p-ISSN 2252-7427, e-ISSN 2541-3635
https://ieflj.uniku.ac.id/pub

p-ISSN 2252-7427 e-ISSN 2541-3635
Indonesian EFL Journal
AISEE
The Association of Indonesia Scholars of English Education

VOWEL AND DIPHTHONG FOSSILIZATION OF ENGLISH TEACHERS' SPEECH IN YOGYAKARTA HIGH SCHOOL CLASSROOM

Adevia Ananda[1]*, Surono[2], Fauzia[3]
[1,2,3] *Master of English Education, Universitas Ahmad Dahlan, Indonesia*

Corresponding author's email: 2407042003@webmail.uad.ac.id

APA Citation: Ananda, A., Surono., & Fauzia. (2026). Vowel and diphthong fossilization of English teachers' speech in Yogyakarta high school classroom. *Indonesian EFL Journal*, 12(2), 359-372. https://doi.org/10.25134/ieflj.v12i2.107

Received: 06-01-2026 Accepted: 21-03-2026 Published: 05-05-2026

Abstract: This study aims to identify the forms of vowel and diphthong pronunciation fossilization that occurs in English as a Foreign Language Teachers (EFLTs) in a high school in Yogyakarta. As well as analyzing external and internal factors that contribute to the process. This study uses a qualitative methodology with a case study design. And involves two experienced English teachers who were purposively selected to be involved in this study. Data were collected through classroom observations, video recordings of learning, and in-depth interviews. Data analysis included the process of data reduction, data presentation, and drawing conclusions. The results of the study indicate that both EFLTs experienced pronunciation fossilization in vowels (/ə/, /ɪ/, /ʌ/, /uː/, /æ/, /ɜː/, /ɔː/, /iː/) and diphthongs (/eɪ/, /aɪ/, /əʊ/, /aʊ/, /eə/, /ɪə/). This fossilization is influenced by external factors such as a lack of systematic phonological feedback and limited exposure to authentic English in the school environment and internal factors such as L1 phonological interference, difficulty in distinguishing similar sounds, long-established articulatory habits, psychological attitudes that support pronunciation errors, and teaching experience without ongoing phonetic reflection. Therefore, this study suggests that ongoing phonetic training focused on vowel and diphthong contrasts can increase access to appropriate pronunciation models and foster a culture of phonological correction in the school environment.
Keywords: *EFL teachers; fossilization; pronunciation; vowel and diphthong*.

INTRODUCTION

Second Language Acquisition (SLA) is the process of developing a second language (L2), involving the development of language knowledge and skills. This can occur naturally or through instruction, with a focus on how language develops in the learner over time (Loewen, 2025). In SLA theory, the term interlanguage emerged, with Selinker in 1972 exploring this term more deeply, suggesting that the L2 learner's system is separate from each other, a system that has an intermediate status between the First Language (L1) and L2 (Slinker, 1972; Wang & Fan, 2020). SLA involves learning new rules and language through real-life feedback and correction (Shobana & Dinakaran., 2018; Nurjanah et al., 2024). As a result, communication and interlanguage mechanisms are influenced by the L1 system, causing many L2 learners to have difficulty pronouncing sounds naturally (Hoque, 2017; Aryanika, 2025). The emergence of pronunciation fossilization is also influenced by differences in native speaker accents and phonological differences between Indonesian and English. As a result, English learners in Indonesia often experience difficulty distinguishing and recognizing English sounds, especially diphthongs (Lubis et al., 2024). These errors, if repeated over time, can become ingrained and difficult to change, potentially affecting teacher clarity during instruction and the quality of phonological input provided to students (Rosalin & Hasibin, 2022; Ville, 2025).

Fossilization is a persistent and difficult-to-correct L2 error phenomenon known as L1 interference affecting the L2. Language

interference is a key component contributing to this stabilization, where L2 production continues to be influenced by L1 phonological, lexical, or syntactic patterns (Liu, 2024; Anindita & Munandar, 2025). English has a complex system of vowels and diphthongs that produce phonemic contrasts that do not exist in Indonesian. These include the short vowels /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/, /ʊ/), long vowels /iː/, /ɑː/, /ɔː/, /ɜː/, and diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/, /ɪə/, /eə/, and /ʊə/ (Nasir, 2024). Pronunciation errors by Indonesian speakers learning English are often systematic because the Indonesian phonological system lacks important features such as vowel length distinctions and vowel contrasts, such as /iː–ɪ/, /ɛ–æ/, and /ɔː–ɒ/ (Weda & Sakti, 2018; Yusuf et al., 2024). Furthermore, error patterns such as vowel substitutions and diphthongization are influenced by L1 phonological and orthographic influences (Premarathne, 2018; Firghy et al., 2024). Pronunciation errors tend to become consistent over time, which, if persistent and repeated, can lead to fossilization (Rustipa et al., 2022; Riandini & Nida, 2024). Therefore, to stop fossilization in L2 acquisition, a comprehensive understanding of how various factors interact with each other is crucial. According to theory (Han, 2004), the factors that cause fossilization can be divided into two categories: external factors, which include the learning environment, quality of input, and effectiveness of correction. and internal factors, which include the learner's cognitive linguistics.

Interlanguage fossilization is defined as an obstacle to language growth that causes stagnation or regression in L2 acquisition, especially in English learning (Geng & Jin, 2024; Wang, 2023; Tian et al., 2025). However, the assumption that native speaker achievement is difficult to achieve is due to differences in the initial conditions of learners. Interlanguage is not only owned by students but also by EFL teachers and their classroom practices. As a result, certain language errors emerge quickly and are difficult to correct (Salimi et al., 2024; Shiddiq & Oktaviani, 2022). English teachers must understand fossilization to create effective teaching strategies with clear and accurate pronunciation. Understanding the factors that shape interlanguage is important for improving the effectiveness of second language teaching (Jihad et al., 2024; Guo, 2022; Khairunnisa & Lukmana, 2020). Understanding how external and internal factors influence teachers' language error stabilization and language skills maintenance in second language teaching (Toloczko, 2024; Wysocka-Narewska, 2021).

In EFL environments like Indonesia, due to limited exposure to native speakers and the significant influence of the L1 on phonological development, pronunciation problems are common (Vavilova & Broadbent, 2019; Oliveira, 2021; Kamsinah & Natsir, 2025). Due to differences in phonological structure between English and Indonesian, L1 articulation patterns are carried over into L2 production, leading to similar errors. This aligns with the findings of Senowarsito & Ardini (2019), who found that the Javanese/Indonesian phonological and orthographic systems contribute to phonological fossilization. Therefore, mastering pronunciation, especially distinguishing between short and long vowels, is a crucial component of effective learning. Diphthongs, which are combinations of two vowels within a single syllable, often pose unique challenges for language learners. Because teachers serve as the primary models of phonological input in the classroom, EFL teachers' pronunciation errors are not only frequent but also have a significant impact on communicative clarity and comprehension. This corrective feedback helps students identify pronunciation errors and reduces their likelihood of repeating them (Li, 2023; Damanik, 2024). Therefore, to address these phonological issues, teaching should be conducted with a clearer approach to phonetics and phonology in English, even non-native English teachers also make errors using English vowels because they are one of the phonological components (Permata et al., 2025; Madina et al., 2024). Vowel quality and movement are characteristics of professional pronunciation, proper vowel articulation remains crucial for pronunciation comprehension. The inability to produce proper vowel transitions can lead to substitutions or simplifications of diphthongs, which also affect pronunciation clarity between teachers and students (Almusharraf et al., 2024).

