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LANGUES ET SCIENCES HUMAINES



Université Alassane Ouattara

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LETTRES D'IVOIRE

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Lettres d'Ivoire, Revue de Littératures, Langues et Sciences Humaines, est une revue scientifique de l'Université de Bouaké. Sa parution est semestrielle. Elle alterne numéro libre et numéro thématique.

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Les titres d'œuvres prennent l'italique, de même que les expressions en langue autre que le français.

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Pour un ouvrage collectif, n'inscrire que le premier auteur du collectif suivi de l'abréviation latine *et al.* en italique.

Pour un article, la note se présente comme suit : Prénom Nom, « titre de l'article », *titre de la revue*, ville d'édition, année d'édition, n°, pagination.

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Le volume et le numéro sont en chiffres arabes.

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NOM (Prénoms), *Titre*, nature du document (Thèse, Mémoire), Université de soutenance, année.

Exemple :

ANOH (Adjé Joseph), *Jeu et enjeux du discours rapporté dans l'œuvre romanesque d'Ahmadou Kourouma*, Thèse de Doctorat d'Etat, Université d'Abidjan, 2011.

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NOM (Prénoms), « Titre » ou « Titre. Sous-titre » de l'article, titre de la revue en italique précédé ou non de la mention in ou dans, volume et/ou numéro, mois et année ou saison et année, pp. x-y.

Exemples :

JACQUEY (Marie-Clotilde), « Entretien avec Massa Makan Diabaté : "Etre griot aujourd'hui" », in *Notre Librairie : Littérature malienne*, n° 75-76, 1989, pp. 72-86.

SENGHOR (Léopold Sédar), « Femme noire », in *Poèmes*, Paris, éditions du Seuil, 1964, pp. 14-15.

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NOM (Prénoms), *Titre* ou *Titre. Sous-titre*, Lieu d'édition, maison d'édition, collection s'il y a lieu, année.

NOM (Prénoms), « Titre », dans Prénoms NOM [dir.], *Titre*, Lieu d'édition, maison d'édition, collection, année, pp. x-y.

Exemple :

PAILLIER (Magali), *La Katharsis chez Aristote*, Paris, L'Harmattan, 2004.

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NOM (Prénoms), « Titre de l'article » ou « Titre. Sous-titre » de l'article, *Titre de la revue* en italique, numéro : *Titre du numéro* en italique, date de mise en ligne s'il y a lieu. Adresse électronique complète précédée de la mention URL : et suivie de la date de consultation entre parenthèses.

Exemple :

DOMINICY (Marc), « L'évocation discursive. Fondements et procédés d'une stratégie opportuniste », in *Semen* n°24 : *Linguistique et poésie : le poème et ses réseaux*. Mis en ligne le 17 mars 2008. URL : <http://semen.revue.org/6623>. (Consulté le 5 août 2011).

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PROBLEMATIC CONSONANTS FOR BENINESE EFL LEARNERS: CASE OF THE DENTAL FRICATIVES

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ABSTRACT

Two of the major phonemes absent in the consonantal system of the Beninese languages as well as in the French language are the English dental (or inter-dental) fricatives, i.e. /θ/ and /ð/. The current paper aims at investigating the production pattern for the voiceless and the voiced dental fricatives in the initial, medial and final positions. Participants were 25 EFL students of the Department of English in Abomey-Calavi University (Campus of Adjarra). Data were collected through a production (reading) test. During the test each participant was asked to read aloud and in a natural way, thirty sentences carrying each a word containing a dental fricative. Their productions were audio and video recorded. The identification of participants' articulations of the dental fricatives was separately done by two faithful raters. The results showed that all subjects' performance in the reading test was unsatisfactory. They had a remarkably strong tendency to substitute the voiceless dental fricative with [f] or [t̪] (a dentalised [t]); and the voiced dental fricative with [v], [d̪] (a dentalised [d]), [θ] or [f].

