
THE FOSSILIZED QUESTIONS INTONATION BY UPKAN ADVANCED LEARNERS OF ENGLISH

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ABSTRACT

The study attempts to display whether UPKAN (Université Pédagogique de Kananga) students use properly the intonation in different questions or they are rather frequently substituted by alternative patterns. It has a stab at showing the circumstances behind this suprasegmental feature fossilization, and hence suggests strategies to be used in order to de-fossilize and/or to prevent the occurrence of these fossilized suprasegmental errors. The primary goal of this study is to determine the main areas of difficulty in the performance of English intonation of different kinds of questions by UPKAN EFL students, that is, to analyze the errors these subjects make and hence offer suggestions that may be helpful in reducing questions intonation among EFL learners.

Keywords: Fossilization, Suprasegmental feature, questions intonation, De-fossilization.

1. INTRODUCTION

Advanced learners of English are those who tend to exhibit advanced academic ability as well as master basic language skills. In fact, some researchers such as Hyltenstam (1988) turned to advanced learners for evidence of fossilization. His motivation was that whatever remained in the interlanguage of this group had been subject to long-term stabilization. As a matter of fact, advanced learners are considered to be the main source of information in the process of learning English as a second or foreign language.

Conversely, we have noted that after more than five years of learning English, advanced learners of English at the English Department of UPKAN still have difficulties in their use of questions intonation in spite of pedagogic interventions and their ability, motivation and opportunity to learn the English language.

As a matter of fact, the problem in this research is twofold. First, we have to know what went wrong in order to cause the fossilization of the intonation of question in these advanced level students. Secondly, there is the question of looking at different strategies for allowing the seeking of defossilization of these features, if possible. It can be noted at the joint that the former problem involves linguistic, psycholinguistic, sociolinguistic, and pedagogical parameters, whereas the latter involves more pedagogical concern.

This research uses an informant, students who are in their last year of learning English at UPKAN and thus may be considered advanced-learners of which questions intonation errors found out in their interlanguage are the best index of questions intonation fossilization. Hence, the following questions arise:

1. What are the questions intonation fossilized errors produced by our subjects?
2. What are the causal factors behind these fossilized errors made by UPKAN advanced learners of English?

3. How can one proceed to de-fossilize our subjects from the above-mentioned errors? The above-mentioned research questions drive us to assume that most of UPKAN advanced learners of English fail to use appropriately questions intonation in their speech. They, for the most part, fail to use correctly the appropriate questions intonation and use more rising intonation than the falling one which is predominant in English. This is mainly due to the fact that patterns of our subjects' languages known before learning English (French and Ciluba) interfere negatively in their performance of English suprasegmental features and hence lead to fossilization. Hence, reducing negative transfer from our subjects' source languages, exposing them to authentic language and context for natural exposure to the target language are among other strategies for the de-fossilization of our subjects' fossilized questions intonation errors.

2. LITERATURE REVIEW

Fossilization is one of the fundamental constructs in SLA introduced by Selinker (1972) to describe the failure of the vast majority of adult learners to achieve native-like competence in an L2. As a demarcation point between L1 and L2 acquisition, Selinker (1972) defined fossilization as "a mechanism which is assumed also to exist in the latent psychological structure ... Fossilizable linguistic phenomena are linguistic items, rules, and subsystems which speakers of a particular NL will tend to keep in their IL relative to a particular TL, no matter what the age of the learner or the amount of explanation and instruction he receives in the TL". (p. 215)

Selinker and Lamendella (1979) broadened the scope of fossilization to include all levels of L2 structure and described it as "a relatively permanent cessation of interlanguage (IL) learning before the learner has attained target language norms at all levels of linguistic structure and in all discourse domains in spite of learners' ability, motivation, and opportunity for further progress" (p. 373). Han (2004) took Selinker and Lamendella (1979) definition one step further and defined fossilization as a competence phenomenon which is manifested only at the discourse level.