Several studies have investigated EFLTs' pronunciation errors in Indonesia, particularly those related to vowel fossilization and diphthongs. Previous research by (Huda & Dewanti, 2022) investigated the types of vowel pronunciation errors encountered by ELTs and found that hypercorrection, language switching, word form similarity, and grapheme-sound discrepancies were among the causes of errors. By analyzing teachers' speech errors during classroom instruction (Afdaliah, 2022), it shows that there are recurring pronunciation problems, such as inaccuracies in pronouncing pure vowels,

diphthongs, triphongs, and several consonants. The results showed that phonological errors still frequently occur in everyday teaching practice, even though teachers function as language models. Previous research by (Febrianto, 2021) examined segmented vowel pronunciation errors and identified external factors that may influence these errors. The results showed a consistent pattern of errors, particularly for vowel sounds not found in the Indonesian vowel system. A previous study by (Rosari & Ena, 2019) also showed nine types of English vowels that were pronounced inaccurately by teachers. Most of these sounds do not conform to the Indonesian vowel system, thus causing repeated errors that can affect how students listen and acquire the sounds. A previous study by (Azman & Razali, 2024) indicated that fossilization was reinforced by L1 phonological habits and a lack of exposure to input and correction from native speakers. Furthermore, differences in the vowel and diphthong systems between the L1 and English lead to error patterns such as vowel substitution or monophthongization of diphthongs, which are more difficult to correct.

Previous research has shown that English teachers in Indonesia frequently mispronounce vowels, diphthongs, triphthongs, and some consonants, especially sounds that do not exist in the Indonesian vowel system, and this is caused by fossilization (Huda & Dewanti, 2022; Afdaliah, 2022; Febrianto, 2021; Rosari & Ena, 2019; Azman & Razali, 2024). Most studies still consider teacher mispronunciations as a general phenomenon or phonological deviation, namely a pronunciation pattern that is systematic, stable, and resistant to correction during teaching practice. Furthermore, this fossilization remains understudied in the context of professional teaching due to the complex interaction between internal factors, such as articulatory habits, phonological perception, and socio-affective aspects, and external factors, such as institutional demands, classroom context, and the teacher's work environment. Meanwhile, this present study focuses on the fossilization of vowels and diphthongs in English teachers' pronunciation during teaching sessions, and identifies factors that influence fossilization in vowel and diphthong pronunciation among English teachers in senior high schools with considerable teaching experience. Understanding fossilization among teachers is crucial because teachers serve as primary pronunciation models for their students, and thus may inadvertently transmit fossilized forms from teacher to student. By examining pronunciation in planned and spontaneous classroom interactions, this study provides empirical contributions and deeper insights into how fossilization persists in the professional practices of English teachers in Indonesia. It is hoped that the results of this study can help teachers improve their pronunciation skills and support more effective English teaching approaches in the classroom.

METHOD

This study employed a qualitative methodology using a case study design Creswell & Poth, (2018) to examine in-depth the phenomenon of vowel and diphthong pronunciation fossilization in a real-life learning context. This design allowed researchers to study in detail the stable forms of pronunciation errors and the internal and external factors that influence them. The focus of this study was the vowel and diphthong pronunciation fossilization of EFL teachers in high schools in Yogyakarta. This fossilization was observed in their daily teaching practices.

Two English as a Foreign Language (EFL) teachers at a high school in Yogyakarta voluntarily participated in this study. Respondents were selected purposively, as the case study design of this study emphasized a thorough analysis of fossilization forms and factors. The criteria for teachers were active teachers and had relatively long teaching experience. EFLT 1 had more than ten years of teaching experience, while EFLT 2 had more than twenty years. This criteria was chosen to ensure that the data obtained reflected pronunciations that had been stably formed in teaching practice, thus allowing for more accurate identification of vowel and diphthong fossilization.

The research instruments consisted of classroom observation sheets, video recordings of lessons, and in-depth interview guides. The observation sheets were used to record the pronunciation of vowels and diphthongs during classroom instruction. Prior to the recordings, each teacher was observed for two sessions. The video recordings were used to capture phonetic details, the consistency of pronunciation errors, and the context in which these errors occurred during the learning process. The lesson recordings lasted 30–60 minutes. These recorded continuous learning sessions included both planned instruction and spontaneous classroom interactions. To identify phoneme forms, the teachers' pronunciations were compared to a standard English pronunciation based on a

phonetic transcription of American English (AmE), obtained from the online version of the Cambridge Dictionary (CDT). This standard was used to distinguish between correct and incorrect pronunciation. The interview guides were also used to raise teachers' awareness of pronunciation errors and the external and internal factors that contribute to their fossilization.

Data collection was conducted in three main stages. First, researchers conducted classroom observations without intervention to identify words containing English vowels and diphthongs that were frequently produced incorrectly by teachers. Second, each teacher's learning activities were videotaped for 30–60 minutes. Phonetic transcription and analysis of the recordings were then conducted to identify forms of vowel and diphthong fossilization by comparing the teachers' pronunciations with the standard AmE transcription from the online version of the Cambridge Dictionary. Third, teachers were interviewed comprehensively to explore environmental, cognitive, socio-affective factors, teaching experiences, and the context in which they contributed to pronunciation fossilization.

Data analysis was conducted using an interactive analysis model by (Miles et al., 2014), which includes data reduction, data presentation, and conclusion drawing. In the data reduction stage, video transcription was performed. In addition, vowel and diphthong pronunciation errors were identified by comparing teacher pronunciation with standard AmE phonetic transcriptions from the online version of the Cambridge Dictionary. Errors that were not independently corrected by teachers are considered fossilized. In the data presentation stage, data from observations, recordings, and interviews were triangulated to ensure consistency and validate the pronunciation forms categorized as fossilized and the factors that influence them. Interview data was used to confirm the error forms and identify internal and external factors contributing to fossilization. In the conclusion stage, incorrect and correct pronunciation forms were arranged in a phonological table to demonstrate the forms of fossilization.

RESULTS AND DISCUSSION

This study found that two experienced high school EFLTs still experienced vowel and diphthong pronunciation errors. According to Selinker (1972) theory, L1 interference, lack of exposure to native speakers, and the inability to correct repeated errors lead to fossilization, where the learning process in a non-native environment makes it difficult to achieve phonological accuracy.