KEY WORDS

Articulatory phonetics; consonant; place of articulation; manner of articulation; dental fricative, phonetic similarity

RÉSUMÉ

Le présent travail vise à étudier comment les apprenants béninois de la langue anglaise (langue étrangère) prononcent les consonnes inter-dentales fricatives. /θ/ et /ð/ sont absentes des systèmes consonantiques du français et des langues béninoises. 25 étudiants Béninois du Département d'Anglais de l'Université d'Abomey-Calavi (Campus d'Adjarra) ont pris part à la collecte des données. Ils avaient pour rôle de lire de la façon la plus naturelle possible, 30 phrases contenant chacune un mot dans lequel figure une consonne inter-dentale fricative (sourde ou sonore), en position initiale, médiane ou finale. Leurs productions ont été enregistrées en audio et vidéo. Les mots contenant ces consonnes ont été transcrits par deux spécialistes en phonétique. L'analyse des résultats a permis de noter une forte tendance de substitution (et pratiquement dans toutes les 3 positions) de [θ] par [f] ou [t̪] ; et de [ð] par [v], [d̪], [θ] ou [f].

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MOTS CLÉS

Phonétique articulatoire ; consonne ; point d'articulation ; mode articulatoire ; dentale fricative ; proximité phonétique

INTRODUCTION

The process of oral communication in human beings involves the combination of sounds. These sounds are the ones acquired with the mother tongue (L1) or learnt with second or foreign languages (L2). Learning a new language is challenging insofar as the learner is supposed to realize new sounds that are absent in his/her linguistic background (i.e. his/her mother tongue and any other language(s) he/she has learnt). The sounds of speech are produced by the speech organs of the vocal apparatus. Their abstract forms called phonemes are present in the brain, and they bear the status of phones only when they are actually produced by the organs of speech. A faulty or distorted realization of a phone is a pronunciation error. One of the segmental deviations from the English¹ language that is noticeable in Beninese EFL learners' speech is concerned with the dental fricatives.

The dental fricatives are completely new to Beninese, insofar as they are absent from their mother tongues as well as the French language (the official language adopted by the country). /θ/ and /ð/ come into the Beninese phoneme system with the English language bearded by the digraph *th* in words such as *think, method, cloth, they, father, breathe*, etc. But "the spelling system of the English language does not distinguish between [θ] and [ð]. They are both written with the letters *th* in pairs such as *thigh, thy*" Ladefoged & Johnson (2011:37).

In Benin, the English language learning takes place at school and any other formal institutions. This classroom context is quite different from the natural one whereby a baby starts to talk by hearing the sounds its mother (or any other member of the speech community) makes and imitating it. In Benin, students start learning English in secondary schools at an average age of ten. O'Connor (1967:1-2) explains that after that age the child's ability to imitate perfectly becomes less. He adds that "by the time we are growing up the habits of our own language are so strong that they are very difficult to break". This justifies the difficulties faced by Beninese adult learners of English in the pronunciation of *th*-words. Wester et al. (2007:482) point out two causes for the difficulties in the realisation of /θ/ and /ð/ by non-native speakers of English. The first one is that the dental fricatives are phonetically similar to [f] and [v] and phonologically similar to /s/ and /z/. The second cause is that /θ/ and /ð/ are rare in the languages of the world and are considered segmentally (universally) marked sounds. A common mispronunciation of /θ/ by Beninese learners of English is noticeable through the pronunciation of the word *three* which is usually pronounced *[tʁi:]² or *[fri:]. Thus *three* and *tree* on the one hand, and *three* and *free* on the other, sound identical. Likewise, the word *than* [ðæn] is usually mispronounced *[dæn] or *[væn] by many Beninese EFL learners. This difficulty that most of learners have when trying to produce a sound new and 'strange' to them is what has motivated this study.

