you can cut the barley with **SCYTHE**.

tan ['tæn] than ['ðæn]

Jane's **TAN** is better **THAN** Tarzan.

Ladies easily **TAN** better **THAN** man.

ten ['tɛn] then ['ðɛn]

Snow had been falling steadily for **TEN** days **THEN**.

You will get **TEN** out of **TEN** for your effort **THEN**.

tense ['tɛns] thence ['ðɛns]

He seemed **TENSE** and **THENCE** was seldom seen.

He was very **TENSE** and old, and **THENCE** very weak.

wetter ['wɛtəɹ] whether ['wɛðəɹ] weather

I certainly couldn't get any **WETTER** in such a rainy **WEATHER**.

If it rains, let it rain, the **WETTER** the better than in dry **WEATHER**.

hitter ['hɪtəɹ] hither ['hɪðəɹ]

The boss has sent **HITHER** an officer as a **HITTER** to check on lazy workers.

Bad thoughts fly **HITHER** and thither in my head like a ruthless **HITTER** on my soul.

eater ['i:təɹ] either ['i:ðəɹ]

The rest will **EITHER** starve or get killed by an **EATER**.

She could not lie **EITHER** on her face or on her **EATER** side.

#### 6.4 Read out the following sentences by paying attention to /θ/ - /ð/, /t/ - /ð/, and /d/ - /ð/ contrasts

*The following practice is not necessarily an unuseful drill. It means that students will have extra information available to identify the problem-causing sounds in words and in the context of sentences, which will give them practice using common /θ/ - /ð/, /t/ - /ð/, and /d/ - /ð/, contrasts in context:*

1. They never met **either** of **them**.
2. They wandered **hither** and **dither**.
3. **Neither** of **them** **gathered** together.
4. **Neither** was **guiltier** **than** the **other**.
5. They **loathed** both of **the** **weathermen**.
6. There are **those** who **loathe** the **heathen**.
7. They **gather** **the** **other** fruits as **they** ripen.

8. They loathe their own heathen forefathers.
9. They don't loathe either the one or the other.
10. They gather together and go hither and thither.
11. They knew neither her name nor her forefathers.
12. Neither of their lawyers had a problem with me either.
13. They ought not to fight either for or against Netherlands.
14. The views of neither of these weathermen pleased Heather.
15. Neither Mr. Cather nor Heather withdrew from further discussion.

### 6.5 Pronunciation recognition in larger context

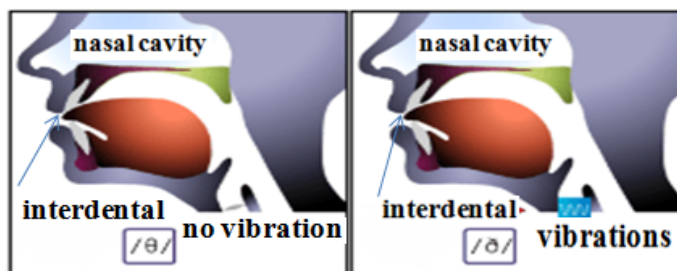
In teaching pronunciation, "The third principle is that pronunciation materials, to be fully useable, should be designed to meet the wants and needs of teachers who differ in their L1 background, levels of experience, training, and confidence" (Harwood, 2010; Levis & Sonsaat, 2016, p. 11). In this respect, the following exercise in the paragraph form can serve to achieve the third principle. Practice the following exercise:

- a. Underline the words that bear the /ð/ phoneme.
- b. Read out this paragraph loudly by looking at a mirror.
- c. Memorize this paragraph and read it out.

My father, brother, mother, and grandfather gathered altogether in our fatherland, Netherlands. Mr. Cather, Mrs. Rutherford, and Mr. Weathersby attended this get-together. Then, my fiancé, Heather, came to the meeting in beautiful clothing. Heather joined us by coming from the farthest southern corner of our motherland, called Wetherby. She said that she paid first a short visit to Leatherhead, and thence to Wetherby before coming to our get-together.

### 7. Making a summary

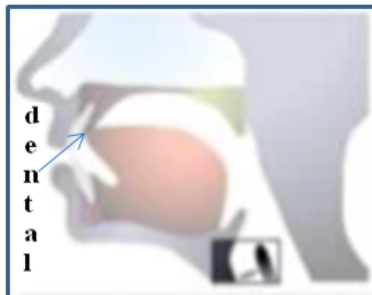
Dear students, you cannot pronounce the English <th> without sticking your tongue out. The matter of the fact between the difference of /θ/ and /ð/ is inter-dentalness and voicing. You can have the students hold their fingers lightly on their lips and they will be able to feel the protrusion of the lips between teeth. This means sticking your tongue out a bit (protrusion) between your teeth: this is called the "sticking out the tongue" technique. You can show this sticking out situation carefully in an exaggerated manner. In addition, you can also have the students hold their hand lightly on their throats, and thus they will be able to feel the difference in terms of vibration of the vocal cords in their throats between /θ/ and /ð/ as they produce them. A clear summary of the /θ/ and /ð/ controversy is given in figure 3.



