

# The /ɔ/ and /ow/ Contrast: Curing a Fossilized Pronunciation Error of Turkish Teacher Trainees of The English Language

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## Özet

Yabancı dil öğretiminin öğretmen yetiştirme alanında, kemikleşmiş sesletim hatalarını düzeltici yöntemlerin yokluğu öğretmen yetiştiricilere zor zamanlar yaşatmakta ve sesletim öğretimi açısından büyük zararları ortaya çıkarmaktadır. Öğretmen yetiştirme alanında sesletim doğruluğu ve güzelliği gibi öğeler vazgeçilmez unsurlardır. Sesletimi kötü olan bir yabancı dil öğrenmenin hem öğrencilerine hem de kendisine zarar vermesi kaçınılmaz olmaktadır. Üniversitelerin İngilizce öğretmenliği anabilim dallarında ses bilgisi, ses bilimi ve entonasyon öğretimi derslerinin bulunmaması bu alana hiç önem verilmediğinin açık bir göstergesidir. Bu makalede, kemikleşmiş sesletim yanlışlarını ele alan ve Demirezen (2003: 57-71; 2004a: 7-22) tarafından geliştirilen *duy-seslet yöntemi* (audio-articulation method) uygulanarak, Amerikan İngilizcesinin /ɔ, ɔʊ/ ve /ou/ ünlülerinin Türk öğrencilere ve öğretmenlerine getirdiği sesletim yanlışları iyileştirilmeye çalışılacaktır.

## Abstract

The scarcity of pronunciation teaching methods to cure the fossilized pronunciation mistakes in the field of teacher training give hard times to teacher trainers and bring about immeasurable dangers in term of pronunciation teaching. Pronunciation correctness and beauty are two indispensable ingredients of the field of teacher training. Foreign language teachers, who are bad at pronunciation, give not only to themselves but also to the students irreparable harms. The absence of such courses like Phonetic, Phonology and Intonation Analyses in foreign language teacher education departments demonstrate the fact that foreign language teacher education is not seriously taken up by the authorities. In this article, a fossilized pronunciation curing method, called the **audio-articulation method**, developed by Demirezen (2003: 57-71; 2004a: 7-22), will be utilized to rehabilitate the

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pronunciation errors caused by the /ɔ:/, ɔ:/ ve /ou/ vowel phonemes of the American English to Turkish students and teacher trainees.

**Key words:** exhortation, fossilized mistake, diphthong, teacher training, audio- articulation method.

### **INTRODUCTION:**

The /ɔ:/ and /ou/ contrast has always been a fossilized mistake causer for the Turkish students of the English language, harming the communicative competence of the teacher trainees, novice teachers and the teachers-on-the-job. The scarcity of methods to handle such fossilized mistakes within 45 to 50-minute duration makes the case even harder. In this article, a fossilized mistake eraser and also a pronunciation teaching method, called the **audio-articulation method** (Demirezen (2003: 57-71; 2004a: 7-22), which lasts a total class hour, will be implemented to remedy the fossilized pronunciation mistake on /ɔ:, ɔ:/ and /ou/ vowel phonemes of the American English language.

### **The phonemic structure of the /ɔ:/ vowel phoneme in American English**

By definition, /ɔ:/ is a *short rounded mid-low vowel phoneme*, heard in such American English words (Longman Dictionary of Contemporary English 2000) like,

dog /dɔg/	frost /frɔst/
frog /frɔg/	cost kɔst/
loss /lɔs/	soft /sɔft/

In the IPA system, the /ɔ:/ form is used to indicate the *short rounded mid-low vowel*, as seen in the same following words:

dog /dɔ̃g/	frost /frɔ̃st/
frog /frɔ̃g/	cost /kɔ̃st/
loss /lɔ̃s/	soft /sɔ̃ft/

Strangely enough, the /ɔ:/ phoneme takes place a bit longer as /ɔ: /in American English (Cambridge Dictionary of American English 2000), as heard in the following words:

dog /dɔ:g/	frost /frɔ:st/
frog /frɔ:g/	cost /kɔ:st/
loss /lɔ:s/	soft /sɔ:ft/

### **The phonemic structure of the /ow/ diphthong in American English**

By definition, /ow/ is a *long rounded mid vowel phoneme* and is also known as a diphthong in the American English language. This diphthong is a real problem causer for Turkish

students, who do not give the required lip rounding in articulation in its articulation. In this article, so as to give the required lip-rounding for this diphthong the /ow/ form of articulation is proposed for its transcription in this article because the /w/ semi-vowel naturally gives the required lip rounding for this problematic diphthong.

The phonetic description of this diphthong is different in British and American English:

American English	British English	Preferred design here
go [ <b>gou</b> ]	go [ <b>geu</b> ]	go [ <b>gow</b> ]
bone [ <b>boun</b> ]	bone [ <b>bəun</b> ]	bone [ <b>bow</b> n ]
coast [ <b>koust</b> ]	coast [ <b>kəust</b> ],	coast [ <b>kow</b> st ]
code [ <b>koud</b> ]	code [ <b>kəud</b> ]	code [ <b>kow</b> d ]
coal [ <b>kool</b> ]	coal [ <b>kəul</b> ]	coal [ <b>kow</b> l ]
coal [ <b>kool</b> ]	goal [ <b>geul</b> ],	coal [ <b>kow</b> l ]
woe [ <b>wou</b> ].	woe [ <b>wəu</b> ]	woe [ <b>wow</b> ].
postpone [ <b>pouspoun</b> ]	postpone [ <b>pəuspəun</b> ]	postpone [ <b>powspow</b> n ]

Once again, the fossilized pronunciation mistakes issue is an overlooked pronunciation teaching case, which requires specific attention in teacher training. Since inefficient pronunciation is detrimental not only to intonation but also to the communicative fluency of the teacher trainees, they must be given serious consideration.

## AN APPLICATION OF THE AUDIO-ARTICULATION METHOD

Level: teacher trainees, novice teachers, and teachers-on-the-job

Method: The audio-lingual method

Topic: the fossilized mistakes on /ɔ, ɔ:/ and /ou/ contrast.

Duration: One class hour

### 1. Motivation-warm up.

The teacher trainer (TT) enters the classroom and greets the teacher trainees by saying, “Good Morning class, how are you all today? S/he has a brief chat on some topics that concern them. This takes a couple of minutes.

### 2. Review the previous topic.

**TT:** Who will tell me what we studied in our previous lesson?

Students: we studied on the /ɔ/ phoneme of the English language.

**TT:** Very good! Ali, can you give me some words that have the /ɔ/ sound?

Ali: Yes, sir. Words like **all, call, tall, smoke, stork, and store** carry this sound.

**TT:** Very good, Ali. Thank you very much. And now, who is going to give me the description of this vowel phoneme? (Selma raises her hand to answer). Okay, Selma, you give its definition.

**Selma:** /ɔ:/ is a short mid-low rounded vowel phoneme and /oʊ:/ is a bit longer form of it in the American English phonemic chart.

**TT:** Well done, Selma. Correct. Since you have understood this phoneme, let's move on to today's topic.

### 3. Introduce the topic to teach

The TT introduces the new topic by saying, "All right friends. Today we will study the long form of the /ɔ:/ or /oʊ:/ sound, which is the /oʊ/ diphthong, which is also indicated as in British English: it is the longer form of /ɔ:/ or /oʊ:/, defined as follows:

/oʊ/ is a long rounded mid vowel phoneme, heard in such words as **ago, home, hope, host, low**, and many others.

For the sake of clarity, we will adopt the /ow/ form instead of /oʊ/ for better realization of its rounded quality that requires a great deal of lip-rounding.

/ow/, as a diphthong, is a real **fossilized pronunciation mistake** taking place in the pronunciation of many teacher trainees or novice teachers, or even teachers-on-job.