The central research question in this paper is: Which realisations do Beninese learners of English use for dental fricatives and how can these realisations be accounted for? Following O'Connor (1967:2-3), Trevisol (2010:2) and Rehman et al. (2012:696), we hypothesise that a

¹ By "English" throughout this study, we mean Received Pronunciation (RP) or BBC English.

² The IPA symbols are used for the transcriptions.

Beninese EFL learner substitutes the dental fricatives with the nearest equivalent he or she knows. By substitution we mean “the replacement of a specific L2 phoneme by another phoneme, usually one that occurs in the native phoneme inventory of the speaker” (Hanulíková & Weber, 2010). Christophersen (1979:101) acknowledged that “since very few African languages have these two sounds, many Africans when speaking English substitute [t] or [d], saying [tɪn] for *thin* and [den] for *then*”. Wester et al. (2007:483) predict the following substitutions to occur:

- /t/, /d/; they are segmentally the least marked sounds,
- /s/, /z/; phonologically, these sounds are most similar to /θ/ and /ð/,
- /f/, /v/; phonetically, these sounds are most similar to /θ/ and /ð/.

This paper explains how Beninese learners of English pronounce the *th*-sounds respectively in word-initial, word-medial and word-final positions. To investigate this, we have taken three steps. First, we defined the notions of articulatory phonetics, the vocal apparatus and the process of speech sounds making, the articulation of the English consonant sounds in general and the dental fricatives in particular. Next, we investigated the production of the dental fricatives of 25 Beninese learners of English in the three situational contexts, and rendered account of the actual realisation of the learners. Finally we have discussed these stages and draw conclusions including implications for the field of the English language teaching and learning in Benin.

I- THEORETICAL KEYSTONES

This section of the paper presents the key theoretical issues in the work. These include the concepts of articulatory and segmental phonetics, the vocal apparatus and the process of speech sounds making, the consonantal system of English, and the articulation of the dental fricatives. We shall now consider these in turn.

I-1: ARTICULATORY PHONETICS

The field of articulatory phonetics is a subfield of phonetics. In studying articulation, phoneticians explain how humans produce speech sounds via the interaction of different physiological structures¹. In other words, articulatory phonetics is the study of the way speech sounds are articulated by the speech organs. As a matter of fact, the study of any sound cannot be divorced from the organs that generate it. Hence the necessity to know the different parts of the vocal apparatus so as to accurately achieve the phonetic realization of consonant and vowel sounds.

I-2: THE VOCAL APPARATUS AND THE PROCESS OF SPEECH SOUNDS MAKING

The vocal apparatus makes it possible to describe speech sound segments by specifying the articulators that are involved: we then talk of *articulation by articulators*. The process of speech sounds articulation takes place somewhere along the vocal apparatus.

In all languages we speak with air from the lungs. The airstream provided by the lungs (respiration) undergoes important modifications in the upper stages of the respiratory tract before it acquires the quality of a speech sound. After passing through the vocal cords at the level of the

¹ Source: http://en.wikipedia.org/wiki/Articulatory_phonetics

larynx (phonation), the air goes through the vocal tract, which ends at the mouth and nostrils. Here we have a large and complex set of muscles or organs that can produce changes in the shape of the vocal tract (articulation). The picture below illustrates the vocal apparatus and its different organs of speech.

