

**The Principles and Applications of the Audio-lingual Pronunciation Rehabilitation Model
in Foreign Language Teacher Education**

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Abstract

In remedial pronunciation instruction in teacher education, the scarcity of pronunciation teaching and pronunciation rehabilitation methods lasting a class hour to handle the fossilized mistakes is a fundamental problem in teacher education. To remedy this case, *the audioarticulation Model (AAM)* is designed by the author of this article for occupational or academic purposes to meet the urgent needs of the trainees and the teachers-on-the job in the area of teacher training in an atmosphere of pronunciation-rich classroom during forty to fifty minute lasting class hours, and is addressed to non-native teachers of English or novice teacher trainees, who are in need of correcting or self-monitoring their fossilized pronunciation errors on the ‘core sounds’ (Jenkins,1998; Acton, 1991; Brown, 1991) of the English language. ‘Core sounds’ are segmental sounds of the target language that lead the learners to pronunciation hardships in forms of articulation errors. Such an effort to improve is professionally required because faulty pronunciation obscures intelligibility (Pennington, 1996:120). It is hoped that the AAM will greatly correct and enhance the pronunciation potentials of novice non-native English teachers and trainees.

Key Terms: fossilized pronunciation error, corpus, the audioarticulation model, analytic-linguistic approach, intuitive-imitative approach.

Özet

Öğretmen yetiştirmedeki bütünleyici sesletim öğretiminde, sesletim beceri öğretiminin az işlenmesi ve kemikleşmiş sesletim hatalarını gideren ve bir ders saati boyunca süren hatalı sesletimi iyileştirme yöntemlerinin yokluğu, öğretmen yetiştirmede başlıca bir problemdir. Bu duruma çözüm bulmak ve kırk-kırk beş dakikalık sesletim işlemi yapılabilecek bir sınıf ortamında, eğitim aşamasındaki öğrenciler ile öğretmen yetiştirme alanında çalışan öğretim

elemanlarının acil ihtiyaçlarını karşılamak gerekmektedir. Mesleki ve akademik amaçlar doğrultusunda, sesletim düzeltme çalışması gerekmektedir. İngiliz dilinin ‘çekirdek seslerinin’ (Jenkins,1998; Acton, 1991; Brown, 1991) incelemek için, kendi kendilerine sesletim yanlışlarını izleme ihtiyacı duyan, ana dili İngilizce olmayan öğretmenlere ya da eğitim aşamasındaki öğretmen adaylarına yönelik olarak, bu makalenin yazarı tarafından Duy-Seslet Modeli (DSM) tasarlanmıştır. ‘Çekirdek sesler’, sesletim zorluklarına yol açan, hedef dilin sorun çıkaran parçalararası (segmental) sesleridir. Hatalı sesletim, anlaşılabilirliği belirsizleştirebileceğinden, profesyonel olarak, bozuk sesletim hatalarını giderebilecek bir modele ihtiyaç duyulmaktadır (Pennington, 1996:120). DSM’nin uygulanması yoluyla, ana dili İngilizce olmayan öğretmenlerin ve öğretmen adaylarının hatalı sesletim becerilerini düzeltmesi ve doğru sesletim becerilerini büyük ölçüde geliştireceği belirlenmiştir.

Anahtar terimler: kemikleşmiş sesletim hatası, örneklem, duy-seslet modeli, çözümleyici-dilbilimsel yaklaşım, içsel-yineleyici yaklaşım

1.Introduction

Mispronunciation and bad intonation are fundamental problems in the speech of the non-native teachers of English in underdeveloped countries, due to lack of materials, inadequate model teachers, and the like. In addition, many of such teachers, who are on the job, mispronounce words and sentences, and still be understood poorly with great difficulty, but they see no point in making any effort to improve their faulty pronunciation, which gets to be harmful to the learners. In addition some of them believe that correcting pronunciation is more or less a hopeless effort at their age. But, professionally speaking, there has to be a continuing need for advancement of pronunciation in teacher training. In the pronunciation literature there is a no method or model to rehabilitate the fossilized problem-causing segmental phonemes of the target language within a class hour. This, the audioarticulation model is designed to fill this gap in the field of pronunciation teaching.

2. Related Approaches, Theories, and Methods

In the history of pronunciation teaching, there are very few approaches, methods, and theories in relation to teaching and correcting mispronunciation. There are intuitive-imitative approach and analytical-linguistic approach (Marianne, Celcia, M. at al (1997). “An intuitive-imitative approach depends on the learner’s ability to listen and to imitate the rhythm and sounds

of the target language without the intervention of any explicit information” Celce,-Murcia,.at al (1996:2). This approach presupposes good models to be imitated; native-speakers, phonographs records, radio broad-casting, audiocassettes and compact discs. Students solely imitate the model.

