EFL TEACHERS' FOSSILIZED PRONUNCIATION PROBLEM OF DARK /L/ AND THE SOLUTION

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ABSTRACT: The English [l] consonant sound has been an issue for the Turkish students of the English language, harming the communicative competence of the novice teachers and the teachers-on-the-job. The rareness of methods to handle such fossilized mistakes within limited duration makes the case even harder. In this paper, a fossilized mistake eraser and also a pronunciation teaching method, called the **audio-articulation method**, is presented to remedy the fossilized pronunciation mistake on [l] consonant phoneme of the British English language implemented by Turkish speakers of English. To check out any difference, a diagnostic test is used before and after treatment and, additionally, to display the significance of the study, the Wilcoxon signed-rank test is used. Statistical analysis results revealed a significant difference when participants' performance scores were tested before and after treatment. That is, the application of the cure programme facilitated the cure of participants' pronunciation problem on [l] consonant phoneme of the British English.

Keywords: Fossilized mistakes, pronunciation errors, mistake eraser, audio-articulation method.

YABANCI DİL ÖĞRETMENLERİNİN KEMİKLEŞMİŞ ART ÇIKARIMLI /L/ SESİ SORUNU VE ÇÖZÜMÜ

ÖZET: İngilizce'de yer alan art çıkarımlı [l] sesi, İngilizce öğrenen Türk öğrencilerin, İngilizce öğretmeni yetiştiren uzmanların, sahada yeni olan İngilizce öğretmenlerinin ve hâlihazırda görev yapmakta olan İngilizce öğretmenlerinin iletişimsel yetilerine zarar veren önemli bir problem haline gelmiştir. 40 – 45 dakikalık bir ders saati içerisinde bu tür kemikleşmiş hataları düzeltmede kullanılan metotların azlığı konuyu daha da güç bir hale sokmaktadır. Bu makalede "**Duy – Seslet Metodu**" ile İngilizce'deki [l] foneminin ana dili İngilizce olmayan Türk bireyler tarafından telaffuz edilirken ortaya çıkan ve kemikleşen sesletim hatasının düzeltilmesi sunulmaktadır. Herhangi bir düzelme olup olmadığını görmek için uygulama öncesi ve sonrası hata belirleme testi uygulanmış, ayrıca elde edilen veriler Wilcoxon eşleştirilmiş çiftler testi ile test edilmiştir. Sonuç olarak, problemin çözümü için geliştirilen kür programı katılımcılara uygulanmış ve bu programının öğretmenlerin art çıkarımlı [l] sesi telaffuzunda önemli bir değişikliğe neden olduğu saptanmıştır.

Anahtar Kelimeler: Fosilleşmiş hatalar, sesletim hataları, hata düzeltici, duy – seslet metodu.

269

INTRODUCTION

One of the most discussed issues on first and second language acquisition differences focus on whether there is a critical period (CPH) for language acquisition. The period is mostly accepted as a critical point for second language acquisition which occurs around the puberty and at which people seem not to be able to acquire native-like accent. Moreover, Selinker (1972) goes further and asserts that once language learners have reached this period at which they are functionally as bilingual as they need to be, their pronunciation becomes inevitably fossilized.

Actually the issue seems to be much more complicated for foreign language learners since they do not have the chance to share the same learning setting compared to second language learners. And this phenomenon is most saliently manifested phonologically in "foreign accents" in the speech of many of those who have learned a second/foreign language after puberty. Brown (2007) also puts forward that it is quite common to encounter in a learner's language various erroneous features that persist despite what is, otherwise, a reasonably fluent command of the language. In the same line, Acton (1984) states that there are many theories which have been advanced to explain why pronunciation may become fossilized, ranging from neuro-physiological through general developmental to socio-cultural. These theories set ground for many researchers' ideas as it is, unquestionably, more difficult to change pronunciation once a certain level of fluency has been reached. However, they do not claim the impossibility of rehabilitation. That is, although it is very hard to change learners' pronunciation after puberty, it does not mean that there is no cure for this deficiency. For example Acton (1984) states that such deficiencies frequently seem to be rigid or inflexible. However, he suggests teachers some patience and learners a concerted effort. This is because of, first,