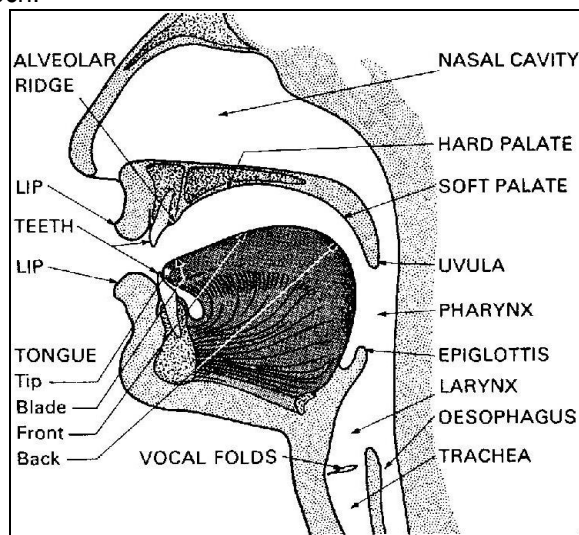


Figure 1. Organs of speech¹

I-3: ARTICULATION OF THE DENTAL FRICATIVES

The place of articulation of /θ/ and /ð/ is dental. This means that in the course of production of these sounds, the tongue is placed behind the teeth, with the tip touching the inner side of the lower front teeth and the blade touching the inner side of the upper teeth (Roach 2010:40-41). Jones (1984:182) indicates that the tip of the tongue is against the upper front teeth, but the main part of the tongue is fairly flat. In order to acquire the *th*-sounds Jones (1984:183) suggests to foreign learners that they can start with the exaggerated forms by “placing the tip of the tongue so that it projects out between the upper and lower teeth”. Roach (p. 40) is against such a description which teachers sometimes use when they are trying to make their students produce these sounds. But Ladefoged & Johnson (2011:12) support that “both sounds are normal in English, and both may be called *dental*. If a distinction is needed, sounds in which the tongue protrudes between the teeth may be called *interdental*”.

English *th*-sounds are fricative, meaning that “two organs approximate to such an extent that the airstream passes between them with friction” (Cruttenden 2008:29). /θ/ and /ð/ are produced by letting air flow through a narrow channel created between the tongue and the front teeth.

/θ/ is voiceless; that means the sound is produced without vibrations of the vocal cords. /ð/ is voiced, meaning that the vocal cords vibrate during the articulation.

¹ Source: <http://www.abdn.ac.uk/langling/resources/midsagsectionbw.jpg>

² Most speakers of American English as spoken in the Midwest and on the West Coast have the tip of the tongue protruding between the upper and lower front teeth (Ladefoged & Johnson 2011:12).

I-4: THE CONSONANTAL SYSTEM OF ENGLISH

There are twenty-four (24) distinctive items in the Received Pronunciation (RP) consonant system: 6 plosives, 9 fricatives, 2 affricates, 3 nasals, 1 lateral approximant, and 3 central approximants. They are organized in a chart based on a vertical axis showing manner of articulation; a horizontal axis showing place of articulation; a pairing of consonantal types to show the voiceless variety on the left and the voiced variety on the right (see Table 1 in Appendix 1).

II- METHOD

This section describes the experiment conducted in the present study in order to investigate the production of the dental fricatives.

II-1: PARTICIPANTS

Twenty-five Beninese EFL students (9 females and 16 males) **voluntarily** participated in this study. Their average age was 22 (range 19 - 26). Their L1 is *Gungbe*. They all speak the French language fluently. These participants were **chosen** because they were considered to be in an advanced level of English due to the fact that they were studying the language at university. As a matter of fact, all of them were students at the English Department at Université d'Abomey-Calavi (campus of *Adjara*). Their academic levels ranged from the first to the third year at the time of data gathering. Only one participant was in the fourth form 22 participants had their first contact with the English language at the age of ten or more. They have studied the dental fricatives during their various levels of phonetic courses. The expectation was that this group of participants could produce the target sounds with greater level of accuracy. Therefore, all the participants were considered to be advanced English users.

II-2: INSTRUMENTS

In order to study how Beninese EFL students produce the dental fricative consonant sounds in initial, medial and final positions, two instruments were used: the production test and the questionnaire.