As far as this study is concerned, one goes along with Han (2004:232) who sustains that throughout all the definitions of fossilization given by different authors, two components should be focused, that is, (a) the tendency towards cessation of learning, (b) despite continuous exposure to input, adequate motivation and readiness to learn and sufficient opportunity for practice. Or else fossilization (1) involves premature cessation of development in defiance of optimal learning conditions, and (2) fossilizable structures are persistent over time, against any environmental influences, including consistent natural exposure to the target language and pedagogic interventions. It is then in the light of these elements that this research will be conducted.

As for phonological fossilization, which is the concern of this paper, Wei (2008: 127) stated that "phonological fossilization refers to the repetition of phonological errors which result from the incorrect acquisition of pronunciation by L2, usually affected by L1." These phonological errors once made over and over again and in the long run, hang about stable in the erroneous manner; then phonological fossilization occurs.

Selinker cited by Mc Laughlin (1987:61) maintained that "fossilization results especially from transfer". On the other hand, Stern (1983:410) asserts that "the stages in the developmental process are yet not fully understood. It is not clear why many learners become arrested at a certain interlanguage level and why there should be a fossilization of errors patterns".

The above assumption presupposes that the main sources of fossilization errors in general are not easily figured out for the interlanguage developmental stages are not quite perfectly grasped. Selinker (1972) quoted by Xueping Wei (2008:128,129, 130) contends that the most

interesting phenomena in IL performance are those items, rules and sub- systems which are fossilizable in terms of the five processes: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of TL linguistic materials. As for Towell and Hawkins (1994), ‘the incompleteness in ultimate attainment of knowledge of the L2 lies in the social distance between the learner and the native speakers of the L2. According to Towell and Hawkins, if the distance between the learner and L2native speakers fails to decrease, the L2 learner’s grammar will fossilize. Han (2004) mentions researchers who have considered satisfaction of communicative needs as a major causal factor of fossilization. One of such scholars was Klein (1986, in Han, 2004) who speculated that some L2 learners are aware of the fossilized deviances in their IL. As far as the above-mentioned causes are concerned, mention should be made that most of them can cause fossilization to our subjects except transfer of training since the latter is concerned by street learners who do not have formal instruction. In addition, learning strategies and communications strategies in general are not causes of fossilization; it is the use of inappropriate learning strategies and/or communication strategies by learners in their learning process that causes fossilization (Kanyandu, 2019).

In addition, considering the critical period hypothesis (Krashen) according to which language learners before puberty are more likely than adults to speak a second or foreign language with a foreign accent and the critical period for phonetic learning (Flege, in Katsuva,1987), which explains the superiority of children over adults in second or foreign language pronunciation, age is undoubtedly the important factor which explains the fossilized pronunciation of the second or foreign language adult learner. Mention should also be made of the simultaneity of learning, supported by Flege quoted by Katsuva (1987). This is can be accounted for in the sense that the adult is bound to interpret the pronunciation in the second or foreign language in terms of the pronunciation of his first language. This interpretation of foreign pronunciation by reference to one’s first language pronunciation is what Flege has termed ‘phonological translation hypothesis’.

3. RESEARCH METHODOLOGY

3.1. Research Approach

This research uses a mixed method approach in that it uses both qualitative and quantitative approaches. The term “mixed method” is used in this study to refer to all procedures of collecting and analyzing both qualitative and quantitative data in the context of a single study (Driscoll et al. 2007). The research design consists of a combination of data forms during the collection stage. The mixed method model that is used during the data analysis stage is merging. The content of the recordings and tests are analyzed both quantitatively and qualitatively. The merging model is also used at the reporting of findings stage. As a matter of fact both quantitative and qualitative methods constitute alternative strategies for research, and quantitative as well as qualitative data can be collected in the same study.

3.2. Research methods

This study uses mainly two research methods: the content document analysis method and the statistic (descriptive) method. The content document analysis is useful to this study as it enables us to examine the content of the different recordings and tests so as to identify the main areas of difficulty in the use of English questions intonation by our subjects. This study uses simple descriptive statistics to analyze and quantify observations identified from recordings and tests answers papers.