the source of the pronunciation problem, second, the learner and finally, learners' FL learning setting need to be analysed in depth to *desuggest* their inhibitions. In brief, learners should not only be prepared for rehabilitation but also encouraged to make a concerted effort. For example, in an attempt to challenge the critical period hypothesis Ioup, Boustagui, El Tigi and Moselle (1994) examined a case of a late starter who achieved native-like proficiency. The subject, a 21 year old English girl, married an Egyptian, settled in Egypt and had no choice but to communicate in Arabic. She became a highly fluent Arabic speaker in two and a half years. In an experimental study, Bongaerts et. al (1995) tested 27 Dutch native speakers who started to learn English after the close of the critical period but none of the subjects had ever visited an English-speaking country before the age of 15. There were two experimental group of non-native and a control group of English native speakers. At the time of the study, the experimental group had had 7-12 years of English instruction. Four different speech samples were collected from the participants and strikingly, the non-native experimental group outperformed not only the non-native students and non-native lecturers but also the control group. To certify this study, Schils (1997) conducted a similar study with different speech samples where only six sentences were uttered by Dutch and native English speakers. In conclusion, the results of the study were similar to those of the previous one. Last but not least, vital case study was conducted by Abu Rabia & Kehat (2004) where 10 cases of successful late-starters with a native-like Hebrew pronunciation were presented in an effort to determine possible variables that may account for their exceptional accomplishment. In brief, ten case studies indicated that there are, indeed, some second language learners who managed to attain near-native like accent despite having been exposed to the language after puberty.

Nevertheless, a rehabilitation method is required to validate the effectiveness of these assumptions. Although the rareness of such methods makes the situation harder (Kahraman, 2012), the audio-articulation method by Demirezen (2003, 2005, 2006) seems to be a valuable pronunciation teaching method which claims to cure fossilized mistakes of adult learners, in this study, especially of Turkish learners of English language.

One of the pronunciation problems for Turkish adult learners of English language is the English [l] consonant sound. This problem does not only harm the communicative competence of Turkish adult learners but also teacher trainees, novice teachers and teachers-on-the-job. Since mispronunciation causes sometimes serious interpretation problems, to avoid such troubles, pronunciation rehabilitation cures need to be applied to such learners and teachers. Therefore, in this study, /l/ phoneme is examined and a remedy is produced by the Audio-articulation Method to cure such problems on pronunciation of EFL teachers.

METHOD
Research Design

In this study a cure programme for fossilized mistakes, which lasts 45' to 50', is implemented to remedy the fossilized pronunciation mistake on [l] consonant phoneme of the British English language. Since the aim is to find out whether this method helps to cure fossilized pronunciation mistakes of non-native FL teachers, a repeated measures design is used to compare the data before and after treatment. Moreover, as the form of data is quantitative, the method of analysis is statistical and the manner of data collection is experimental. Finally, the Wilcoxon signed-rank test is used to display the significance of the study.

Participants in the study

This study was conducted at a Turkish university with the participation of 18 lecturers of the FL department. Five males and thirteen females enrolled in the cure programme which lasted a total course hour. Participants' ages varied from 23 to 35 and their teaching experience four to sixteen years. Additionally, they have all scored 85 an above on foreign language proficiency examination for state employees. As a final remark, all of the lecturers are graduates of ELT departments of different Turkish universities and they have never been in an English speaking country to improve their language skills.

The problem of the study

The /l/ phoneme pronunciation is not only an important issue for Turkish learners but also learners and teachers of British English all over the world. Therefore, this kind of pronunciation problem requires specific attention in teacher training, since these mistakes harm the validity and professional status of the EFL teachers. In this paper, a fossilized mistake eraser and a pronunciation teaching method, called the audio-articulation method, which lasts a total class

hour, are implemented to remedy the fossilized pronunciation mistake on [l] consonant phoneme of the British English language.