#### A. Prepare a corpus

In accordance with the principles of the **audio-articulation method**, the TT prepares a corpus of 80 to 100 words pertaining this fossilized problem-causing phoneme and develops all of his/her exercises from this corpus. The words cited in the corpus are generally frequently encountered culture-based core words, exhibiting the /ɔ, oʊ:/ and /oʊ/ contrasts phonemically. The TT's exhortations of the words in the corpus and his employment of the other drilling techniques like minimal pair contrasts, chain drills, substitution drills, repetition drills, inflection drills, replacement drills, restatement drills, completion drills, transposition drills, expansion drills, contraction drills, transformation drills, integration drills, rejoinder drills, restoration drills, question-answer drills, language games and many other creative exercise types, are all of great help in this respect. The TT does exhortations on the corpus words and gets them to be repeated without boring the students, bearing the time limitation in mind. The transcriptions given below are taken from the **Cambridge Dictionary of American English 2000**. The phoneme /ɹ/ is used here to show the **retroflex** feature of the /r/ phoneme in American English.

go /gou/	over /oʊvəɹ/	polo/poolou/
all /ɔ:l/	joke /dʒoʊk/	know /nou/
dog /dɔ:g/	small /smɔ:l/	pose/pouz/
old /ould/	wrong /ɹɔ:ŋ/	ocean /ouʃən/
for /fɔɹ/	fault /fɔ:lt/	holy /houli/

fog /fɔ:g/	story /stɔ:ɾi/	open /oʊpən/
lord /lɔ:ɾd/	nose /noʊz/	rose /ɾoʊz/
fall /fɔ:l/	stork /stɔ:ɾk/	slow /slou/
tall /tɔ:l/	grow /gɾou/	loan /loʊn/
call /kɔ:l/	form /fɔ:ɾm/	post /poʊst/
wall /wɔ:l/	show /ʃou/	ghost //goʊst/
loss /lɔ:s/	hope /hoʊp/	willow /wɪlou/
coal /kool/	born /bɔ:ɾn/	mourning /moʊɾnɪŋ/
want /wɔ:nt/	court /koʊɾt/	profile /pɾoʊfaɪl/
walk /wɔ:k/	horse /hɔ:ɾs/	video /vɪdi:ou/
ball /bɔ:l/	host /hoʊst/	former /fɔ:ɾmɛɾ/
cost /kɔ:st/	storm /stɔ:ɾm/	order /ɔ:ɾmɛɾ/
long /lɔ:ŋ/	boat /boʊt/	phone /foʊn/
song /sɔ:ŋ/	soap /soʊp/	coast /koʊst/
goat /gout/	gold /gould/	widow /wɪdou/
corn /kɔ:ɾn/	home /hoʊm/	morning /mɔ:ɾnɪŋ/
moss /mɔ:s/	floor /flɔ:ɾ/	snowstorm /snoʊstɔ:ɾm/
logo /loʊgoʊ/	solo /soʊloʊ/	wardrobe /wɔ:ɾdɾoʊp/
sofa /soʊfə/	yellow /jelou/	portfolio /pɔ:ɾtfoli:ou/
auto /outə/	snow /snoʊ/	protest /pɾoʊtest/
crossroad /kɾɔ:sɾoʊd/	overflow /oʊvɛɾfloʊ/	softball /sɔ:ftbo:l/
postcode /poʊstkood/	moreover /moʊɾɔʊvɛɾ/	ping-pong /pɪŋ pɔ:ŋ/
rodeo /ɾoʊdi:ou/	jawbone /dʒɔ:boʊn/	patato /pəteɪtoʊ/
snowfall /snoʊfɔ:l/	warlord /wɔ:ɾlɔ:ɾd/	scoreboard /skɔ:ɾbo:ɾd/
wardrope /wɔ:ɾdɾoʊp/	snowball /snoʊbo:l/	goalpost /goʊlpou/

### B. Establish the minimal pairs

The following minimal pairs are repeated in single or choir in class without boring the students. The vowel length required in the second column must be specially emphasized. It must also be noted the special feature of the /ɾ/ phoneme, which is a **retroflex sound** in whose production the tip of the tongue is raised up to the middle of the roof of the mouth while the air stream goes out through the oral cavity. The teacher trainer must correct the wrong articulations of the students without bothering them.