II-2-1: Production test: sentence reading

Through the production test each participant was asked to read aloud and at a normal speaking rate, 30 sentences in order to be audio and video recorded. The words containing the target phonemes /θ, ð/ initially, medially and finally were inserted in the sentences. Of these 30 words, 5 had /θ/ in initial position, 5 had /θ/ in medial position and 5 had /θ/ in final position. The same was done for /ð/, which appeared 5 times word-initially, 5 times word-medially and 5 times word-finally. The sentences were constructed in such a way that each of them contains only one *th*-word. Words were randomized so that any order effect could be avoided. The words containing the target phonemes and their phonemic transcriptions are displayed in Table 3 (See Appendix 2).

II-2-2: Questionnaire

In order to better understand and analyze the data of the production test, a questionnaire was designed and used. In addition to more general personal information, it provided information about participants' linguistic and educational backgrounds: their mother tongue; their age when they made their first contact with the English language; if they had continued their English studies

since that period; how long they had been studying English at the UAC. They were also asked to give their personal representation of the pronunciation of the dental fricatives (articulation among others).

II-2-3: Data collection and analysis procedure

The participants were contacted by telephone as they were on holiday. All of them took part in the research voluntarily and free of charge. None of the participants were aware of the actual goal of the test since that might have interfered in their performance. The two instruments described above were used to collect the data. The recordings took place in a quiet room and were made with a digital video camera recorder, a SONY DCR-SX31E. Each participant took the test individually. She/he was asked to read each of the 30 sentences appearing one by one on a screen, through a streamlined presentation with MS PowerPoint. The video camera was set to record in profile the movements of the mouth. The choice of audiovisual recording instead of an audio recording only is to make it possible for the raters to visualize the sound articulation in addition to hearing the sounds being produced. After recording the sentences, the subject was directed to another room where she/he filled out the questionnaire.

The two recordings of each participant were separately saved on a hard disc. Copies were sent to two faithful raters who discriminated the phonetic realizations of the dental fricatives by the 25 participants. Whenever there was disagreement about a particular token, the categorization of a third rater (a specialist in phonetic science) was decisive. Data were categorized using MS Excel spreadsheet.

III- RESULTS AND DISCUSSION

The statistical analysis of the data of the present study was based on 1,500 tokens¹ of the dental fricatives: (a) 250 tokens of /θ/ in word-initial position, 250 tokens of /θ/ in word-medial position and 250 tokens of /θ/ in word-final position; (b) 250 tokens of /ð/ in word-initial position, 250 tokens of /ð/ in word-medial position and 250 tokens of /ð/ in word-final position. The results in Table 3 and Table 4 (see Appendix 3) show how often /θ/ and /ð/ were produced correctly or substituted with other sounds.

III-1: THE VOICELESS, DENTAL AND FRICATIVE

Figure 1 below summarizes participants' performance in the production of the voiceless, dental and fricative consonant sound at different positions of the word. As a matter of fact, the subjects mainly used [f] and [t̪] as realizations of /θ/ in the 3 positions under investigation; [t̪] occurred less than [f] as replacement for /θ/ in the 3 positions, whereas [s], [ð] and [v], hardly occurred as replacements for /θ/ in the 3 positions under investigation.

¹ 30 words pronounced twice by 25 participants give 1,500 tokens in total.

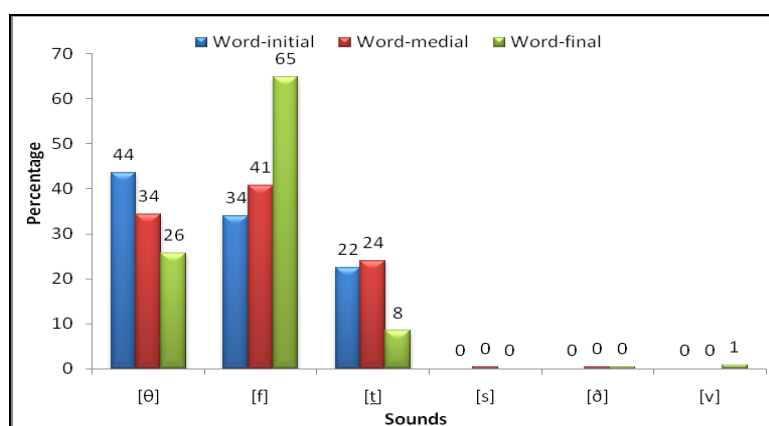


Figure 2. Participants' production of word-initial, word-medial and word-final /θ/