The data indicate that EFL teachers still face challenges in maintaining the correct transition of double vowels from one syllable to another. These errors were observed in a number of vowel sounds such as /ə/, /ɪ/, /ʌ/, /uː/, /æ/, /ɜː/, /ɔː/, and /iː/, as well as in diphthongs such as /eɪ/, /aɪ/, /əʊ/, /aʊ/, /eə/, and /ɪə/. This error pattern appeared repeatedly and consistently across words containing these sounds, indicating a characteristic fossilization in the teachers' pronunciation. These forms of fossilization are illustrated in the following table:

Table 1. *Sample data findings on vowel errors*

Words	Incorrect sounds	Correct sound	Vowels Errors
correct	/ˈkɔː.rek/	/kəˈrekt/	[ə] —> [ɔ]
expression	/ˈɛkspɛrɛsɛn/	/ɪkˈspreʃən/	[ɪ], [ə] —> [ɛ]
listen	/ˈlɛstɛn/	/ˈlɪsən/	[ə] —> [ɛ]
is	/is/	/ɪz/	[ɪ] —> [i]
idiom	/aɪd.i.əm/	/ˈɪd.i.əm/	[ɪ] —> [aɪ]
activity	/ækˈtɛvɛti/	/ækˈtɪvɪti/	[ɪ] —> [e]
rude	/rʌd/	/ruːd/	[uː] —> [ʌ]
above	/əˈbav/	/əˈbʌv/	[ʌ] —> [a]
practice	/ˈprɛktɪs/	/ˈpræktɪs/	[æ] → [ɛ]
answer	/ˈʌnsər/	/ˈænsər/	[æ] → [ʌ]
turn	/tʌn/	/tɜːn/	[ɜː] → [ʌ]
important	/ɪmˈpɒtnt/	/ɪmˈpɔː.tənt/	[ɔː] → [ɒ]
repeat	/rɪˈpɪt/	/rɪˈpiːt/	[iː] → [ɪ]

Vowel pronunciation errors also experienced fossilization, as shown in Table 1. The following are the forms of errors that are found.

Shift from schwa sound /ə/ → [ɔ] or [ɛ]

Errors were found in the word "*correct*" with the correct pronunciation /kəˈrekt/, but pronounced /ˈkɔː.rek/, and the word "expression" pronounced "/ˈespɛrɛsɛn/", and "*listen*" pronounced /ˈlɛstɛn/, and each in the wrong way. Because in Indonesian there are no weak sounds, the shift from /ə/ to [ɔ] or [ɛ] indicates that teachers automatically project the entire vowel system of their L1. These errors, which proved persistent even after years of training and teaching experience, meet the criteria of phonological fossilization because of their resistance to correction.

Changing the sound /ɪ/ to [ɛ]

The error pronunciation of the word "activity" is /ækˈteveti/, while the correct pronunciation is /ækˈtɪvɪti/. Similarly, the "expressions"

p-ISSN 2252-7427, e-ISSN 2541-3635
https://ieflj.uniku.ac.id/pub

/ˈɛkpɛrɛsɛn/ and /ɪkˈspreʃən/ are formed by the vowel /ɪ/ changing to [ɛ], that is, from a short high front vowel to a mid-front vowel. This indicates that teachers are unable to maintain the quality of the vowel /ɪ/, especially in unstressed syllables. This error becomes systematic and can lead to the fossilization of English vowel pronunciation due to its repeated occurrence.

Changing the sound /ɪ/ to [i]
The pronunciation error for the word "is" is /is/, but the correct pronunciation is /ɪz/. This error indicates that the vowel /ɪ/, a short high front vowel, has changed to [i], a high front tense vowel. This phenomenon is related to the tendency of students to equate English short vowels with the first vowel, which is more stable, so that there is no distinction between /ɪ/ and /i/. Because these errors appear consistently and repeatedly in teacher speech, they may be part of a fossilized pronunciation system.

Changing the sound /ɪ/ to the diphthong [aɪ]
The word "*idiom*" is mispronounced /aɪdɪəm/ instead of /ˈɪdiəm/. This phenomenon demonstrates a tendency to overgeneralize; teachers often use diphthong patterns in English pronunciation. These errors become part of the mispronunciation system because they are consistently repeated.

Shift of the long vowel /uː/ to the short vowel [ʌ]
In pronouncing the word "*rude*", the teacher uses the shorter mid back vowel [ʌ] instead of the long vowel /uː/. This shows a lack of awareness of vowel length differences, and since Indonesian does not have a long-short vowel distinction, this form of error indicates fossilization.

Shifting the sound /æ/ to [ɛ]
The correct pronunciation of the word "*practice*" is /ˈpræktɪs/. This error indicates that the teacher is having difficulty producing the sound /æ/, which is a typical English sound and has no equivalent in Indonesian. This error clearly indicates fossilized pronunciation because it occurs regularly and repeatedly and is where the teacher stabilizes the incorrect sound in their Interlanguage system.

Shift of the central vowel /ɜː/ to [ʌ]
Errors in the pronunciation of "*turn*" are common. The teacher uses the more familiar mid-back vowel [ʌ] to replace the neutral sound /ɜː/, which is difficult to articulate. This shift indicates that the sound /ɜː/ has not been internalized in the teacher's pronunciation system, and this replacement pattern has become a stable fossilized pattern.

Replacement of the long vowel /ɔː/ to the short vowel [ɒ]
The error in pronouncing "*important*" (/ɪmˈpɔːtənt/) but pronounced /ɪmpɒtnt/ incorrectly. A characteristic of fossilization in the pronunciation of non-native speakers is the change from long to short vowels, which is a direct result of the phonological structure of Indonesian which does not recognize vowel duration as a differentiator of meaning, which indicates a loss of attention to sound duration.

Shift of long sound /iː/ to short [ɪ]
The long vowel /iː/ is pronounced as [ɪ] in the words "*repeat*". This error indicates that the teacher did not shorten the long sound and did not differentiate between the two vowels. Because this incorrect form is frequently used in everyday communication, this pattern indicates fossilization. This error is categorized as fossilized because the teacher's Interlanguage has neglected the crucial feature of vowel duration, making it a persistent and difficult-to-change error.