3.3. Participants

In the scope of this research, the target population includes advanced learners of English at UPKAN English department. The subjects to be selected for our research have to have the ability, motivation, and opportunity to learn; they also had to be taking ESL or EFL classes or any other courses in English at the time when they are also taking part in our study. Indeed, according to the literature, for some second language learners, fossilization occurs. The above-mentioned factors, that is, ability, motivation and opportunity to learn the English language are absolutely necessary to study fossilization in any kind of a meaningful way. The absence of the above-mentioned requirements may lead to failure in learning for reasons other than those which assumed to contribute to fossilization. Taking ESL classes or any English courses is a way of operationalizing their motivation.

Fifty-eight EFL learners, participating in this investigation, are selected through total population sampling that is a type of purposive where the whole population of interest is studied. They are enrolled at the English department of UPAN (Université Pédagogique de Kananga) where they are taught to become prospective teachers of the English language, which is, they meet the requirements set out in the literature on fossilization studies.

4. DATA PRESENTATION

To conduct this research, data which could provide us with some insights into the use of questions intonation by our subjects are needed. Hence, the data consist of recording some samples of speech in English, which samples are obtained from the administration of pronunciation tests of which indicating the intonation of information questions, yes/no questions and tag questions and reading (recording) these different kinds of questions. Before the recording process, the subjects are asked to familiarize themselves with the questions through reading them once. The recording is conducted individually in a quiet room and takes approximately five minutes for each subject. Each subject is required to read at a normal speed. The recording will be replayed many times and the pronunciation errors will be noted. In a nutshell, the collected data about the fossilized questions intonation errors produced by our subjects may be summarized as follows:

Table 1: Question Intonation Indication Tests

Types of intonation	ER	%
Information questions	42/58	72.41
Yes/No questions	34/58	58.62
Question tags	32/58	55.17

- 72.41 % of students or 42/58 students have failed to indicate the appropriate intonation of information questions.
- 58.62 % of students or 34/58 students have failed to indicate the appropriate intonation of yes/no questions.
- 55.17 % of students or 32/58 students have failed to indicate the appropriate intonation of question tags.

Table 2: Question Intonation Reading Tests

Types of intonation	ER	%
Information questions	48/58	82.75
Yes/No questions	36/58	62.06
Question tags	37/58	63.79

- 82.75 % of students or 48/58 students have failed to use the appropriate intonation of information questions.
- 62.06 % of students or 36/58 students have failed to use the appropriate intonation of yes/no questions.
- 63.79 % of students or 37/58 students have failed to use the appropriate intonation of question tags.

5. DISCUSSION AND RESULTS

The data collected from recordings, and tests are analyzed both quantitatively and qualitatively. Since the study design is descriptive, the core analysis is the description of all observations that are identified. Therefore, each observation is described either qualitatively or quantitatively. Data to be analyzed are first coded, that is, collected information or observations are transformed into a set of meaningful coherent categories.

As for intonation fossilized errors made by our subjects, mention should be made of the fact that English is a stress-timed language whereas French (subjects' second language) is syllable-timed language, and Ciluba (subjects' first language) is a tonal language. Due to this discrepancy, most of our subjects fail to use the correct intonation of the English language.

5.1. The Source of Suprasegmental Fossilized Errors

In fact, since the subjects dealt with in this work are teenagers and adults, who had already acquired other languages, they are more likely to speak English with a foreign accent.

On the other hand, Krashen (1973) quoted by Katsuva (1987:184) believes that there is "a critical period for phonetic learning" occurring long before puberty". This critical period explains the superiority of children over adults in second or foreign language pronunciation.

