Teaching interdental fricative speech sounds /T/ and /D/ to university students: an E.S.A. approach

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Abstract: Teaching the pronunciation of a foreign language has often meant teaching the students merely to produce the sounds of the language. Pronunciation of a foreign language is, however, a twofold process involving not only the recognition of the sounds but also the actual production of them. The strategy for dealing with individual sounds is by remedial teaching. This can be considered as consisting of two separate approaches Instant Remedial and Planned Remedial (Hubard, et al,. 1983:209). Instant remedial teaching will be divided into four parts: (i) Imitation; (ii) Demonstration; (iii) Association and (iv) Explanation. If, after the process of instant remedial work, the 'offending' sound is still proving difficult, then obviously there is the need for planned remedial work involving twofold process namely Recognition of the sounds and Production of sounds by deploying Engage, Study and Approach (ESA) credited to Harmer (2012). There are two main problems, in the teaching of pronunciation covering linguistic and pedagogical in nature (Abas,1965:78). The linguistic problem involves the analysis and the comparison of the learners' language and the language to be learned. The pedagogical problem is listing the trouble spots known as linguistic pitfalls and others. Linguistically English and Indonesian belong to two different language families. Needless to say the sound systems of the two languages will differ greatly .and therefore pedagogically the trouble spot lies in two absent interdental fricative speech sounds /T/and /D/ and its adjacent counterpart speech sounds /t/ and /d/ will lead to the positive transfer due to its similarity with the students' mother tongue.

Keywords: inter-dental fricative, ESA, pronunciation, receptivity

Introduction

A lot of students want to be able to speak English well, with easily understood pronunciation both by their fellow students and by English speaking people. However, they cannot obtain this because of a number of factors. English Pronunciation is not based on spelling. Language is primarily an oral phenomenon, and in many respects (but not in every respect), the written form can be considered as a kind of representation of the spoken one. Although it must be admitted that there are many regularities between sounds and written symbols which are worthwhile for the teachers as well as the learners to know, in certain well known areas there are irregularities.

The nature of the problem is twofold: firstly some sounds of English are represented by more than one written letter or by sequences' of letters (see e.g. /I/ in city, busy , women, pretty., village); and secondly, many letters of English represent more than one sound (such as the letter **a** stands for five different vowel sounds in fall /fO;l/,/banana/bEnanE/, bather /beIDE/, man /ma2n/, many /menI/, or a letter may be mute (e.g. **h** in **h**onest, **h**our ; **k** in knapsack, knowledge **b** in su**b**tle, dou**b**t , de**b**t, etc. The case of the illogical senselessness of English spelling; G H 0 T I for fish(Mocine, 1970:72).George Bernard Shaw spelled fish "ghoti", the /**f**/ sound in eno**ugh**, the sound /**I**/ in w**o**men and /**S**/ sound in na**ti**on. This becomes pitfalls to our students as Balinese and Indonesian are orthographically and syllabically pronounced.

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The linguistic problem involves the analysis and the comparison of the learners' language and the language to be learned. The pedagogical problem is listing the trouble spots known as linguistic pitfalls and others. English and Indonesian belong to two different language families (see Budiasa 1991).Needless to say the sound systems of the two languages will differ greatly. It should

be admitted that a speaker of Indonesian face many difficulties, such as in recognizing and producing certain phonemes.

Teaching Methodology

Harmer (2012:178) proposes that any teaching sequence needs three basic element or phases: Engage, Study and Activate(ESA). The method is developed by some experts in English Language Teaching including Ticehust (2018) in online video talk including ABC time on line learning and teaching Methodology.

Ticehust further illustrates that the first stage, **Engage** aims to get the students engaged emotionally in thinking and talking in English for effective learning. Similarly this phase has the objective of grabbing the students' attention and stimulating interest and curiosity by doing warming up activities such as counting the number, listing, alphabet game, or even by stretching muscle.