The results of this study indicate that vowel fossilization in both EFLT (English Language Teaching) programs includes many vowel errors. These include systematic forms and include mid, front, and back vowels, as well as long-short contrasts among English vowels. In more detail, when the schwa /ə/ changes to the full vowel [ɔ]/[ɛ], the repeated changes of vowel /ɪ/ to the vowel [e], [i], and the diphthong [aɪ], and the inability to maintain the long vowels /iː/, /uː/, and /ɔː/, these nine error forms indicate that the English vowel system of the teachers has stabilized in their interlanguage system. And this study discusses vowels more broadly, especially analyzing not only the letters /ɪ/ and /iː/, but also the letters /uː/, /ɜː/, and the shift of /ɪ/ to [aɪ], which are rarely discussed thoroughly in research on Indonesian EFL teachers. In contrast, the research of Febrianto, (2021) and Damanik, (2024) focused only on common errors in front vowels /ɪ/, /iː/, /e/ and did not address shifts in long back vowels such as /uː/ and /ɔː/. They also did not analyze diphthongization, as found in this study. Therefore, these errors are not transient errors but meet the criteria for phonological fossilization because they occur consistently in

teaching practice and cannot be corrected. In general, these findings align with previous research Rosari & Ena, (2019) and Huda & Dewanti, (2022) which shows that the Indonesian phonological system has a significant influence on English vowel pronunciation, especially for sounds that have no direct L1 equivalent, such as /æ/, /ɜː/, and schwa /ə/. However, a major problem with these studies is the fact that fossilization studies suggest that long-term exposure to English and teaching experience do not automatically guarantee internalization of the L2 vowel system.

Furthermore, this study show that fossilization occurs not only for vowels that are "foreign" to Indonesian speakers, but also for abstract phonological contrasts, such as the difference between long and short vowel durations (/iː/–/ɪ/, /uː/–/ʌ/, and /ɔː/–/ɒ/). This finding differs from previous studies that emphasize vowel quality substitution and suggests that the lack of vowel duration features in Indonesian makes teachers insensitive to sound length, leading to stable forms of fossilization. Furthermore, errors on schwa and unstressed vowels indicate that the two EFLTs in this study have not fully internalized the concept of vowel reduction in spoken discourse. However, unlike previous research that attributed these errors primarily to orthographic interference Senowarsito & Ardini, (2019), this study found that vowel errors consistently occurred in spontaneous classroom conversations. This suggests that fossilization is rooted more deeply in phonetic representations and articulatory habits, rather than simply being influenced by spelling. Conversely, research conducted by Ristati et al., (2024) and Sari et al., (2025) did not address the phenomenon of fossilization because they only revealed more complex and abstract pathways of vowel change. However, these previous studies focused only on students rather than teachers, and did not investigate fossilization at the professional level of teachers. Meanwhile, this present study shows that teachers who have been teaching for a long time still experience stable fossilization of long vowels and schwa, suggesting that this problem is not simply a learning issue but a phonological fossilization experienced by teachers when teaching English caused by the absence of phonological features in the L1.

Table 2 shows sample data from a study of English diphthong pronunciation errors made by EFL teachers. This data was then analyzed to identify diphthong forms and diphthong simplifications in teaching.

Table 2. *Sample data findings on diphthong errors*

Words	Incorrect sound	Correct Sound	Diphtong Errors
correlate	/ˈkɔːralɪt/	/ˈkɒrəleɪt/	[eɪ] —> [ɪ]
make	/mek/	/meik/	[eɪ] → [e]
identify	/idɛntifiː/	/aɪˈdentɪfaɪ/	[aɪ] → [iː]
Society	/soˈsieti/	/səˈsaɪəti/	[aɪ] → [i]
about	/əˈbɒt/	/əˈbaʊt/	[aʊ] → [ɒ]
allow	/æloː/	/əˈlaʊ/	[aʊ] → [oː]
aware	/əˈwɛ/	/əˈweə/	[eə] → [ɛ]
compare	/kɒmpɛr/	/kəmˈpeə/	[eə] → [ɛ]
idea	/aɪˈdiː/	/aɪˈdɪə/	[ɪə] → [iː]

Diphthong pronunciation errors also experience fossilization, as shown in Table 2. The following are the form of errors which can be identified.

Simplification of the diphthong [eɪ] to a single vowel [e]

The errors in the pronunciation of "*make*" (/meɪk/) and "*correlate*" (/kɒrəleɪt/), pronounced /mek/ and /kɔːralet/, respectively, are mispronunciations. The teacher retains only one vowel and removes the glide from [e] to [ɪ]. This demonstrates a tendency to stabilize sounds in one place where they are perceived as easier, and is one of the most common types of fossilized pronunciation.

Shift of the diphthong [aɪ] to a single vowel [i]

The words "*identify*" and "*society*" were found to have errors. Although the diphthong [aɪ] should lead to [a] and [ɪ], the teacher only pronounced [i]. This indicates a loss of the tongue movement dynamics that should occur in diphthongs, and this pattern is considered fossilization because it occurs repeatedly.

Shift of the diphthong [aʊ] to the vowel [o]

The pronunciation of the words "*about*" and "*allow*" shows this error. The teacher replaces the diphthong [aʊ] with a single vowel [o], so there is no element of changing the position of the tongue from front to back. Because diphthongs like [aʊ] do not exist in the Indonesian phonological system, teachers usually replace it with the form that is most articulatory similar. The repeated use of this form shows its fossilized nature.

Change of diphthong [eə] to single vowel [ɛ]

The pronunciation of the words "*aware*" and "*compare*" is affected by this error. If the diphthong is pronounced with a movement from [ɛ] to schwa [ə], the teacher retains only [ɛ]. This error indicates a simplification of the vowel

p-ISSN 2252-7427, e-ISSN 2541-3635
https://ieflj.uniku.ac.id/pub

structure and the omission of the second element of the diphthong. This is a characteristic of fossilization in non-native pronunciation.

Shift of the diphthong [ɪə] to the long vowel [iː]
This error is seen in the pronunciation of "*idea*" The diphthong [ɪə], which should involve two articulatory positions, is pronounced simply as [iː]. This indicates that the second element, the schwa [ə], is omitted. Because this error is made consistently, the pronunciation becomes part of the sound system and is repeated over and over again

These results indicate that diphthong fossilization in both EFLTs is systematic and stable. This is demonstrated by five major diphthong simplifications: [eɪ] → [e], [aɪ] → [i], [aʊ] → [o], [eə] → [ɛ], and [ɪə] → [iː], each of which demonstrates monophthongization and the loss of articulatory motor elements that should be characteristic of English diphthongs. This finding aligns with previous studies by (Setyaningsih et al., 2019; Firghy et al., 2024), which found that Indonesian speakers tend to simplify diphthongs due to limitations in their L1 phonological system. However, the main difference in this study is that the subjects were English teachers who were still teaching. The diphthong mispronunciations found can no longer be categorized as developmental errors because they appeared consistently and repeatedly despite the teachers having been teaching and exposed to English for a long time. Selinker (1972) proposed the concept of interlanguage fossilization, which states that certain linguistic forms can persist in learners' interlanguage systems and are difficult to correct even for advanced learners, a category that includes non-native EFL teachers. This phenomenon aligns with this study, as the teachers exhibited persistent errors despite their professional experience. Therefore, the diphthong errors found in this study indicate that the teachers' interlanguage systems have fossilized incorrect pronunciation forms that have been internalized and become part of stable language habits. This study examined five different forms of diphthong fossilization in the spontaneous speech of two EFL teachers. It showed that simplification did not occur in a single instance, but transformed into short diphthongs, long single vowels, or more articulatory stable back vowels, such as /eə/ → [ɛ] and /ɪə/ → [iː], thus providing a much more comprehensive picture of diphthong distortion in Indonesian speakers. In contrast, studies by Saadah & Ardi, (2020) and Lestari & Gushendra, (2022) only examined a few diphthongs, such as /aɪ/, /əʊ/, and /aʊ/. These studies also focused on students' pronunciations where diphthong fossilization occurred. This present study, however, focused on teachers who had been teaching English for a long time.