Considering the two hypotheses, age is undoubtedly the important factor which explains the discrepancy in phonological development between the young and the adult. Flege (1981) quoted by Katsuva (1987:185) speaks of the simultaneity of learning. He believes that a young child who simultaneously learns two languages is likely to perform better in pronunciation than an adult who begins a second language after the acquisition of a first language. This can be accounted for in the sense that the adult is bound to interpret sounds of the second or foreign language in terms of sounds occurring in his first language. That interpretation of foreign questions intonation by reference to one's first language intonation is what Flege has termed "phonological translation hypothesis" (Kanyandu, 2020).

As can be seen, from the above views on foreign accent in second or foreign language, pronunciation cannot be free from foreign accent. This is mainly caused by interference from the source language (s). It should be noted that our subjects' interlanguage is not made of two languages (first and target language) but of more languages for they are placed in a multilingual setting; their English should be viewed as the output of all the languages already acquired before learning English. These are mainly Ciluba, French, Lingala and other tribal or ethnic languages. Concerning intonation errors derived from interference from the source language,

mention should be made of the fact that in French, there is a general tendency to use the rising intonation whereas in English the falling intonation prevails. In French, it is always the last syllable of the rhythmic group that bears the higher or lower note. The other syllables are pronounced with equal length and intensity and the vowels are fully and clearly articulated. The most important contrast between Ciluba and English manifests itself as to intonation: Ciluba is characterized by low and high tonemes assigned to syllables whose role is particularly semantic and grammatical and which have different realizations in speech. On the other hand, English is characterized by tone-units marked by nuclei and whose value is significant, prominent and contrastive. In such a case, a tendency to use tones and to give force to each syllable are likely to be the learners' most important errors as the contrast between prominence (stress) and reduction are totally ignored.

Regarding errors caused by intralingual interference, that is, errors having their source in the target language itself, mention should be made of the generalization of the rule governing yes/no questions and tag questions showing uncertainty that is extended to the confirmatory tag questions. The former uses rising intonation whereas the latter applies the falling intonation. Furthermore, in the city of Kananga which is the setting of our subjects, English is learned and/or taught in an artificial environment, that is, the classroom. No opportunity is then offered to our subjects to practise the language outside the classroom. This artificiality of the classroom teaching setting somehow contributes to the failure in English pronunciation: learners do not have the authentic exposure in their learning of English. The lack of didactic materials such as audio-visual aids (cassette records, CDs, radio, TV or video) and the absence of the most basic English book in pronunciation contribute to the questions intonation fossilization process in our subjects' learning of English as well.

As far as the psychological factors are concerned, the lack of didactic materials and even more the lack of competent teachers may cut off the learner's will to improving English pronunciation and therefore his level of aspiration is either decreased or lost. He consequently cannot master English pronunciation without errors since he is not motivated in his learning. Another psychological factor, previously discussed at the beginning of this chapter is age. As already said, since our subjects are teenagers and adults who had already acquired other languages, they are more likely to speak English with a foreign accent. As can be seen, the belief is based on the critical period hypothesis on the one hand and on the critical period for phonetic learning on the other hand.

Briefly, suprasegmental features fossilized errors made by our subjects result mainly, as maintained by Selinker (See Mc Laughlin, 1987: 61) from the language transfer (interlingual and intralingual), inappropriate use of learning strategies and overgeneralization. Pedagogical factors such the lack of teaching aids..., in another way, also contribute to the making of pronunciation errors in general and questions intonation fossilized errors in particular.

5.2. Data Analysis

5.2.1. Information Questions Intonation Fossilized Errors

Regarding information questions, English speakers commonly use the falling intonation. Yet, most of our subjects fail to use the correct English intonation and they use the rising intonation at the beginning and at the end of the information questions instead of the falling intonation. This is due to the influence of the French intonation pattern especially with sentences of more than one rhythmic group.