Of the 750 total tokens of /θ/, target realizations (that is [θ]) were 259 (34.53%) whereas the 491 others (that is 65.47%) were substitutes: 46.53% [f], 18.26% [t], 0.26% [ð], 0.13% [s] and 0.26% [v].

III-2: THE VOICED, DENTAL AND FRICATIVE

Figure 2 is concerned with Participants' performance in the production of the voiced, dental and fricative consonant sound at different positions of the word. Participants in this study used [v] (in the 3 positions), [d] (word initially and medially), [θ], [f] and [t] (word finally), as realizations of /ð/. [v] occurred less than [d] as replacement for /ð/ in word-initial and word-medial positions.

Considering the present experiment, the predominant patterns of production for /ð/ were the substitutes insofar as only 222 (29.6%) of the 750 tokens of /ð/ were accurate realizations. Substitutes (528 tokens in total, i.e. 70.4%) were 20.53% [v], 27.73% [d], 7.46% [θ], 14.27% [f], and 0.4% [t].

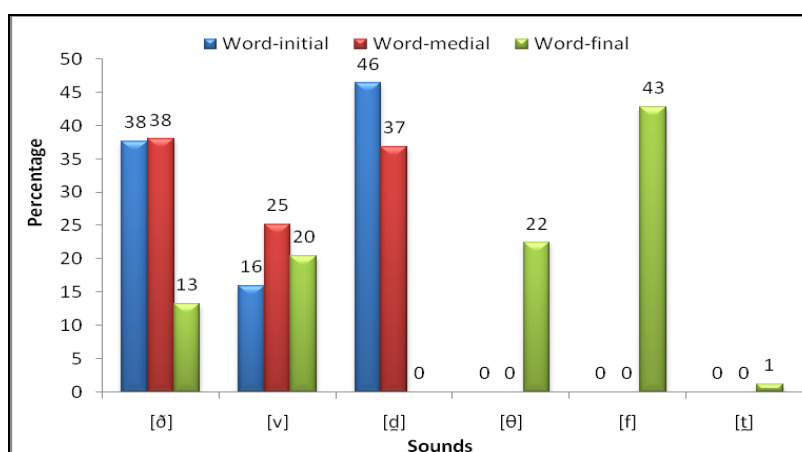


Figure 3. Participants' production of word-initial, word-medial and word-final /ð/

III-3: DISCUSSION

There is a great tendency of substitution of the dental fricatives with other sounds in the participants' productions. Accordingly, Figure 1 and Figure 2 show that participants predominantly

substituted [θ] with [f] (46.53%) or [t̥] (18.26%); and [ð] with [d̥] (27.73%), [v] (20.53%) or [f] (14.27%) in the three positions as a whole. Concerning /θ/, [f] and [t̥] occur as its substitutes in the different word positions. This means that the choice of [f] and [t̥] as substitutes for /θ/ does not depend on word positions. But it is worth mentioning that [f] dominated [t̥] in every word positions as substitute for the voiceless, dental and fricative /θ/. The choice of [f] as a /θ/-substitute can be explained by the fact that [f] is more similar to [θ] from an acoustic viewpoint, than any other consonant (Wester et al., 2007:480). Through an acoustic analysis of [f] and [θ], Ladefoged & Johnson (2011:202) emphasizes that "because the differences between these two sounds are so small, they are often confused in noisy settings, and they have fallen together as one sound in some accents of English, such as London Cockney [...]". Some participants use the dental plosive [t̥] as substitution for /θ/. This is because the English alveolar /t/ is dental in the participants' L1s (Benin languages) and L2 (the French language).