These findings suggest that long-term exposure to English and language learning experiences do not automatically prevent diphthong fossilization. These findings differ from those of Weda & Sakti (2018) who emphasized the influence of formal learning or language exposure in effectively reducing pronunciation errors. Instead, these results expand on the findings of Yusuf et al., (2024) who stated that English diphthongs taught by Indonesian EFL teachers are produced as static sounds with minimal formant changes. This suggests that the level of phonetic representation and articulation habits undergo fossilization. Therefore, this study confirms that focused phonetic training is crucial for EFLT teachers to prevent repeated diphthong errors during the teaching process.

Factors influencing vowel and diphtong fossilization
The pronunciation of vowels and diphthongs in two EFLTs was influenced by limited exposure to native speakers/sources and a work environment that did not intensively use English. These results Based on theory Han (2004) that external factors contributing to language fossilization are the environment, corrective feedback, and language exposure. Internal factors, namely cognitive, socio-affective, and teaching experience, also contribute to strengthening the fossilization of language forms.

This section presents the results of research on external factors that influence EFLTs' pronunciation fossilization, especially environmental factors, which include corrective feedback and language exposure, as shown in the following interview data.

Environmental
Corrective feedback
This study examines the extent to which teachers receive and utilize corrective feedback from external sources. The goal is to determine whether a system of professional reflection or correction exists that can help teachers identify and correct pronunciation errors.

> Data 1: Never, I always check the pronunciation in the application, and also

> always check how to pronounce this English correctly (EFLT 1)

Data 1 shows that EFLT 1 used an external source in the form of pronunciation applications. However, the feedback received was non-interactive and individual, with no direct confirmation, discussion, or correction from other speakers. Therefore, while the app can be considered an external resource, its use does not indicate the existence of an organized, professional feedback correction system. The limitations of this type of feedback can lead to significant pronunciation errors going undetected and being maintained. This can lead to long-term pronunciation fossilization.

Language exposure

Direct interaction with native speakers and participation in training significantly impact teachers' phonological abilities. This acculturation and exposure are important external components that accelerate the correction of pronunciation errors and reduce L1 interference.

> Data 2: Yes, I have attended training with native speakers and they delivered the pronunciation using very clear English, and that really helped me in pronouncing or pronouncing words correctly, especially regarding vowels and diphthongs. (EFLT 2)

Data 2 shows that EFLT 2 allows direct exposure to native speakers, which improves pronunciation accuracy, especially for vowels and diphthongs. This suggests that language exposure and interaction with native speakers are important external factors in reducing L1 interference and pronunciation errors.

The results of this study indicate that EFLT pronunciation fossilization is strongly influenced by environmental factors, particularly language exposure and corrective feedback. Data 1 shows that EFLT 1 only used self-correction during the application process without external phonological feedback. This situation indicates the absence of an organized professional correction system in the teacher's workplace. This finding aligns with Oliveira (2021) findings, which emphasize the importance of collaboration. However, this study adds empirical evidence that in the context of experienced EFLTs, reliance on self-correction is not only a learning strategy but also reflects the absence of a challenging environment and the reconstruction of established pronunciation systems, which increases the likelihood of errors persisting. Therefore, the institutional environment not only fosters awareness of error correction but also indirectly normalizes fossilization in everyday teaching practices.

Furthermore, data 2 shows that training with native speakers provides EFLT 2 with language exposure, which improves pronunciation accuracy, especially for vowels and diphthongs. This finding supports previous research by Febrianto, (2021) which suggests that language exposure is a significant external factor in improving speaking skills. However, the results of this study indicate that language exposure alone is insufficient to prevent pronunciation fossilization if it is not accompanied by ongoing corrective feedback in the workplace. These findings reinforce Han (2004) fossilization theory by demonstrating a direct interaction between external and internal factors in maintaining fossilization. An institutional environment that does not provide corrective feedback serves as a weak external factor, while the stabilization of teachers' interlanguage systems acts as an internal factor that inhibits phonological restructuring. This is also in line with Saito (2021) theory, which states that language exposure and learning experiences do not automatically eliminate pronunciation errors if they are not consistently and systematically corrected. These findings confirm that EFL teachers' institutional environments can contribute to fossilization through unstructured language exposure and the absence of phonological feedback. This has rarely been addressed in previous studies that focused more on students or focused only on vowels and diphthongs. Thus, a teaching environment lacking correction mechanisms may be a key factor in maintaining pronunciation fossilization in experienced EFL teachers.

Cognitive factors

This section discusses internal factors that influence EFLTs pronunciation fossilization, including cognitive and socio-affective teaching experiences. The focus of the study is how L1 phonological interference, attitudes, and habits contribute to the stability of vowel and diphthong pronunciation errors. It is important to note that while fossilization was observed in the teaching practices of both participants, the interview data regarding cognitive constraints was predominantly derived from EFLT 1. This is because EFLT 1 provided more explicit introspection regarding the difficulty of overcoming L1 interference and dialect habits,

p-ISSN 2252-7427, e-ISSN 2541-3635
https://ieflj.uniku.ac.id/pub

whereas EFLT 2 responses were more concentrated on socio-affective factors and motivation. Therefore, EFLT 1 responses are used here to represent the cognitive struggles that contribute to fossilization.

The influence of L2 phonology on English pronunciation

Researchers examined teachers' awareness of interference from the phonological systems of regional languages or Indonesian to understand the extent to which their L1 influences their phonological abilities in pronouncing English sounds. Data 3 illustrates how this cognitive interference is consciously felt by the teacher:

> Data 3: Yes, it's true that we cannot avoid interference from our mother tongue and it is still strongly influenced by Javanese English. (EFLT 1)

Data 3 shows that EFLT 1 identified a strong influence of the mother tongue, particularly Javanese, on English pronunciation. This suggests that the L1 phonological system still influences L2 sounds. This leads to vowel and diphthong errors that are more difficult to avoid and can lead to fossilization.

Difficulty distinguishing similar vowel and diphthong sounds

In this point, teachers demonstrate how difficult it is to distinguish between English sounds that sound the same in writing but differ in pronunciation. Researchers examine words that teachers frequently find confusing in pronunciation and the methods they use to identify these differences.