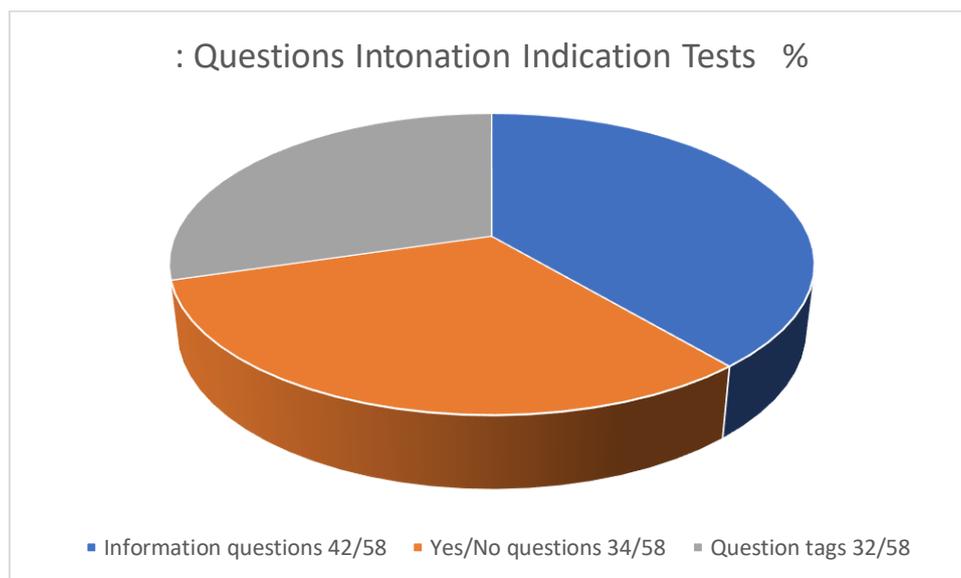
5.2.2. Yes/No Questions Intonation Fossilized Errors

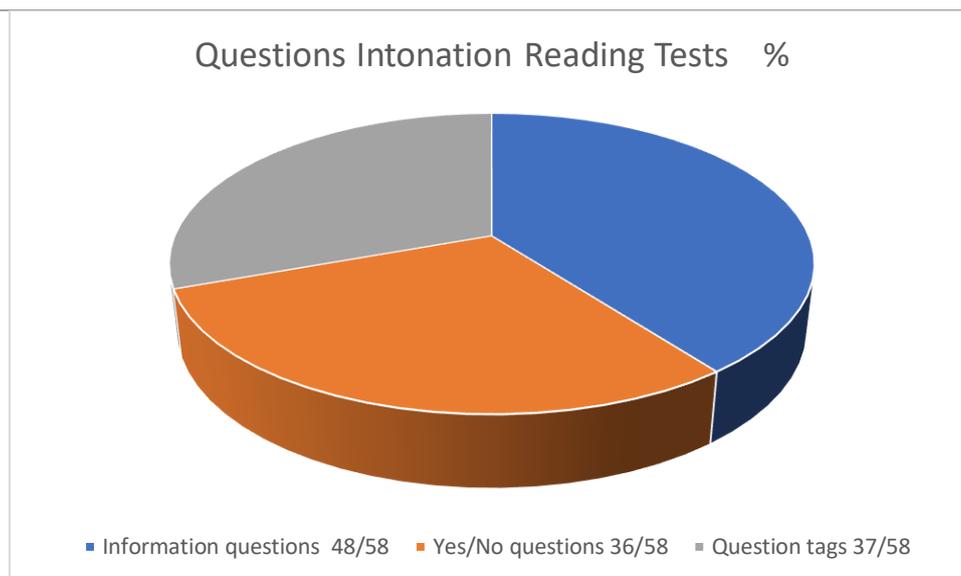
In general, for yes/no questions, our subjects succeed to use the correct intonation. However, mention should be made of the intonation of some yes/no questions called « rhetorical questions » that do not necessarily need a response. As a consequence, our subjects fail to use the correct intonation, that is, they use the rising intonation whereas for this case the pitch falls after the focus word because it is clear from the context, that is, the speaker does not believe.

5.2.3. Question Tags Intonation Fossilized Errors

As a matter of fact, the intonation of question tags in English is twofold: Confirmatory English question tags have rising intonation but question tags showing uncertainty have falling intonation. French and Ciluba question tags, on the other hand, have falling intonation. As a result, most of our subjects use falling intonation for English question tags.