Procedure

Participants in this study were given two paragraphs to read aloud twice before and after treatment and their voices were recorded. The first text was similar to the second one but not related to the study. It was just for lowering participants' anxiety level since, although the participants were teachers of the English language, they were always a bit anxious when they were the subject matter of a study. On the other side, the second paragraph was a diagnostic test titled "Flip Charts" and aimed to find out whether participants have trouble in pronouncing the allophones of /l/ sound known as clear- l and dark- l. Two weeks after the treatment, the passage used as a diagnostic test was directed at the participants for the second time to see the effects of the treatment phase.

DATA ANALYSIS

Diagnostic test

The diagnostic test used in this study contained twenty allophones of the [l] consonant sound; eight clear-l and twelve dark-l sounds. The aim was to check out whether or not the cure programme in the treatment phase has any effect on learners' pronunciation. Therefore, the performances of the participants are evaluated and scored by three raters who give speaking courses in the foreign language department. As the form of data is quantitative, the method of analysis is statistical and the manner of data collection is experimental, the scores got from the pre- and post tests are compared statistically to see whether there is any significant difference. Since the case is repeated measurements on a single sample to assess whether their population means differ, the Wilcoxon signed-rank test is used to display the significance of the study.

271

Treatment

An application of the audio-articulation method

The /l/ phoneme pronunciation is an important issue for Turkish learners and teachers of British English. This kind of pronunciation issue requires specific attention in teacher training, since these mistakes harm the validity and professional status of the FL teachers. In this study, /l/ phoneme is examined and a remedy is produced by the Audio-articulation Method by Demirezen (2003) to cure such mistakes on pronunciation of the non-native FL teacher trainees.

Preparing a corpus

In accordance with the principles of the audio-articulation method, the teacher prepares a corpus about 80-100 words pertaining to the above mentioned fossilized problem-causing phoneme. Some researchers like Demirezen (2006) assert rightly that the teacher's exhortations of the words in the corpus and his/her employment of the other drilling techniques like repetition drills, substitution drills, expansion drills, minimal pair contrasts, chain drills, inflection drills, replacement drills, restatement drills, completion drills, transposition drills, contraction drills, transformation drills, integration drills, rejoinder drills, restoration drills, question-answer drills, language games and many other creative exercise types, are all of great help in this respect.

Introducing the topic

One of the important problems in foreign and second language classes has been to apply the construct of motivation. It is not our present issue but it is very important to take learners' attention on the subject matter, so the motivation and warm-up section should take a couple of minutes. After warming-up and motivation phases, the teacher introduces the new topic.

The teacher introduces the new topic by saying, "All right friends. As you know, pronunciation is one of the most problematic issues of FL teachers and learners. Today, we will study the two allophones of /l/ sound known as clear- l and dark- l to highlight and perhaps to remedy this sound." and writes on the board the phonetic symbols of the mentioned allophones

- [ɫ] is a voiced velar lateral, also known as dark -l
- [ʎ] is a voiced palatal lateral, also known as clear –l

and projects the corpus prepared in advance. However, the teacher handles the unknown vocabulary items, if there are any, in the corpus before moving on the main parts of the course. Then, the teacher does exhortations on the corpus words and gets them repeated without boring the participants, but by bearing the time limitation in mind. The transcriptions given below are taken from the Cambridge International Dictionary of English and Longman Pronunciation Dictionary:

The corpus

fellow [feʎəʊ]	field [fi:ɫd]	tell [teʎ]	stale [steɪɫ]
feel [fi:ɫ]	fly [fʎaɪ]	flue [fʎu:]	tale [teɪɫ]
pail [paɪɫ]	let [ʎet]	flee [fʎi:]	snail [sneɪɫ]
flew [fʎu:]	flaw [fʎɔ:]	flea [fʎi:]	slide [sʎaɪd]
slippery [sʎɪpəɾi]	sledder [sʎedəɾ]	listen [ʎɪən]	local [ʎəʊkəɫ]
yokel [jəʊkəɫ]	yodel [jəʊdəʎ]	lower [ʎaʊəɾ]	roller [rəʊʎəɾ]
purely [pjʊəʎi]	plural [pʎʊəɾəɫ]	duel [djuːəʎ]	truly [truːʎi]
rural [rʊəɾəɫ]	until [əntɪɫ]	trouble [trʌbəɫ]	whistle [wɪsəɫ]
while [waɪəɫ]	tail [teɪəɫ]	stale [steɪəɫ]	tale [teɪəɫ]
ventriloquism [venˈtrɪʎə,kwɪzəm]		snail [sneɪəɫ]	double [dʌbəɫ]
bubble [bʌbəɫ]	lash [ʎæʃ]	law [ʎɔ:]	loam [ʎəʊm]
lack [ʎæk]	lee [ʎi:]	lit [ʎɪt]	lock [ʎɒk]
loan [ʎəʊn]	lag [ʎæg]	lame [ʎeɪm]	lap [ʎæp]
leer [ʎɪəɾ]	lead [ʎed]	labor [ʎeɪbəɾ]	lest [ʎest]
slide [sʎaɪd]	slag [sʎæg]	level [ʎevəɫ]	fail [feɪɫ]
rail [reɪəɫ]	coil [cɔɪəɫ]	will [wɪɫ]	slug [sʎʌg]
slack [sʎæk]	sleek [sʎiːk]	slap [sʎæ]	crueler [kruːəʎəɾ]
slicker [sʎɪkəɾ]	teller [teʎəɾ]	little [ʎɪtəɫ]	milk [mɪɫk]
sail [seɪəɫ]	wail [weɪəɫ]	dial [daɪəɫ]	file [faɪɫ]
mile [maɪəɫ]	pile [paɪəɫ]	tile [taɪəɫ]	bowl [bəʊɫ]

Practicing the topic

The pronunciation problem-causing /l/ is practiced in class by getting the tongue twisters repeated by the participants individually or chorally. The teacher prepares tongue twisters from the corpus or searches the well-known ones from the internet and does necessary techniques mentioned above in single or group repetition without boring the learners.

Expansion drills. There are many effective exercises to implement the tongue twisters as stated earlier, however, the researcher prefers here the expansion drills since they provide learners with an idea of the order of occurrence of the

words in a sentence and how the sentences could be built up by help of the related sounds. Here, the teacher makes the necessary corrections in the wrong articulations without boring and demoralizing the participants.

1.
ill
I'll feel ill
while I'll feel ill
He'll eat eel while I'll feel ill

2.
A pail
A pail of ale
A pail of ale aids ailing
A pail of ale aids ailing pale lad's ills

3.
Little
Little old ladies
Little old ladies ladling
Little old ladies ladling lentil soup.

4.
A lusty lady
A lusty lady loved a lawyer
A lusty lady loved a lawyer and longed
A lusty lady loved a lawyer and longed to lure him from his laboratory.

5.
Hang the table
Hang the table cloth
Hang the table cloth close to the clothes
Hang the table cloth close to the clothes and close the clothes closet

6.
Big black bugs
Big black bugs bleed black blood,
Big black bugs bleed black blood, but baby black bugs
Big black bugs bleed black blood, but baby black bugs bleed baby-blue blood.

7.
block box
the black block box
back in the black block box
Put the black blocks back in the black block box

8.
we rule
rarely worry why we rule
royal warrior will rarely worry why we rule
A loyal royal warrior will rarely worry why we rule
Shooters securely shouldered, soldiers soldiered.