> Data 4: Yes, sometimes, for example, "flower" or "flour" are examples of words that are very difficult even though the spelling and meaning are different but the pronunciation is almost the same, or well, examples of words like that are difficult. (EFLT 1)

Data 4 shows that EFLT 1 had difficulty in distinguishing orthographically distinct but similar English vowels and diphthongs, such as flower and flour. This indicates poor phonological sensitivity to L2 sound differences, potentially leading to repeated pronunciation errors.

Influence of regional dialects and phonetic customs

Researchers also examined the extent to which regional dialects or local phonetic habits influence the quality of EFL teachers' pronunciation. These interviews revealed that pronunciations developed in childhood are often used in teaching and impact the accuracy of foreign language sounds.

> Data 5: Yes, often, I also realize that because we can't be as fluent as native speakers, sometimes I still get carried away with the dialect of Indonesian or Javanese, so the pronunciation sounds less natural. (EFLT 1)

Data 5 shows that EFLT 1 are still influenced by regional dialects and phonetic habits of Indonesian or Javanese when pronouncing English. This suggests that early phonetic habits persist in teaching practice, which can lead to inaccurate pronunciation and repeated errors.

Psychological aspects

Teachers' views on pronunciation errors are influenced by psychological factors. Because they focus on student understanding, some teachers prioritize ease of communication over pronunciation accuracy. This idea demonstrates how psychological and communicative perspectives influence students' perceptions of pronunciation errors.

> Data 6: Yes, as long as the message between the listener and the speaker can understand what is being communicated, I think it's not a problem, although it actually needs to be corrected, mispronunciation can differentiate meaning and significance, but I always ask the children that the important thing is to understand the meaning and the message being conveyed. (EFLT 1)

Data 6 shows that as long as the message is understandable, EFLT 1 consider pronunciation accuracy secondary, according to this data. This psychological attitude suggests that we should tolerate pronunciation errors. This can lead to repeated errors and lead to pronunciation becoming fossilized.

Socio affective factors

Factors internal that influence the quality of English pronunciation are teacher attitudes and motivation. While distinguishing vowels from diphthongs can be difficult, teachers will be more motivated to practice if they want to sound natural or interact with native speakers.

> Data 7: Yes, it's very motivating. I want my pronunciation in English, especially vowels and diphthongs, to be natural like a native speaker

> and not sound like Javanese. (EFLTs 2)

Data 7 shows that EFLTs 2 were highly motivated to improve their pronunciation of vowels and diphthongs to sound more native-like. This suggests that a positive attitude is an internal factor supporting pronunciation improvement.

Teaching experience

Besides psychological factors, teaching experience significantly determines a teacher's ability to correct pronunciation errors. More experienced teachers have specialized techniques, and their experience helps align pronunciation with the standards of the language being taught.

> Data 8: Yes, because I think it has to do with experience because you're used to it, but for those with age and long teaching experience, you've had a lot of practice, so that affects the pronunciation of vowels and diphthongs. (EFLT 2)

Data 8 shows that teaching experience helps EFLT 2 ability to produce and adapt vowel and diphthong pronunciation through habit and repeated practice. However, such experience does not automatically guarantee accurate pronunciation, as errors can persist and become fossilized.

The results of this study indicate that the fossilization of EFLT pronunciation is not simply a result of language interference or perceptual limitations. It is the result of a complex interaction between cognitive, socio-affective factors, and teaching experience that function continuously in their work environment. Based on data 3, 4, and 5, the phonological systems of Indonesian and Javanese still actively influence the production of English sounds by EFLT, especially in the pronunciation of vowels and diphthongs that have subtle phonemic differences. and previous research by Lubis et al., (2024) that first language phonological interference affects EFL pronunciation. They also found that teaching experience and linguistic awareness can reduce pronunciation errors. This latest study also found that phonological interference exists in EFLT. However, phonological interference persists and does not decrease significantly even though the research subjects have long teaching time and high linguistic awareness, indicating that the process of pronunciation fossilization is relatively unaffected by professional experience. And the statement from data 3 "we cannot avoid interference from our mother tongue" (EFLT 1), shows that phonological interference has become part of the teacher's interlanguage system that is stable and resistant to change, and is in line with the findings of Papaja & Wysocka-Narewska (2024) because they not only found fossilization in teachers but also showed that fossilization persists even though teachers have extensive teaching experience and high linguistic expertise. Therefore, this latest study confirms that professional experience is not automatically able to reconstruct a fossilized phonological system. And the difficulty in distinguishing word pairs, such as "Flower-Flour" (data 4) proves that phonological limitations have become a stable form in the teacher's interlanguage system. In contrast to the research of Suzukida & Saito (2023) which emphasized error stabilization only in learners. This latest study expands by showing that stabilization also occurs in experienced teachers who have a direct impact on the quality of students' phonological input.

Furthermore, internal factors rarely found in previous research are demonstrated in Data 6. Teachers exhibit strong motivation and positive attitudes toward improving native pronunciation. On the other hand, psychological factors that emphasize understanding meaning over phonological accuracy lead to the acceptance and persistence of pronunciation errors. New findings from this study suggest that positive attitudes and motivation do not automatically lead to improvement. Rather, they can lose their transformative power if not accompanied by reflective phonological awareness and ongoing articulation evaluation. Tolerant attitudes toward pronunciation errors, such as "the important thing is that the message is understood" (Data 6), indicate that phonological errors have become normalized in classroom practice. This contrasts with research by Munro (2021) which suggests that pedagogical tolerance influences accent in addition to maintaining teachers' phonological fossilization and reinforcing error transmission to students. In a study by Vavilova and Broadbent (2019), teachers' pedagogical decisions can contribute to the maintenance of fossilized pronunciation. Furthermore, EFLT 2 students were highly motivated to improve their pronunciation of vowels and diphthongs to sound more native. As shown in Data 7, teachers explicitly stated that they wanted to avoid using regional languages when speaking English. This finding suggests a positive attitude toward pronunciation accuracy and an awareness of the importance of phonological quality in oral

p-ISSN 2252-7427, e-ISSN 2541-3635
https://ieflj.uniku.ac.id/pub

communication. Expanding on this finding, Data 8 significantly contributes to studies of teaching experience in the context of pronunciation fossilization. This study differs from previous studies that tend to assume that long-term teaching experience automatically reduces pronunciation errors. Therefore, this finding confirms that English teachers should receive focused and ongoing phonetic training to avoid mispronunciation of diphthongs during teaching.