The second phase, **Study** aims at covering the actual teaching of the lesson and checking understanding of the material as the board work by eliciting the teaching points from the students and then covering any gap in knowledge. To check the understanding of the material is not merely by asking the question: "Do you understand?" but asking targeted and specific questions about the teaching points instead. So the activities focus on learning language, producing language sound correctly, developing the ability to use the language The activities on this stage include 'Gap-fill activities' e.g. 'Let's -----to the gym (go, play, eat)'; 'Matching exercise' e.g. matching the words with the picture in zig zag order'; 'Unscrambling in word order e.g. *the table cat on is the* becomes sensible in *The cat is on the table'*.

The final sequence is **Activate** phase providing the students with opportunities to use the language as much as possible so as to communicate in various context. This phase has the objective of putting the teaching materials into a realistic context in a sense of actual language use. The typical activities could include 'Role-Play' of 'Doctor and Patient', 'Survey (Mill Drill)' and 'Debate on specific topics'.

Teaching Pronunciation

As far as English Language teaching and learning is concerned, pronunciation is essential for threefold reasons according to Ponson by (1987:vii):

1) Language is a means of communication

having three components(a) Structure of the grammar of the language; (b) Vocabulary or lexis is a word that conveys meaning; (c) Sounds, stress, and intonation patterns, which combine to make up Pronunciation

2) Communication is a two-way process:

(i) Understanding other people when they speak needs knowledge and awareness;(ii) Conveying what you want to say so that other people can understand you needs knowledge, awareness and control.

3) Too much mispronunciation will result in: (a) offence to the listener, (b) misunderstanding by the listener, (c) complete lack of comprehension by the listeners. It is accepted practice to find out the areas that are likely to cause greatest difficulties. These kinds of difficulty can be verified in terms of a Contrastive Analysis (C.A.). With regard to this study, the C.A. of the students' Language Indonesian as Source Language and English Segmental phonemes in particular as Foreign Language or Target Language is made. Lado in James (1980:15) states that we can predict and describe the pattern (of L2) that will cause difficulty in learning and those that will not cause difficulty. Obviously that CA have predictive capacity of the form of errors. Indonesian students in general tend to use /s/, t/, /p/, /f/, /d/ for English /T/ and /D/. (Budiasa,1991).

The Lesson Plan is designed to anticipate how to teach the problematic absent speech sounds in English particularly English interdental fricative speech sounds /T, D/ and its adjacent counterpart speech sounds /t/ and /d/as alveolar stops.

Instant and Planned Remedial Teaching

According to Hubard, et al, 1983:209 the 'offending' sounds can be anticipated by Remedial Teaching Strategy and separate approaches including (1) Instant Remedial and (2) Planned Remedial. The strategy for dealing with individual sound is byinstant remedial

teaching and taking into consideration two separate approaches (1) Instant Remedial and Planned Remedial.

For Instant Remedial Teaching the strategy will be divided into four parts: (1) Imitation; (ii) Demonstration; (iii) Association ; (iv) Explanation. The teachers first of all draw attention to them' offending sound' and pronounce it in isolation to be repeated by the learner(s).It is an approach of awareness and intention to make sounds rather than an approach of habit formation (see Underhill 2018). If this fails, they may then demonstrate how the sound is formed, e.g. by telling their students to watch them carefully and they put their tongues between their teeth to produce /T/ and /D/. The use of phonemic chart and the facial diagram are essential and try to make an approach of teaching Pronunciation Visible (see Underhill 2018).Then process of association is made by making these sounds in context such as *Thank you, my father and mother for the birthday gift*.; *Free these three trees* and finally the explanation is given in terms of point and manner of articulation.

The Planned Remedial Teaching is however administered if the process of remedial work is still proving difficult and involves twofold processes namely Recognition and Production of the sounds. The former includes Sound Discrimination Drill and Sound Identification Drill and the latter is devised by a series of drills including Listen and Repeat, Read Aloud, Transcribe a series of English words using phonemic or phonetic symbols, etc.

The separate completed Lesson Plan is attached to the paper presentation.