As far as the voiced dental and fricative /ð/ is concerned, voiced (art) labiodental and fricative [v] was used in the three word positions in 20.53% of cases, whereas the voiced dental and plosive [d̥] was used only in word medial and final positions in 27.73% of cases. The reasons that motivate their choice as /ð/-substitutes are the same with [f] and [t̥], since [v] and [d̥] are respectively the voiced counterparts of [f] and [t̥]. What is worth noticing is the fact that the voiced dental and fricative was often substituted with voiceless sounds. Examples of this are those of [θ] and of [f]. This result could be accounted for by the scenario that the participants first devoiced final voiced dental [ð] to [θ] and stopped at that level ([θ] used word finally in 22.4% cases); or they continued by substituting [θ] with [f] (used word finally in 42.8% of cases). The last case can be confirmed by the fact that [θ] in word-final position (see Figure 1) was substituted by [f] in 64.8% of cases.

CONCLUSION

The findings of the current study reveal that very few Beninese EFL learners produce target-like realizations of the dental fricatives. Of the 1,500 tokens of /θ/ and /ð/ in the study, only 481 (32.06%) were accurate productions. This stands for a proof that the dental fricatives are actually problematic for Beninese EFL learners. The difficulties they face in the course of production of the dental fricatives are mainly due to the fact that [θ] and [ð] are marked, meaning that these sounds are absent from the great majority of the languages in the world. A possible explanation for the frequent substitution of [θ] and [ð] for other sounds by Beninese EFL learners is dissociation between perception and production. They perceive the actual sounds, but they are unable to articulate them. Then the problem is at the level of the manner of articulation since all of them are able to produce the dental plosive /t/ present in French and their mother tongues. In this regard, this paper helps to raise the awareness of Beninese EFL learners and teachers on the problematic aspect of the dental fricatives. /θ/ and /ð/ should be considered as separate phonemes, and be taught and learnt accordingly from the nursery or primary level, when the child is able to easily acquire new sounds. This requires that Beninese EFL teachers should be trained in phonetics and phonology, for their learners are traditionally expected to emulate them.

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APPENDIXES

Appendix 1: English consonant sounds

Table 1. Chart of English consonant Sounds¹

		PLACE OF ARTICULATION							
		Bilabial	Labiodentals	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
MANNER OF ARTICULATION	Plosive	p b			t d			k g	
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Affricate					tʃ dʒ			
	Nasal	m			n			ŋ	
	Lateral approximant				l				
	Central Approximant	w			r		j		

¹ Adapted from Roach (2010: 52)

Appendix 2: The words containing the target phonemes

Table 3. Target words

Initial /θ/	<thanked> /θæŋkt/, <thief> /θi:f/, <think> /θɪŋk/, <three> /θri:/, <thursday> /'θɜ:zdeɪ/
Medial /θ/	<author> /'ɔ:θə/, <method> /'meθəd/, <nothing> /'nʌθɪŋ/, <marathon> /'mæɾəθən], <cathedral> /kə'thi:drəl/
Final /θ/	<truth> /tru:θ/, <path> /pæθ/, <mouth> /maʊθ/, <breath> /breθ/, <faith> /feɪθ/
Initial /ð/	<that>/ðæt/, <than> /ðən/, <this> /ðɪs/, <those> /ðəʊz/, <they> /ðeɪ/
Medial /ð/	<brother>/'brʌðə/, <another> /ə'nʌðə/, <neither> /'naɪðə/, <together> /tə'geðə/, <father> /'fɑ:ðə/
Final /ð/	<with>/wɪð/, <smooth> /smu:ð/, <teethe> /ti:ð/, <bathe> /beɪð/, <soothe> /su:ð/

Appendix 3: Production test: sentence reading

Task:

- Read and record the following sentences.
- Do not read or rehearse them before recording.
- Please speak clearly and audibly.
- Do not repeat words or sentences that you believe having made mistakes.
- Try to follow your own pace, without interruption and repetition.