To decide which errors are to be considered fossilized, the recorded data have been thoroughly analysed and errors have been depicted out as well. These errors are said to be fossilized in so far as they are alike and frequent. That is to say, there is a process of regression that Selinker (See Corder, 1986:66) calls “backsliding”. Because these errors appear regularly and frequently. They have hence become permanent or stable and thus not easy to be eradicated by the following errors:





6. SUGGESTED REMEDIES

As can be noticed, considering the interlanguage theory, fossilized errors are part of the learner's interlanguage. They are known as being permanent or stable and therefore cannot be eradicated easily. Nevertheless, given the fact that "remedial teaching becomes necessary when we detect a mismatch between the knowledge, skill or ability of someone and the demands that are made on him by the situation he finds himself" (Corder, 1986:45), an attempt to correct fossilized errors should be encouraged.

In this section, suggested remedies focus on the suprasegmental features fossilized errors pinpointed from the data analysis at our disposal.

Cited by Irina Beshpalova (2015), Yolanda-Mirela Catelly (2012) points out that "fossilized errors become really worrisome when they can be considered as a sign of low motivation". In other words, the major and most important stage on the way headed for defossilization is to pay earlier attention to consolidating learners' motivation to language learning. As a matter of fact, motivation is the primary device in second language learning. Thus, in order to fight against fossilization, the teacher should attempt to increase the level of motivation among his students. As sustained by Peacock (1997), "authentic materials are a motivating force for learners" since every time students work with authentic materials, they are getting more animated, attracted and are disposed to participate in the learning process. As stated by (Morrow 1977), authentic material is "a stretch of real language, produced by a real speaker...for a real audience and designed to convey a real message..." It can be a short audio-visual or audio, a paper, etc. This piece of authentic material is an over-all achievement and students have lots of motivation to acquire the subject well deprived of the anxiety of having fossilized errors. Furthermore, Yolanda-Mirela Catelly (2012), cited by Irina Beshpalova (2015), points out three stages that can be used in the process of defossilization of which: correction, reflection and awareness raising.

Generally speaking, errors take time to be corrected but a fossilized error may never be corrected unless the learner comprehends a rationale behind it. Accordingly, the teacher should make students self-analyse their errors and point up to the utmost recurrent mistakes. Correction may be done using pair and whole group to discover and correct errors. Indeed, students are extremely sensitive and defenceless when someone else discovers their mistakes,

and mostly, when they are being corrected by their mates. They usually get actually self-justifying when their peers try to correct them and this can generate a detrimental environment in the class. Therefore, the teacher has to be really careful when organizing tasks designed for peer or group correction.

This stage allows students not only to see what kind of errors their peers made but also refrains them from making these errors in the future. The teacher's time is saved as well. In fact, correction is an efficient tool for defossilization and does not hamper the learning process, but the teacher should be extremely watchful with it.

Yolanda-Mirela Catelly (2012) goes on proposing that learners have to “draw up their own error lists/fossil dictionaries”; that is a useful tool for reflecting over some fossilized errors. To reflect over fossilized errors, self-analysis would be a good step to start with.

As for awareness raising, the author suggests to consider the student's record of errors, which can help students keep path of their errors and those of their classmates as well and see how they progress. Yolanda-Mirela Catelly (2012) goes on advising “putting an error list on board, without attributing them to the students who had made them”. He thinks this “will make the process of error correction smoother and will raise the awareness of fossilized errors”. On the other hand, R. Ellis (1989) believes that “defossilization can be achieved through formal instruction”. He sustains that learners will not succeed to acquire the more difficult rules as soon as they have attained communicative competence. Hence, “learners may need form-focused instruction to make them aware of grammatical features that have little communicative importance and yet constitute target language norms. In other words, formal instruction serves to prevent fossilization”.