**The /ɔ:/ phoneme**      **The /oʊ/ phoneme** (also indicated as /oo/ in American English)  
 on /ɔ:n/                      own/own/, or /oʊn/

ox /ɔ:ks/	oaks(Br.) /owks/, or /oaks/
call /kɔ:l/	coal /kowl/, or /kool/
for /fɔɾ/	four/ fowɾ/, or /foʊɾ/
cost /kɔ:st/	coast /kowts/, or /koost/
odd /ɔ:d/	owed /owd/, or /ood/
ball /bɔ:l/	bowl /bowl/, or /boul/
mall /mɔ:l/	mole /mowl/, or /moul/
want /wɔnt/	won't /wownt/, or /woont/
fall /fɔ:l/	foal /fowl/, or /fool/
holly/hɔ:li/	holy(Br.) /howli/, or /hooli/
caught /kɔ:t/	coat /kowl/, or /koot/
croak /kɾɔ:k/	croak /kɾowk/, or krook/
pop(Br.) /pɔ:p/	pope /powp, or /poup/
slop /slɔ:p/	slope/slowp/, or /sloop/
cross /kɾɔ:s/	crows /kɾows/, or /kɾous/,
horse /hɔ:ɾs/	hoarse /howɾs/, /houɾs/ (Cambr. Dict. of Amer. Eng., pp. 421, 414)
morning /mɔ:ɾnɪŋ/	mourning /mowɾnɪŋ/, or /mouɾnɪŋ/(Cambridge Dictionary of American English, pp. 555, 558)

### C. Practice with the topic

The pronunciation problem-causing /ow/, also indicated as /oʊ/ diphthong, is practiced in class by getting the tongue twisters repeated by the students in one by one, in groups, or altogether combinations.

#### a. Using tongue twisters

i.

A window

A yellow window

An old yellow window

An old open yellow window

vi.

All

All in all

All in all roll

All in all roll to the goal

ii.

A boat

A small boat

A small slow boat

A small slow boat on the road

vii.

A walk

A long walk

A long hopeful walk

A long hopeful walk on snow

iii.  
A goat  
A goat in a boat  
A small goat on a boat  
A small goat on a narrow boat

iv.  
A widow  
A widow show  
A widow show in a window  
A widow show in an open window

v.  
The scope  
The scope of a hope  
The scope of a small hope  
The scope of a small hope on the host

xi.  
A snowfall  
A snowfall in a snowstorm  
A snowfall in a snowstorm on the crossroad  
A snowfall in a snowstorm on the crossroad over the scoreboard

xii.  
Postpone  
Postpone the boat show  
Postpone the boat show and road show  
Postpone the boat show and road show in the portfolio

xiii.  
A roll-call  
A roll-call in a rodeo  
A roll-call in a rodeo in Hong Kong  
A roll-call in a rodeo in a strong snowstorm in Hong Kong

The TT makes the necessary corrections in the wrong articulations without boring and demoralizing the students.

**(i). Recognition exercises:**

a. **TT:** Dear colleagues, I'm going to give you some words now, if you hear the /ɔ:/ or /ɑ:/ sounds you say one, or if you hear the sound /ow/, you say two. Here is an example:

viii.  
Don't  
Don't want  
Don't want the folks  
Don't want the folks on the roads

ix.  
Don't  
don't throw  
Don't throw the snowball  
Don't throw the snowball over the post

x.  
An order  
An odd order  
An odd long order  
An old long order

**TT:** Ayşe, which sound do you hear in the word “**salt**”?

**Ayşe:** One!

**TT:** Good. Thank you, Ayşe. Ali, you tell me, which sound do we hear in the word “over”?

**Ali:** Two.

**TT:** Very good, Ali. Ahmet, which sound is heard in the word “**coat**”?

**Ahmet:** Two!

**TT:** Well done, Ahmet, Thank you. (Practice goes on as the time limit allows.)

(ii). **TT:** Dear friends, now I’m going to give you two words. If you hear the /ɔ/ or /ɔ:/ sounds you say one, or if you hear the sound /ow/, you say two. Here is an example:

**TT:** Murat, which sounds do you hear in the words “**cost**” and “**coast**”?

**Murat:** One-Two!

**TT:** Correct, thank you Murat. Mehmet, “**hoarse-horse**”?

**Mehmet:** Two-one!

**TT:** Very Good, Mehmet. Umut, “**call-coal**”?

**Umut:** One-two!

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

(iii). **TT:** now I’m going to give you three words. If you hear the /ɔ/ or /ɔ:/ sounds you say one, or if you hear the sound /ow/, you say two by following the order of articulation. Here is an example: Mine, you tell me, which sounds do you hear in the words “**ball-bowl-ball**”?

**Mine:** One-two-one!

**TT:** Very good Mine. İsmail, “**Morning-morning-mourning**”?

**İsmail:** One-one-two!

**TT:** Well done, İsmail. (The practice goes on as the time limit allows.)

(Here, the TT practices any kind of games he likes.)

#### **4. Give the RULE:**

Dear friends, by definition, /ɔ/ is a mid-low rounded SHORT (also termed as lax) back vowel, whereas /ow/ is a mid-mid rounded LONG (also termed as tense) back vowel, requiring a great deal of lip-pursing during the articulation. There is also an /ɒ/ vowel sound, heard in such words as *shop* [ʃɒp], *cross* [krɒs], *coupon* [kʊpən], and *catalog* [kætəlɒg], designed by the IPA system, and which is a little bit *shorter* than the /ɔ:/ vowel phoneme. The /ɒ/ and /ɔ/ vowel phonemes are more or less of the same value in terms of vowel length, and they constitute a normal case of a **near minimal pair** with each other. Also, there is a bit longer case of the vowel /ɔ:/ heard in such words as *dog* [dɔ:g], *door* [dɔ:s], *boss* [bɔ:s], requiring little bit more vowel lengthening than the /ɔ/ case.

The /**ow**/ vowel, which is also indicated as /**oʊ**/ in American English, is a diphthong in the English language and causes an articulation problem for Turkish learners of English, who do not pay any attention on the required extra **lip-rounding**. For pedagogical reasons, a form like /**ow**/ has been used in this article since it shows the rounding or pursing of the lips much better than /**o:**/ or /**oʊ**/ . Because /**ow**/ does not occur in the Turkish vowel system, Turkish learners of American English naturally tend to articulate it without required lip-rounding as /**o**/ , which may cause a communication breakdown. For pedagogical reasons, then, the use of /**ow**/, which is exactly equal to /**o**/ diphthong, is adopted here to make the Turkish learners of the English language to give the extra lip-pursing required in the articulation of such words as *bone* [ **bow**n ] , *coast* [ **cow**st ] , *code* [ **cow**d ] , *coal* [ **cow**l ] , *go* [ **gow** ] , *goal* [ **gow**l ] , *postpone* [ **pow**spow ] , and *woe* [ **wow** ] , which are respectively seen in dictionaries in such transcription forms as the following:

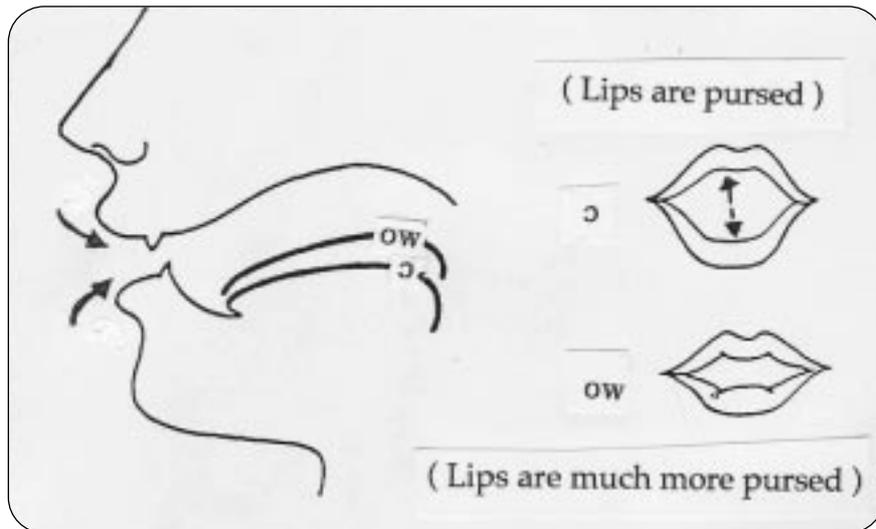
**American English**

go [ **gou** ]  
 bone [ boun ]  
 coast [ **koust** ]  
 code [ **koud** ]  
 coal [ **koul** ]  
 goal [ **goul** ],  
 woe [ **wou** ].  
 postpone [ **pouspoun** ]

**British English**

go [ **gəu** ]  
 bone [ bəun ]  
 coast [ **kəust** ],  
 code [ **kəud** ]  
 coal [ **kəul** ]  
 goal [ **gəul** ],  
 woe [ **wəu** ]  
 postpone [ **pəuspəun** ]

The following figure shows the articulation of the two sounds:



**5. Do further exercises:**

The TT's exhortations on the following statements are crucial, and he must get them to be repeated by the students in form of single or choir repetitions without boring the students.

**A. Minimal sentences**

1. Dorothy has an ODD / OWED story.
2. They LOFT/ LOAFED all day long.
3. There is a big HOLE / HALL in that mall.
4. She said, " Good MORNING / MOURNING."
5. This COST/ COAST is moderately high.
6. This MALL / MOLE is expensive.
7. There is a HALL / HOLE in this building.
8. I have four BALLS/ BOWLS.
9. This CALL/ COAL is for Joe.
10. Your FALL / FOAL worried me.
11. They want/ WON'T.
12. I see a HOLLY / HOLY thing over there.
13. The HOLLY/ HOLY ghost is heavenly.
14. This is a HOLLY/ HOLY plant.
15. The man was COLD/ CALLED.
16. It is a hot CALL/ COAL.
17. The BALD/ BOLD warrior joined the army.
18. This HALL / HOLE is too large.
19. JOE'S FALL / FOAL surprised everyone.
20. Did you sell the BALL / BOWL made of gold?

**B. Sentences with contextual clues**

The TT's exhortations on the correct articulation of the following sentences raise the consciousness of the students towards the problem-causing sound.

1. Joe BOUGHT a BOAT.
2. Don't FALL on the FOAL.
3. This is a HOARSE HORSE.
4. You can CALL the COAL dealer.
5. There is a BALL in your BOWL.
6. That's the COST of this COAST.
7. There is a huge HOLE in the HALL.
8. A tall FOAL caused the man to FALL.
9. JOE WON'T WANT any phone calls.

10. You cannot speak on your OWN faults.
11. This is a CAUGHT COAT in the shop.
12. We booked FOUR rooms for you to stay.
13. MORNING does not mean MOURNING
14. JOE has to ROLL in his ROLE in the movie.
15. The thief in the black COAT was COUGHT.
16. This is the BOAT BOUGHT by Mr. Brown.
17. She CALLED a taxi for me on a COLD day.

**C. Using problem-sound concentrated exercises:**

The following sentences are used as exhortations by the TT, and students repeat them in single or choir repetitions. If there are videoed repetitions of them, it is even better if they are shown to the students. The TT tries to use meaningful tongue twisters and related exercises in this respect, but according to Linse (2003: 26-27) using non-meaningful tongue twisters are full of fun.