9.
soldiered
soldiers soldiered

shouldered soldiers soldiered

Shooters securely shouldered, soldiers soldiered.

10.

How loud

 How loud would wolves

How loud would wolves howl at owls?

How loud would wolves howl at owls, if wolves howled at owls?

Recognition exercises. There are a number of exercises that teach one to recognize words by their appearance. Nevertheless, recognition exercises, or word recognition exercises, have an important place not merely in teaching speaking skills but also in improving learners' pronunciation.

Example 1.

Teacher: Dear colleagues, I'm going to give you some words now, if you hear the [ʌ] sound you say one, or if you hear the sound [ɬ], you say two. Here is an example:

Teacher: Ayhan, which sound do you hear in the word "lamp[ɬæmp] "?

Ayhan: One!

T: Good. Thank you, Ayhan. Hidayet, you tell me, which sound we hear in the word

 " milk [mɪʌk]"?

Hidayet: Two.

T: Very good, Hidayet. Ceyhun, which sound is heard in the word "little [ʌɪtəɬ]"?

Ceyhun: ? ? ? Hmm.

T: pay attention!

 Ceyhun: Both, one and then two.

T: Well done, Ceyhun, thank you.

Example 2.

Teacher: Dear friends, now I'm going to give you two words. If you hear the [ʌ] sound you say one, or if

you hear the sound [ɬ], you say two. Here is an example:

T: Murat, which sounds do you hear in the words "low" and "light"?

Murat: One- one!

T: Correct, thank you Murat. Mehmet, "line-tell"?

Mehmet: One –two!

T: Very Good, Mehmet. Umut, "call-coal"?

Umut: two-two!

T: Well done, Umut, Thank you. (The practice goes on in accordance with the time limit.)

274

Giving the rule

The phonemic structure of the [l] consonant phoneme in British English. There are two major parts of laterals in English, namely clear and dark laterals. According to Demirezen (1987) this division depends on whether the blockage happens in the front or in the back of the mouth while the dorsum is slightly raised up to the velum. As a rule, clear-lateral, otherwise called clear-l, occurs word-initially, and the dark-l occurs in word-final positions when followed by a consonant in English as seen in lilt [ʎɪɫt] and tilt [tɪɫt]. The clear-l is shown as [ʎ], and the dark-l as [ɫ] (see table1 below), which represents a velarized realisation of the normal lateral sound. Demirezen (1987) states that in Turkish, clear-l is realised before front vowels and [p] as in limon [ʎɪmɒn] "lemon",; lüle [ʎüʎe] "curl; spout", lök [ʎɜːk] "awkward", Alp [ʌʎp] "a Turkish proper name", and Falkland [fɒʎlkʎʌnd] Adaları [ʌdʌʎʎrə] "Falkland Islands".

Laterals are generally voiced in English, but when a contact occurs with a preceding voiceless consonant, as in plan [pʎæn], clan [kʎæn], clean kʎiːn], and the like it gets devoiced. In the word Lloyd [ʎɔɪd], which is a Welsh proper name, an initial voiceless lateral is realised even though the [l] sound is normally accepted as a voiced consonant.

Table1. Places of articulation for dark and clear- l

	Bilabials	Labio-dental	Dental	Palatal-alveo	Palatal	Velar	glottal
Stops							
Fricatives							
Affricates							
Nasals							
Laterals					[ʎ]	[ɫ]	
Semi-vowels							

Additionally, all of the allophones of /l/ have slightly different points of articulations, though all of them have lateral release, as seen in Figure 1 below.