On the whole, we go along with Yolanda Catelly (2012) who sustains that “fossilization does not equal failure. With formal instruction, awareness raising and timely correction everyone can if overcome this unpleasant step and keep progressing”.

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An alternative remarkable finding concerns correction and feedback from the part of the teacher. Higgs & Clifford (1982) established that “when students are regularly rewarded for linguistically inaccurate but otherwise successful communication of meaning or intent that the threat of proactive interference in the form of fossilization looms large.” There has been various opinions on how to correct, whether to correct and what is the best way to correct. Certain teachers correct every student's error or even a small mistake, hindering them to express their views better. Accordingly, many learners feel depressed and are afraid to speak so as not to make any mistake. Conversely, other teachers think that it is better to be able to communicate even making lots of mistakes than not being able to express a single thought in English. On the other hand, Kanyandu (2018) suggests that the teacher has to correct errors which impair intelligibility and this should not be done while the learner is still speaking but rather after the learner has completed his utterance.

In their turn, Lei Shi 1, a, Hongguo Li 2, b and Ying Ma1, (2019) have set up defossilising procedures for segmental features that we have tried to adapt to suprasegmental features in nine operational steps of which:

- Warm up and Motivation
Warm up and Motivation is the first step consisting in going over what is learnt in prior classes (especially some difficult points), and talk with the students in everyday English. Thus, the student will perform better than previously and be motivated; the teacher will then pinpoint the fossilized features and crack them one by one. The teacher will not force the student to correct all the fossilized features perceived at this stage and thus, a pleasant and comforting atmosphere will be set up.
- Present New Materials
Here, students will learn to pronounce new words and read aloud the text containing these new materials. As a matter of fact, attention will gradually be paid to suprasegmental features after the earlier stage at which attention is first paid to the fossilized segmentals.
- Find out Fossilized Suprasegmental Feature
The suprasegmental feature which is wrongly realized again and again with the same substitute after a week's correction and practice may be regarded as fossilized element.
- Choose Several Fossilized Elements as the Targets to Crack
The teacher will find out and correct every mistake the student made when he read words or text. But each time there must be several focal elements to be dealt with, and the first round of process for some fossilized elements usually lasts for several weeks.
- Compare Subject's Fossilized Elements with Correct Ones
When the student always realises wrongly a suprasegmental feature and cannot detect it, the teacher records it and asks the student hear his own pronunciation. Then the teacher shows the correct model and hence can make him perceive the difference and figure out the problem in his pronunciation. The student will regularly be encouraged to imitate the correct model.
- Explanation
If the student still cannot realise a suprasegmental feature appropriately, it is indispensable to explain the rule governing the suprasegmental feature and the proper ways to pronounce it.
- Minimal Pairs/Sets and Drills
When the student can realise suprasegmental features correctly in certain context, he is guided to practice them in different linguistic contexts as much as possible. Drills, sentences, including texts, are the linguistic contexts available for the practice of correct realisation of suprasegmental features.
- Tongue Twisters
Persistent practice of tongue twisters is helpful for pronunciation by bettering learners' flexibility of vocal organs, thus enhance their ability to pronounce more clearly.
- Text Reading and Conversation
Here, students will read the text they have already in order to see if they can realise correctly what have been remedied. The text reading will be recorded and be compared with the native speaker's recordings. Students may also be asked to paraphrase a word, a sentence, or read a new text containing the target suprasegmental so as to practice and evaluate the target suprasegmental feature repetitively.