Lesson Plan

Teacher: I Gede Budiasa	Date and Time: Friday, July 13rd, 2018.
Class Level :5th Semester	Expected Number: 30 students
Room : 02	
Context: Pronunciation	Focus : Interdental Fricatives**/T/** and**/D/**
Teaching Aids: Diagraph (Engage Phase);	

Phonemic Chart: Facial Chart, Worksheet (Study Phase) and Activate Activity (Activate Phase)

Learner Objectives: By the end of the lesson the students (SS) should be ableto recognize and practice English Interdental Fricative speech sounds.	Teacher Aims: to improve both the board work and the elicitation techniques
Anticipated Problems for the students: i. Negative Transfer /t/, / s / / d / instead of /T/ and /D/ ii. Articulate the speech sounds /T/ and /D/accurately for new words iii. There is no one to one correspondence between spelling and sound. iv. The meaning of the words	Anticipated Problem for the teacher: Lesson Sequence Refer to Plan
Solution: Instant Remedial Teaching including i) Imitation; (ii) Demonstration; (iii) Association and (iv) Explanation -Drilling -To have strong Study Phase - to put the language in a proper context -to let SS hear the language first. -to use speech rather than reading	Solution: to have the plan available throughout the lesson.

Procedure	Phase	Time	Interaction

	Phase	Time	Interaction
Warming up. i. T(Teacher) asks SS to shake their own hands and then waggle their lips for further physical activity in pronunciation practice. (Undrhill 2018) ii. T plays Diagraph TH Phonic Song focused model TH sounds /T/ and /D/ or (Hartman 2018)	**Engage**	10 minutes	T ➜ SS
iii. T sings the focused model TH sounds /T/ and /D in TH Phonic Song (2018)			
	Study	20 minutes	
i. T draws attention to the /T/, /D/ and pronounce them in isolation to be imitated by the SS.			T ➜ SS
ii. T demonstrates how those sounds are formed and tells SS to watch carefully as they put their tip tongues between the teeth.			T ➜ SS
iii. T Associates the words containing / the /T/, / D/ with the expressions *Thank you, my father and mother for the birthday gift.;* and asks SS to repeat it. (see Exercise 1).			T ➜ SS
iv. T explains (in the mother tongue, (if necessary)how the sounds are formed and asks SS to put their tongue tips between heir teeth to produce /T / and to move their tongues forward and backward /D / until they can mimic him/her exactly Or T can show the following articulatory diagram or other realistic picture.			

Tongue Position of /T / and /D/

	Phase	Time	Interaction
v. T mimes with mouth and gives gesture with hand to help make the sound visible as physical activity rather than mental activity.			T ➜ SS
vi. T presents the following items before coming to Part4): Exercises and Activities and ask SS to pronounce to repeat the sounds in isolation and then in context			T ➜ SS
	Activate	30 minutes	
i. T reads out aloud contrasting			T ➜ SS

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Step	Interaction
words containing /T/ and /D/; /t/ and /T/; /d/ and /D/ / and SS repeat them not as habit formation but as awareness and intention to produce the sounds.	
ii. T points the phonemic chart and SS produce the word using the intended sounds	T → SS
iii. S points at the phonemic chart and T produces the word using the intended sounds	T → SS
iv. SS practice their receptive skill on Sound Discrimination and Sound Identification (Exercise 1, 2, 3, 4)	T → SS
vi. SS play the pronunciation game elicited by the teacher " I went to the supermarket and bought some **t**oast' using *the* words containing /T, D, t, d/.	T → SS S → S S → T
vi i. T points at the phonemic chart and SS produce the sentence using the intended sounds and vice versa.	T → SS
viii. S (Student) points at the phonemic chart and other SS produce the sentence using the intended sounds and vice versa	S → SS
ix. SS practice the tongue twister containing TH sounds initiated by the teacher. Elocotion Online (2018).	T → SS

(Tecehust, 2018)

Conclusion

Teaching Pronunciation in particular the interdental fricative speech sounds /T and D/ is of twofold problems in nature linguistically and pedagically. The linguistic problem involves the analysis and the comparison of the learners' language and the language to be learned. Phonemically English differs from the students' first language on account of its phonemic inventory and distribution. By nature in English there is no one to one correspondent between its spelling system and speech sounds. The pedagogical problem is that teaching pronunciation is also a twofold process involving the parallelism between aural receptivity or the recognition of the sounds and the actual production of them.

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