An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, carts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production”(Celce,-Murcia,.et al (1996:2). It focuses on the sounds through contrastive minimal pairs drills and focuses on the problem-causing sounds of the target language to the learners. The analytic-linguistic approach is said to be complementary to the intuitive-imitative approach. The model called the audioarticulaton model, in principle, is based on the analytic-linguistic approach.

The Behaviorist approach (Brown, 2001) creates very limited progress in teaching pronunciation via Imitation Theory and Reinforcement Theory, which are full of mechanistic exhortations made by the teachers. Minimal pair drills and substitution drills are extensively used. The students are almost converted to parrots during the teaching hours due to mechanistic repetitions and drills. There is also the rehearsal theory developed Craik and Larkhard 1972) to remediate the faulty articulations. None of these methods or models last one class hour.

In terms of methods of articulation teaching, the **Mim-mem method** is very limited. The audiolingual method and direct method also handle pronunciation teaching in a limited way and time, so is the case with the contrastive method. The sound repetition method of the intuitive-imitative approach is of very restricted short-term remedies for pronunciation teaching.

Almost all of these approaches, theories, and methods fall short in correcting and then improving the inefficient, faulty, and misleading pronunciation errors of the teachers-on-the-job, novice teachers, and teacher trainees. Actually, none of them are powerful and comprehensive enough to handle the fossilized pronunciation mistake from A to Z or the ‘core sounds’ of a foreign language, whose mispronunciation of ‘core sounds’ in terms of fossilized pronounciational errors have a cumulatively negative effect on intelligibility, exerting detrimental effects on enhancing the productive competence of foreign language teachers. Therefore, there is a greater necessity of designing a method that can cure the fossilized pronunciation mistakes in a class hour via awareness-raising and experiential practices.

2.1. 'Core Sounds' as Pronunciation Problems

Core sounds of a target language are specific segmental sounds in forms of consonants and vowels, creating articulation and pronunciation difficulties for the non-native learners of that target language. This core quality on the segmental level applies to consonant and vowel sounds. For example, in terms of micro-level pronunciation skills, such core consonants of the English language, like [θ, ð, ŋ, w, r, ʃ, ʒ, ʃ, ʒ], are discovered as problem-causing consonants that give hard times in articulation for Turkish teachers of English (Demirezen, 2007c). In terms of core vowel sounds of English, [æ, ε, ʌ, ɔ, ə, a, u, o] have always been problematic for Turkish teachers of English language. Such 'core sounds' of the target language are mostly confused with the native language sounds of the learners, and therefore mother tongue interference or native reaction get to be inescapable for the non-native teacher of English language. The fact of the matter is that right at this junction the interlanguage pronunciation habits get hold of the learners.

3. Basic Principles of the Audio-articulation Pronunciation Rehabilitation Model

The AAM, as a model for teaching, correcting, and curing the problem-causing core sounds in the pronunciation of nonnative teachers of English, generally moving from raising awareness of an aspect of the fossilized pronunciation mistake of the target language to perception or focused listening and then exhortation of exercises towards oral practice. Pronunciation correction teaching for curing the fossilized mistakes or the core sounds of the target language needs to be approached from both micro-and macro-level perspectives.

Basically, the principles of the AAM involve micro-listening and speaking, macro-listening and speaking activities in terms of automatic speech recognition and production exercises. Since micro-listening activities include the aural realization and discrimination of the sound pattern of the target language within streams of speech, it is central to the teaching of accurate pronunciation, hence the "audio-" part of the term audio-articulation comes. Moreover, micro-level listening subskills exposed by the pronunciation teacher educator or mentor during the in-class demonstrations are just as crucial to the overall listening process as micro level listening strategies. Similarly, designing practice procedures in the classroom and constructing listening texts via corpus, minimal pairs, minimal sentences and sentential clues are also critical for the procession of the AAM. In addition, inferencing, self-monitoring and elaboration strategies in exhortations are also indispensable.

The following stages are proposed for the working mechanism of the AAM:

3. 1. Identification of a problematic core sound of the target language for the non-native learners of the target language.

Certain diagnostic tests are used to pin down the problematic core sounds of the target language that create nagging pronunciation problems to non-native teachers. In terms of microlevel skills, such consonant sounds like [θ, ð, ŋ, w, r, ɹ, ʌ, ɛ] (Demirezen, 2007e) and vowel sounds like [æ, ε, ʌ, ɔ, ə, a, u, oʊ] (Demirezen, 2007c) of English language are fossilized pronunciation problem causing ‘core sounds’ for Turkish students and teachers, who cannot articulate and use them in near native-like, or most desirably, native-like fashion. Each of these sounds can be handled in class through the practices and exercises of the AAM.