As a matter of fact, the preceding procedure has been applied by their authors to Chinese students for de-fossilizing English fossilized sounds. Used with tact and adapted to suprasegmental fossilized features, this procedure may be of some necessity. It is the teacher's role as a trainer to tackle students' fossilized suprasegmental features and as a guide to inspire them and develop their autonomy in pronunciation practice

Ann Dickson (2020), in addition, proposes strategies to help students overcome fossilized speech patterns by raising their awareness of frequent errors. The first strategy consists of recording students' speech and having them listen to a short clip of themselves speaking and see if they can detect their own errors. If they are unable to hear their errors, ask them to transcribe their speech as they list and make their corrections. The second strategy consists of encouraging students to peer edit, which is, putting them into pairs and giving one student in each pair a set of open-ended question. While the interviewee is answering each question, the interviewer jot down errors and share what he has noticed before the next question. The third strategy is about writing phonetically five correct and five incorrect sentences in random order on the board and have students divide the sentences into two groups (correct and incorrect). The following strategy consists of pointing out errors the teacher has noticed students make repeatedly and then asking them to keep a journal of instances when they notice themselves making those errors that you have identified. Feigning incomprehension is another strategy, that is, when students make a fossilized error, the teacher pretends that he does not understand what they are saying. Ask them to rephrase it using the correct word or structure. The last strategy is having students analyse why they are making mistakes as for instance why they say: "what's your name?" instead of "what's your name?"

So far, we have figured out suprasegmental fossilized errors made by our subjects and tried to propose some ways that may be used to prevent or reduce them. In the present section, we would like to give some methodological guidelines one may take into account while teaching suprasegmental features. Indeed, teaching pronunciation in a systematic way is a better way of preventing the occurrence of phonological fossilization.

As a matter of fact, intonation is also phonemic and knowledge of its use is of primary importance since the attitudes of speakers are often interpreted through it (Finocchiaro et al, 1983: 120). Hence, to prevent the occurrence of fossilization, pronunciation should be taught systematically as other skills of the English language teaching.

Regarding the teaching of questions intonation, the use of gestures and the blackboard will help the teacher indicate the rising or falling intonation. Haycraft (1986:221) says that a sweep of the arm from high to low will indicate the falling tune and from low to high the rising tune. On the other hand, Lewis and Hill (1983:73) argue that the teaching of intonation is usually most effective when the teacher uses the simplest method of presentation. He may, for instance, give a model and indicate the pitch by movements of the hand, or by simple arrow drawings on the blackboard.

Below is the way how intonation can be taught systematically following different steps: the teacher utters each information question, yes/no question, or question tag, twice or thrice using gestures to indicate the falling or rising intonation. He asks his learners to repeat the utterance first in chorus and then individually. He then asks which kind of utterance it is, and tells them that such or such an utterance is pronounced with falling or rising intonation. The teacher presents utterances as follows and learners repeat as indicated above:

- Information questions
 - Where do you live? ↘
 - What's your name? ↘
 - Why are you sad? ↘
 - Who is singing over there? ↘
 - When will you travel abroad? ↘
 - How are you doing? ↘
 - Which colour would you like? ↘

- Questions tags
He speaks English, doesn't he? ↘
She is stupid, isn't she? ↘
He didn't succeed, did he? ↘
It doesn't matter, does it? ↘

Rule: The falling intonation is commonly used with information questions and confirmatory tag questions. It is indicated by a downward arrow.

As for yes/no questions and question tags that show uncertainty, the teacher presents utterances as follows:

- Yes/No questions
Do you speak English? ↗
Am I a teacher? ↗
Has she a telephone? ↗
- Questions Tags that show uncertainty
You've drunk too much, haven't you? ↗
She likes red wine, isn't she? ↗
They are language teachers, aren't they? ↗
This car is yours, isn't it? ↗

Rule: the rising intonation is used with yes/no questions and tag questions that show uncertainty and requires an answer. It is indicated by an upward arrow.

Eventually, the teacher provides questions intonation exercises and feedback.

7. CONCLUSION

Obviously, pronunciation is a very challenging field for a foreign language learner to acquire for each language has its own characteristics. From this standpoint, the problems or difficulties are related to the nonexistence of some features that do not have counterparts in the source language. To the questions intonation, the teacher utters each information question, yes/no question, or question tag, or twice or thrice using gestures to indicate the appropriate intonation. He asks his learners repeat the utterance first in chorus and then individually. During the controlled and free practices, in addition to reading the summary, the teacher asks his learners to provide examples containing the learned feature.

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