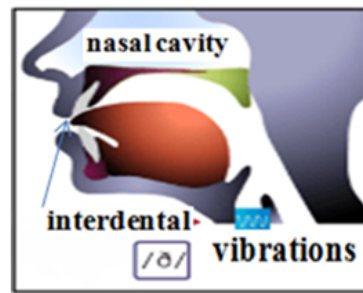
(Figure 3. A contrast between /ð/ and /θ/ phonemes

(Adapted from <https://eflmagazine.com/what-does-the-future-hold-for-th-sounds>)

In figure 4, the place of articulation for /t, d/ phonemes is dental while /ð/ phoneme has got the inter-dental position in which the tip of the tongue goes out a bit in between the upper and lower teeth: it is this inter-dental position that creates the difficulty of pronunciation for both Turkish and Indonesian majors of English. Learners are often advised to exaggerate sticking their tongue out just to get used to this unusual position. In addition, it must be noted that the vocal cord vibrates for /d, ð/ phonemes, but not for the /t, θ/ phonemes.



**Figure 4. Place of articulation of the /t, d/ phonemes**



**Figure 5. Place of articulation of the /ð/ phoneme**

(Adapted from <https://eflmagazine.com/what-does-the-future-hold-for-th-sounds>)

## 8. Giving homework

Giving homework on pronunciation and intonation learning is one of the integral techniques to how to solve teacher trainees' pronunciation problems. It is definitely worthwhile doing some activities that target specific areas in terms of homework for some challenging sounds and phonemes that there is no distinction in non-native students' mother tongue. You must not even think that too much pronunciation correction could be disheartening when your students are trying so hard. Studies on homework indicate that pronunciation can be learned outside the classroom.

### 1. Transcribe the following vocabulary items and pay attention to /ð/ phoneme.

forefather [.....]	therefore [.....]
otherwise [.....]	thither [.....]
brethren [.....]	weatherman [.....]

### 2. Write down three tongue twisters with /ð/ and /θ/ in stanza forms.

### 3. Repeat the tongue twister given below. Which phonemic contrast is the following tongue twister written for?

There  
There is nothing  
There is nothing further  
There is nothing further than the truth.

- |                |                |
|----------------|----------------|
| a) /ð/ vs. /d/ | b) /ð/ vs. /d/ |
| c) /ð/ vs. /θ/ | d) /d/ vs. /θ/ |
| e) /t/ vs. /ð/ |                |

### 4. Read out the tongue twister given below. For which phonemic contrast is the following tongue twister written for?

Those  
Those toes  
Those toes of these  
Those toes of these teachers

- |                |                |
|----------------|----------------|
| a) /ð/ vs. /d/ | b) /ð/ vs. /t/ |
| c) /θ/ vs. /ð/ | d) /d/ vs. /θ/ |
| e) /θ/ vs. /t/ |                |

### 5. Repeat the following tongue twister given below. For which phonemic contrast is the following tongue twister written for?

Doctors  
Doctors and dentists  
Doctors and dentists dither  
Doctors and dentists dither and thither

a) /θ/ vs. /t/	b) /ð/ vs. /t/
c) /θ/ vs. /ð/	d) /d/ vs. /θ/
e) /ð/ vs. /d/	

**6. Repeat the following MINIMAL SENTENCES clearly.**

- DAN** is younger **THAN** Sam.
- The dancer spun on **THOSE TOES**.
- Now, **NEITHER** was the **NEEDER**.
- First I went to the **DEN**, and **THEN** I got gas.
- Neither** death nor anything else can destroy the **NEEDER**.
- On this job, you've got to be on **THOSE TOES** all day long.
- I think it's a good thing because **THOSE** keep us on our **TOES**.
- The problem is, you **NEITHER** asked nor listened to the **NEEDER**.

**7. Repeat the following sentences with CONTEXTUAL CLUES loudly and clearly.**

- Can you write **THESE/D's** clearly?
- NEITHER/NEEDER** was sure what to say.
- The **THIGHT/TITHE** was very unbearable for the churchgoers.
- You should give some of your earnings in **TITHE/TIGHT** as a donation.
- In the Light Horse, you will surely **WRITHE/RIDE** under pressure.
- NEITHER/NEEDER** mate can have someone else on the side.

**8. Disclosure of conflict**

The author declares that he has no conflicts of interest.

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