Figure1
The laterals of English Language: clear-1and dark- l
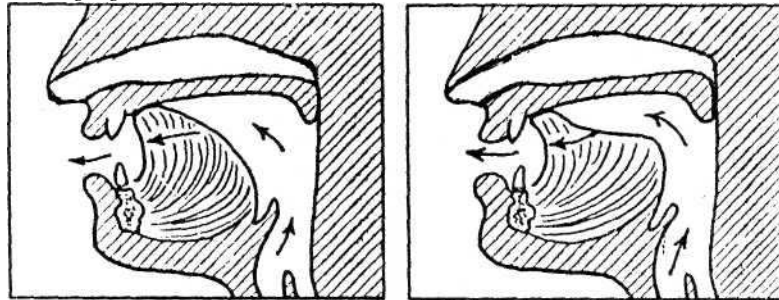
(cited in Demirezen, 1987, p.45)

According to Demirezen (1987), in the production phase, word-initial [l] is produced while the apex touching the alveolar ridge as in love, lip, line, and lack. On the other side, the dark[ɫ], which is the velar allophone of the phoneme /l/, is articulated with the dorsum arching onto the velum, and in the meantime the breath-stream is released

laterally. The velar allophone of /l/ comes into being before a following velar or dorso-velar consonants and back-vowels. As a final remark, the laterals become voiceless before voiceless stops and fricatives as in play, please, sleep and slop.

Examples with clear l [ʎ] :	leaf [ʎif];	black [bʎæk];	lose [ʎuz]
Examples with dark l [ɫ]:	pool [puɫ] ,	milk [mɪɫk] ,	full [fʊɫ]
Examples with both kinds of l [ɫ] ; [ʎ]: lull	[ʎʌɫ],	flail [fʎeɪɫ],	little [ˈʎɪtɫ]

Doing further exercises using minimal sentences. The teacher's exhortations on the following statements, as asserted by Nielsen & Nielsen, (1973) and Demirezen (2003), are crucial, and the teacher must get them to be repeated by the participants in form of single or in unison without boring the participants.

(init.)   It is on the NINE/LINE.
       What kind of NUMBER/LUMBER is that?

(med.)   He is WINNING/WILLING.

(fin.)   Bring me the SPOON/SPOOL.
       He travelled on the TRAIN/TRAIL
(init.)   This isn't a good LIME/RHYME.
       It is a high LOAD/ROAD.

(med.)   COLLECT/CORRECT the papers.
       It is blue GLASS/GRASS.

(fin.)   It was lost in the FILE/FIRE.

Using problem-sound concentrated exercises. The following sentences are used as exhortations by the teacher, and participants repeat them individually or chorally. If there are videoed or tape recorded repetitions of them, it is even better if they are shown to the participants. The teacher tries to use meaningful tongue twisters or nursery rhymes to change the exercises, but according to Linse (2003) using non-meaningful tongue twisters is full of fun.

Some examples:
- This snail is stale. Its tail is stale. This is a stale tale.
- Listen to the local yokel yodel.
- Upper roller lower roller Upper roller lower roller
- A purely rural duel truly plural beats a purely plural duel truly rural.
- Never trouble about trouble until trouble troubles you.
- Veteran ventriloquists whistle while ventriloquizing.
- This snail is stale. Its tail is stale. This is a stale tale.
- Double bubble gum, bubbles double.

Using nursery rhymes. Hulquist (1984) asserts that nursery rhymes and songs in English can be effective in five different ways. Nursery rhymes add variety as well as enjoyment to language learning, present authentic language, introduce participants to various dialects, allow participants to practice a previously studied structure along with a new structure and finally provide an opportunity to apply language skills to real-life situations by extending the pattern in the song. In the same line, Gasser and Waldman (1979) seconds that the songs provide an enjoyable way to introduce or review vocabulary and idiomatic expressions, teach pronunciation, introduce various aspects of culture, and present or review structures and sentence patterns in a novel way. Here are two of them which are used very easily.

- Once a fellow met a fellow in a field of beans, said a fellow to a fellow. If a fellow asks a fellow, "Can a fellow tell a fellow what a fellow means?"

- A flea and a fly in a flue, said the fly "Oh what should we do?" Said the flea "Let us fly. Said the fly "Let us flee". So they flew through a flaw in the flue.