CONCLUSION

This study shows that despite having long teaching experience, English as a Foreign Language (EFLTs) teachers in a high school in Yogyakarta, still experience pronunciation fossilization. Vowel sounds (/ə/, /ɪ/, /ʌ/, /uː/, /æ/, /ɜː/, /ɔː/, /iː/) and diphthongs (/eɪ/, /aɪ/, /əʊ/, /aʊ/, /eə/, /ɪə/) frequently occur during teaching. Fossilization at the vowel level is characterized by the substitution of sound quality, the inability to maintain the distinction between long and short vowels, and the replacement of central vowels with vowels that are more stable in the phonological system of the L1. Monophthongization, the removal of glide components, and the simplification of articulatory movements cause fossilization at the diphthong level. The results of this study indicate that these pronunciation errors have been internalized in the teachers' interlanguage system. Consequently, these errors appear consistently and remain difficult to correct, despite the teachers' exposure to and experience in teaching English. This pronunciation fossilization is influenced by interacting external and internal factors. External factors include limited exposure to authentic pronunciation models, the absence of a continuous phonological feedback system, and an institutional environment that does not encourage systematic pronunciation reflection. Internal factors include L1 phonological interference, perceptual difficulties in distinguishing similar vowels and diphthongs, ingrained articulatory habits, psychological attitudes that prioritize comprehensibility over phonological accuracy, and teaching experiences that lack ongoing phonetic evaluation. The results indicate that teachers can be a source of inaccurate phonological input for students, and that fossilized forms can be inherited throughout the teaching process. Therefore, this study recommends ongoing phonetics training focused on vowel and diphthong pronunciation. Furthermore, this study also recommends fostering a culture of phonological correction and professional reflection in the school environment. These efforts are crucial to ensure that EFL teachers can serve as accurate pronunciation models.

ACKNOWLEDGEMENTS

The authors would like to thanks the teachers at a high school in Yogyakarta for their support, guidance, and facilities throughout the research process.

REFERENCES

Afdaliah, N. (2022). An analysis of phonological, morphological and syntactical errors on teachers' talk in EFL classroom. *JETAL: Journal of English Teaching & Applied Linguistic, 1*(4), 10–18. https://doi.org/10.36655/jetal.v4i1.790

Almusharraf, A., Aljasser, A., Mahdi, H. S., Al-Nofaie, H., & Ghobain, E. (2024). Exploring the effects of modality and variability on EFL learners' pronunciation of English diphthongs: A student perspective on HVPT implementation. *Humanities and Social Sciences Communications, 11*(1), 1–11. https://doi.org/10.1057/s41599-024-02632-2

Anindita, M. L., & Munandar, A. (2025). An error analysis on English diphthongs pronunciation by Banyumasan Javanese speakers in Indonesia. *Premise: Journal of English Education and Applied Linguistics, 14*(1), 29–42. https://doi.org/10.24127/pj.v14i1.11466

Ardi, F. S. H. (2020). The analysis of students' pronunciation error on English diphthong made by fifth semester of English language education program Universitas Negeri Padang. *Journal of English Language Teaching, 9*(1), 312–322. https://doi.org/10.24036/jelt.v9i1.107829

Aryanika, S. (2025). The influence of first language on second language pronunciation. *Fonologi: Jurnal Ilmuan Bahasa dan Sastra Inggris, 3*(1), 31–47. https://doi.org/10.61132/fonologi.v3i1.1315

Azman, N. N. B., & Razali, N. A. I. B. (2024). Factors of fossilization in speaking English as a second language among Malaysian undergraduates. *International Journal of Academic Research in Business and Social Sciences, 14*(4), 949–962. https://doi.org/10.6007/IJARBSS/V14-I4/21239

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.

Damanik, S. N. H. (2024). Pronunciation errors of English teachers in teaching storytelling: Phonetic analysis. *Indonesian Journal of Foreign Language Studies, 1*(1), 45–53. https://doi.org/10.65576/indofes.v1i1.20

Febrianto, D. (2021). Analyzing elementary English

teachers' pronunciation errors: Are we intelligible? *Al-Ishlah: Jurnal Pendidikan, 13*(3), 1526–1538. https://doi.org/10.35445/alishlah.v13i3.814

Firghy, S. A. M., Bochari, S., Hastini, & Mukrim. (2024). English diphthongs and students' perception: A phonological analysis. *Premise: Journal of English Education and Applied Linguistics, 13*(1), 368–387. https://doi.org/10.24127/pj.v13i1.9218

Geng, Z., & Jin, Z. (2024). A review of interlanguage fossilization in English learning. *Journal of Education, Humanities and Social Sciences, 26*, 153–160. https://doi.org/10.54097/z4kvfr08

Guo, Q. (2022). Interlanguage and its implications to second language teaching and learning. *Pacific International Journal, 5*(4), 08–14. https://doi.org/10.55014/pij.v5i4.22

Han, Z. (2004). *Fossilization in adult second language acquisition*. Multilingual Matters.

Hoque, E. (2017). An introduction to the second language acquisition. *Language Acquisition*, 1–23.

Huda, H. N., & Dewanti, R. (2022). Analyzing mispronunciation errors in English learning and teaching. *Ethical Lingua: Journal of Language Teaching and Literature, 9*(2), 690–698. https://doi.org/10.30605/25409190.483

Jihad, S., Nasrun, N., & Patawari, A. (2024). Analyzing factors influencing students' and teachers' pronunciation in speaking English. *Pubmedia Jurnal Pendidikan Bahasa Inggris, 1*(3), 7–7. https://doi.org/10.47134/jpbi.v1i3.338

Kamsinah, & Natsir, N. (2025). Contrastive analysis of Indonesian and English phonological systems: Implications for pronunciation teaching. *International Journal of Educational Research, 2*(3), 44–52. https://doi.org/10.62951/ijer.v2i3.411

Khairunnisa, K., & Lukmana, I. (2020). Teachers' attitudes towards translanguaging in Indonesian EFL classrooms. *Jurnal Penelitian Pendidikan, 20*(2), 254–266. https://doi.org/10.17509/jpp.v20i2.27046

Lestari, H. D., & Gushendra, R. (2022). Identifying students' phonological errors in pronouncing vowel diphthong at MAN 1 Pekanbaru. *Indonesian Journal of Integrated English Language Teaching, 8*(2), 79–86. https://doi.org/10.24014/ijielt.v8i2.18612

Li, H. (2023). A review on corrective feedback research of the recent 20 years. *International Journal of Education, 9*(3), 190–195. https://doi.org/10.54097/ijeh.v9i3.10621

Liu, S. (2024). The influence of interlanguage fossilization on second language acquisition. *Journal of Education and Educational Research, 10*(2), 76–79. https://doi.org/10.54097/e4ah4n68

Loewen, S. (2025). *Introduction to instructed second language acquisition*. Routledge.

Lubis, A. I. P., Rahmah, C. N. M., & Perangin-angin, A. B. (2024). Analysis of English diphthongs pronunciation errors of senior high school EFL students. *INNOVATIVE: Journal of Social Science Research, 4*(6), 6774–6781. https://doi.org/10.31004/innovative.v4i6.1622

Madina, C. A., Maulidana, D., & Zahra, M. I. (2024). Challenges in EFL learners' pronunciation of English vowels: A systematic review of common difficulties faced by English language learners. [Indicate Journal/Source if available].

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.