1. DON'T GO to the RODEO SHOW with JOE, LEO, and TONY in the MORNING TOMORROW.
2. The MOLE TOLD the BOSS about the PHONE CALL on the ROADSHOW.
3. DON'T OPEN the WINDOW if there is a big HOLE in the HALL of the SHOPPING MALL.
4. This is the STORY of a FALLING BOSS FOULING ON an ADORABLE HOST in a BOATSHOW near the SCOREBOARD.
5. DON'T ROAM around my HOME singing a WRONG SONG on the STORY of KING KONG in the OWED city OF HONG KONG.
6. Do you KNOW MOST of the POTATOES GROW SLOW in NOVEMBER GROANING BELOW the SNOW under the WILLOWS.
7. In the BOATSHOW there is a FOAMY and SOAPY COAT ON the GOAT, SOAKED ON a SOARY FLOOR.
8. The AUTOSHOW was postponed BECAUSE OF the STRONG SNOWSTORM that never SLOWED down by the SOFT SNOWFALL.
9. The WARLORD has to REORDER to POSTPONE the POLO MATCH OWING to the MOURNING CEREMONY in the MORNING.
10. The HOARSE HORSE SLOWED down, after seeing a GHOST near an OLD, SMALL BOAT next to the ROAD.

**6. Make a summary**

**TE:** Dear colleagues, you must practice the exercises in front of a mirror to see your own articulatory movement. Please do not forget to do this practice at home.

Here, the TE goes back to his/her rule handled in **step 4** and creatively re-summarizes the day's topic in a vivid way. The same charts, figures, maps, or whatever previously used during the teaching time can be utilized in giving a clear-cut synopsis on the problem-causing fossilized mistake.

TE ends the lesson.

### **7. Give assignments**

The TT can give the following issues as homework:

1. Restudy this article at home and repeat all of the exercises.
2. Prepare 3 clear-cut tongue twisters exemplified in 3C.
3. Prepare 5 minimal sentences like the ones given in 5A.
4. Prepare 3 sentences with contextual clues as exemplified in 5B.
6. Prepare 3 problem-related exercises, tape, and bring them to class.
7. Write a dialogue including the /r, r:/, ow/ vowel phonemes.
8. Write a paragraph (in 200 words) by using the words given in the CORPUS.

### **CONCLUSION:**

Pronunciation is one of the most difficult areas both for foreign language teachers and for learners. Most teacher trainees now agree that explicit pronunciation is an essential part of teacher training. Needless to say, a better instructed teacher trainee becomes a better teacher. Poor pronunciation leads to tension, which, in turn, leads to poor performance. Poor pronunciation also brings in a mother tongue accent into teaching the target language, and it is not easy to eradicate all traces of it. Thus poor pronunciation impedes good language skills, condemning the non-native teachers of the English language to less than their deserved social, vocational and work promotion and development.

Turkish teacher trainees, novice teachers, and other teachers-on-the-job have hardships in articulating the /ow/ diphthong phoneme of American English, in not giving the required lip-rounding brought about by the /w/ semi-vowel of the /ow/. The contrasts of /ow/ with /r, r:/ phonemes by means of minimal pairs develop perceptual discrimination and improve substantial self-awareness raising skills on the fossilized mistake. By using minimal sentences, contextual sentences, and problem-concentrated exercises in communicative context, a productive focus is brought into the learning process. The result comes up as the re-establishment and rehabilitation of the intelligibility of pronunciation on the fossilized mistake.

Finally, **the audio-articulation method**, by means of controlled and guided pronunciation practice, helps to integrate pronunciation practice into oral communication and enhances communicative competence, productive competence, and communicative fluency by providing a pronunciation-rich classroom in a full class hour. This method also serves to approximate the articulations of the troubled teacher trainees closely to a standardized, internationally intelligible pronunciation. They achieve this micro-skill by modeling their

pronunciation level on the teacher trainer's sample articulations. It must be borne in mind that the fossilized pronunciation problems of teacher trainees can no longer be ignored since fossilization slows down the improvement of the communicative competence and fluency, intonation advancement, and the other related skills.

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