- 1- He saw nothing in my room.
- 2- I prefer this car.
- 3- He thanked me before leaving.
- 4- It should soothe my pains.
- 5- Open your mouth and close your eyes.
- 6- Come to see me another day.
- 7- Where is a cathedral in your town?
- 8- I saw that man yesterday.
- 9- Stella will leave on Thursday morning.
- 10- My baby has started to teethe.
- 11- I don't get a grain of truth in what she says.
- 12- Let's sing together.
- 13- Her new cream left her skin really smooth.
- 14- Dossou saw three policemen here yesterday.
- 15- He is author of many novels.
- 16- I agree they are right.
- 17- Benin organized a great marathon last February.
- 18- Your brother is very handsome.
- 19- We have to stop for breath.
- 20- Animals often come here to bathe on hot days.
- 21- A thief was arrested two days ago.
- 22- Her father is from Ghana.
- 23- We have a new method of solving the problem.
- 24- Ali is taller than Yakubu.
- 25- I think you're right.
- 26- Mix blue with orange to get purple.
- 27- A boy blocked her path.
- 28- Who are those people outside?
- 29- No, I do not lose my faith.
- 30- I eat neither meat, nor fish.

Appendix 4: Results of the production test

Table 4. Participants' performance in the production of the voiceless, dental and fricative consonant sound at different word positions

Target words	Accurate production: [θ]	Word-initial /θ/				
		Substitutions				
		[f]	[t]	[ð]	[s]	[v]
Thanked	21	14	15	00	00	00
Thief	18	09	23	00	00	00
Think	27	20	03	00	00	00
Three	21	26	03	00	00	00
Thursday	22	16	12	00	00	00
TOTAL=250	109 (43.6%)	85 (34%)	56 (22.4%)	00	00	00
Word-medial /θ/						
Author	17	30	02	1	00	00
Method	22	25	03	00	00	00
Nothing	17	30	03	00	00	00
Marathon	14	03	33	00	00	00
Cathedral	16	14	19	00	01	00
TOTAL=250	86 (34.4%)	102 (40.8%)	60 (24%)	01 (0.4%)	01 (0.4%)	00
Word-final /θ/						
Truth	07	42	01	00	00	00
Path	21	27	02	00	00	00
Mouth	09	41	00	00	00	00
Breath	14	33	00	01	00	02
Faith	13	19	18	00	00	00
TOTAL=250	64 (25.6%)	162 (64.8%)	21 (8.4%)	01 (0.4%)	00	02 (0.8%)

Table 5. Participants' performance in the production of the voiced, dental and fricative consonant sound at different word positions

Target words	Accurate production: [ð]	Word-initial /ð/				
		Substitutions				
		[v]	[d]	[θ]	[f]	[t]
That	14	03	33	00	00	00
Than	14	06	30	00	00	00
This	22	07	21	00	00	00
Those	27	05	18	00	00	00
They	17	19	14	00	00	00
TOTAL=250	94 (37.6%)	40 (16%)	116 (46.4%)	00	00	00
Word-medial /ð/						
Brother	18	17	15	00	00	00
Another	15	11	24	00	00	00
Neither	20	17	13	00	00	00
Together	23	08	19	00	00	00
Father	19	10	21	00	00	00
TOTAL=250	95 (38%)	63 (25.2%)	92 (36.8%)	00	00	00
Word-final /ð/						
With	13	31	00	00	04	02
Smooth	06	02	00	12	30	00
Teethe	03	06	00	15	26	00
Bathe	04	07	00	10	29	00
Soothe	07	05	00	19	18	01
TOTAL=250	33 (13.2%)	51 (20.4%)	00	56 (22.4%)	107 (42.8%)	3 (1.2%)