Munro, M. J. (2021). On the difficulty of defining "difficult" in second-language vowel acquisition. *Frontiers in Communication, 6*, Article 639398. https://doi.org/10.3389/fcomm.2021.639398

Nasir, A. (2024). *Dasar dasar bahasa Inggris*. Publisher Name.

Nurjanah, L., Rahmaningtyas, H., & Yaniafari, R. P. (2024). Examining students' oral corrective feedback preferences for improving speaking proficiency. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 11*(1), 23–38. https://doi.org/10.22219/celtic.v11i1.29020

Oliveira, P. F. de. (2021). How to promote the pragmatic awareness and avoid the fossilization phenomenon through a role play activity in English as a foreign language classes. *Brazilian English Language Teaching Journal, 12*(1), 1–11. https://doi.org/10.15448/2178-3640.2021.1.41723

Papaja, K., & Wysocka-Narewska, M. (2024). An insight into language fossilisation of the speaking skills of CLIL and non-CLIL teachers: Similarities and differences. *Beiträge zur allgemeinen und vergleichenden Sprachwissenschaft, 13*, 187–205.

Permata, D. A., Sabil, S., & Rohmana, W. I. M. (2025). Challenges in teaching English consonant clusters to non-native speakers: A phonological approach. *Indonesian Journal of English Language Studies (IJELS), 11*(1), 53–64. https://doi.org/10.24071/ijels.v11i1.10753

Premarathne, K. (2018). Exploring the reasons for the fossilization of phonological errors: A case study of the substitution of /o/ for /ɔ/ by English as second language learners in Sri Lanka. *Advances in Language and Literary Studies, 9*(4), 105–110. https://doi.org/10.7575/aiac.alls.v.9n.4p.105

Riandini, D., & Nida, F. (2024). Types of incorrectly-pronounced words by EFL learners. *Scripta: English Department Journal, 11*(1), 88–94. https://doi.org/10.37729/scripta.v11i1.4971

Ristati, R., Bahing, B., Retsi, O. D., Haryani, T., & Amalia, N. (2024). Challenges in pronouncing English consonant fricatives: Insights from Indonesian EFL learners. *Linguistics and ELT Journal*, *12*(2), 160–168.

Rosalin, I., & Hasibin, N. (2022). A descriptive study of pronunciation mastery. *LUNAR*, *6*(1), 289–297. https://doi.org/10.36526/ln.v6i1.1969

Rosari, M. D., & Ena, O. T. (2019). Inaccurate pronunciations of English vowel sounds by online Indonesian English teachers in three YouTube channels. *Academic Journals PERSPECTIVE: Language, Education, and Literature*, *7*(2), 65–74.

Rustipa, K., Widyaningrum, A., & Kasprabowo, T. (2022). Text-based approach to teach English diphthongs. *EduLite: Journal of English Education, Literature and Culture*, *7*(1), 111–124. https://doi.org/10.30659/e.7.1.111-124

Saito, K. (2021). *Effects of corrective feedback on second language pronunciation development*. Cambridge University Press. https://doi.org/10.1017/9781108589789

Salimi, E. A., Tian, Z., & Ghasempour, A. (2024). Exploring EFL teachers' beliefs and practices about translanguaging pedagogy: A qualitative study from Iran. *Australian Journal of Applied Linguistics*, *7*(3), 2120–2120. https://doi.org/10.29140/ajal.v7n3.2120

Sari, I. D. P. S., & Astuti, E. S. A. (2025). Challenges in English phonology for Indonesian EFL learners with a focus on consonant clusters, vowel length, and rhythm. *Prosiding Seminar Nasional IKIP Budi Utomo*, *6*(1), 25–35.

Selinker, L. (1972). Interlanguage. *IRAL - International Review of Applied Linguistics in Language Teaching*, *10*(1–4), 209–231. https://doi.org/10.1515/iral.1972.10.1-4.209

Senowarsito, & Ardini, S. N. (2019). Phonological fossilisation of EFL learners: The interference of phonological and orthographic system of L1 Javanese. *The Southeast Asian Journal of English Language Studies*, *25*(2), 74–85. http://doi.org/10.17576/3L-2019-2502-06

Setyaningsih, K. P., Wijayanto, A., & Suparno. (2019). English vowels and diphthongs problems of Sundanese learners. *ELS Journal on Interdisciplinary Studies on Humanities*, *2*(4), 571–581. https://doi.org/10.34050/els-jish.v2i4.8413

Shiddiq, S. M. M., & Oktaviani, L. (2022). Interlanguage concerning fossilization and universal grammar: A literature review on second and foreign language acquisition. *Journal of English for Academic and Specific Purposes (JEASP)*, *5*(2), 241–254. https://doi.org/10.18860/jeasp.v5i2.18998

Shobana, R., & Dinakaran, M. (2018). Problems of Tamil learners of English in forming negative and interrogative structures. *Journal of Applied Linguistics*, *3*(1), 313–314.

Suzukida, Y., & Saito, K. (2022). What is second language pronunciation proficiency? An empirical study. *System*, *106*, Article 102754. https://doi.org/10.1016/j.system.2022.102754

Tian, X., Li, S., Chen, L., & Liu, D. (2025). Interlanguage fossilization in second language acquisition and its implications for foreign language teaching. [Indicate Journal/Source].

Toloczko, E. (2024). A cognitive model of language teacher fossilization. *Journal of Language Teaching and Research*, *15*(5), 1518–1525. https://doi.org/10.17507/jltr.1505.13

Vavilova, Z., & Broadbent, J. T. (2019). Fossilization, communicative rationality and communication strategies in second language learning. *RUDN Journal of Language Studies, Semiotics and Semantics*, *10*(2), 522–531. https://doi.org/10.22363/2313-2299-2019-10-2-522-531

Ville, S. (2025). Language teachers' cognitions and the impact of pronunciation training observation. *PHONICA*, *21*, 1–29.

Weda, S., & Sakti, A. E. F. (2018). The effects of formal instruction on the acquisition of English long vowels. *Journal of Physics: Conference Series*, *1028*(1), Article 012101. https://doi.org/10.1088/1742-6596/1028/1/012101

Wysocka-Narewska, M. (2021). CLIL teachers and their (de) fossilized language competence. *Beyond Philology: An International Journal of Linguistics, Literary Studies and English Language Teaching*, *18*(4), 93–119. https://doi.org/10.26881/bp.2021.4.04

Wang, X., & Fan, L. (2020). An analysis of interlanguage features and English learning. *Journal of Higher Education Research*, *1*(1), 31–37.

Wang, P. (2023). Teaching implications of interlanguage fossilization. *Journal of Education and Educational Research*, *3*(3), 53–56.

Yusuf, Y. Q., Aziz, Z. A., & Pillai, S. (2024). The sounds of Indonesian English: Acoustic phonetic analysis of the monophthong. *TEFLIN Journal: A Publication on the Teaching & Learning of English*, *35*(1), 169–192. https://doi.org/10.15639/teflinjournal.v35i1/169-192