The teacher ends the lesson by directing participants to make as much practice as they can do in front of the mirror or listening to foreigners on TV, internet, CD's, DVD's etc.

Giving assignments
 The Teacher gives the following issues as homework:
1. Restudy and repeat all of the exercises at home.
2. Prepare 3 clear-cut tongue twisters.
3. Prepare 5 minimal sentences like the ones given above.
4. Prepare 3 sentences with contextual clues as exemplified above.
5. Prepare 3 problem-related exercises, tape, and bring them to class.
6. Write a dialogue including the studied allophones.
7. Write a paragraph (in 200 words) by using the words given in the corpus.

FINDINGS AND RESULTS

The present study was intended to compare participant teachers' articulation performances through a diagnostic test carried out before and after treatment. Participants' performances were evaluated and scored by three raters before and after treatment to test the results statistically. As known, the Wilcoxon signed-rank test is a non-parametric statistical hypothesis test used when comparing two related samples or, as it is in this case, repeated measurements on a single sample to calculate whether their population means differ (i.e. it's a paired difference test). As seen in tables 2&3 below, there is a significant relationship or difference between the performances of the participants when compared before and after treatment (z= 3.63, p< .01). That is, the cure programme applied in the treatment phase affected positively and rehabilitated participants' pronunciation of the allophones of /l/ sound known as clear- l and dark- l.

277

Table 2. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
postscore – prescore	Negative Ranks	0(a)	,00	,00
	Positive Ranks	17(b)	9,00	153,00
	Ties	1(c)		
	Total	18		

a postscore < prescore
b postscore > prescore
c postscore = prescore

Table 3. Test Statistics(b)

	postscore – prescore
Z	-3,633(a)
Asymp. Sig. (2-tailed)	,000

a Based on negative ranks.
b Wilcoxon Signed Ranks Test

CONCLUSIONS AND RECOMMENDATIONS

The critical period hypothesis asserts that there is a biologically-determined period to acquire a language and after this period language acquisition becomes much more difficult. Although there is no empirical proof for this argument, the study of accent in second language acquisition seems to be strong evidence especially in

explaining why most of the elderly learners could not reach a native-like accent. For example, the well-known Kissenger effect is an important sample since Kissenger had a German accent while speaking English but had also a magnificent and fluent control on the English language. However, although it is very hard to change learners' pronunciation and teach them a native-like accent after such a biologically-determined period, it does not mean that there is no cure for deficiencies in pronunciation. Many scholars may assert that a native-like pronunciation is not as crucial as native-like proficiency in grammar and vocabulary, since it does not cause a communication problem. However, as emphasized by Abu-Rabia & Kehat (2004: 97), a serious pronunciation problem might inhibit speech flow causing misunderstandings and interruption in communication.

This study, therefore, does not have the aim to attack or assault the critical period hypothesis, but rather suggests the re-examination of the well-known belief. That is, this negative belief needs to be reconsidered since this study has investigated the pronunciation problems of adult language learners such as Turkish teachers of English language on-the-job and evidenced that the pronunciation deficiencies can be rehabilitated and cured. As asserted rightly by Acton (1984), people who are going to work with the language at an advanced level as teachers or researchers need a deeper understanding provided by the studies of related areas of linguistics especially the study of phonetics and phonology.

Doubtlessly, since most teachers and teacher trainees are aware and agree that explicit pronunciation is an essential part of teacher training, as Demirezen (2005) has also mentioned, the theoretical and practical material in the present paper is necessary for anyone who needs to understand the principles regulating the use of sounds in spoken English. Additionally, under the light of the in-class activities submitted throughout this study, the impression is that the fossilized sort of errors can be cured by means of the peculiar method put forth by Demirezen. Therefore, this paper, first of all, suggests such cure programs to teachers on-the-job, to teacher trainees and finally to material developers and publishers, and highly recommends enriching the language teaching materials with explicit pronunciation exercises for adult learners using this and similar cure programmes.

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