3. 2. Preparing a corpus of 50 to 100 words including the problem causing core sound and its nearest pair.

In the establishing the corpus teachers or trainees listen to a series of micro-listening sub-skills in correcting pronunciation, and such a conduct in practice with micro-listening is essential for understanding fast, fluent conversational skills in real life situations.

3. 3. Singling out minimal pairs from the corpus for practice.

Minimal pairs are based on the definitions developed by structural linguistics. In the audio-articulation model, a wrongly articulated phoneme is matched with an easily and correctly pronounced phoneme, a vowel or consonant, as a minimally distinguishable phonemic contrast. In determining the minimal pairs, the contrastive hypothesis and interlingual hypothesis (Celce-Murcia, et al, 1996:21) are utilized. Minimal pair identification and comparison in the sounds of the target language like English (Baker and Goldstein 1990; Nilsen and Nilsen, 1973) are always beneficial to the non-native learners’ perceptual awareness (Jamieson, and Morosan, 1986).

In this respect, such minimal pair contrasts like [t - θ], [d - ð], [θ - ð], [n - ŋ], [v - w], [r - ɹ], [ʌ - ɛ] in consonants, and [æ - e], [æ - ʌ], [ə - a], [ʌ - ə], [u - uʊ], [ɔ - oʊ], [oʊ - uʊ] in vowels will perceptually be very beneficial (Each minimal pair can be picked up and treated by AAM to cure the pronunciation mistakes in a class hour period in handling

them in neuromuscularly oriented *imitation*, *repetition*, and *exhortationwise* experimental practices to control pronunciation.

Also, minimal pair imitations and repetitions modeled on teacher educator's pronunciation or any other device, like a computer, furnish neuromuscular flexibility in the mouth of the learners. Hammerly (1982:353) points out that imitation is not a simple process. It involves (1) perception of the model, (2) reproduction of the model, (3) perception one's own production, and (4) evaluation of one's own production in relation to the model. Then, imitation is not a simple activity, requiring real effort to improve if self-correction and self-monitoring are needed to be aware of one's pronunciation problems. It is true to claim that adequate auditory input in form of imitation, repetition, and exhortation in class at the beginning stages of pronunciation instruction result in improved pronunciation. According to Jamieson and Morosan (1986) perceptual development of non-native learners can be developed by minimal pair contrast repetitions.

The exhortations on such minimal pairs promote the threshold of intelligibility in pronunciation. Minimal pair exhortations by the teacher educator and the trainees, being cases of micro-level pronunciation monitoring, are a focus of controlled production of selected pronunciation contrasts in the target language, which encourage the learners' speech awareness and realistic self-monitoring because exhortations on the minimal pairs contrasts help the learners discriminate listening skills for dimensions of pronunciation clarity.

In handling the minimal pairs, the instructor has the learners practice listening comprehension skills; with same and different exercises and listening discrimination exercises are done by guided oral production practice. Following the instructor's model, learners exercise in several different types of drills.

3. 4. Developing proper tongue twisters, proverbs, idioms, mottoes, or cliché expressions in chunks for classroom practice.

A cognitive control of core sounds is required in foreign language teachers' pronunciation, and this can be furnished by practicing various exercises. Preparing humorous *tongue twisters* and incorporating idioms, mottoes, or cliché expressions by using the minimal pairs in forms of chunks, phrases, and clauses are also awareness raising articulations, which increase the importance of meaning and contextualized practice, and also focus listening attention on streams of oral practices.

It must also be noted that to mimic and articulate such problem sound -bearing structures is good to develop and activate 1000 muscles, situated in our mouth for speech incident, for neural maturity. Let's remember that the activation of these 1000 muscles in the adults is relatively hard after puberty. Such practices with the will help the learners or teacher trainees develop further speech abilities, self-monitoring, and cognitive involvement. Also, they must produce large quantities of chunks of words and sentences that include the problematic sounds on their own.

Tongue twisters (Celce-Murcia at al, 1996) is a technique from speech correction strategy. The audioarticulation model uses it to create a neuromuscular and neurophysiological flexibility in the muscles via the tongue twisters repetitions so as to remove the fossilized articulation difficulties of the learners.

At the sentence level, **paradigmatic drills**, which are the creation of a contrast across two sentences is favored. Paradigmatic drills are also called **minimal sentences** (Nilsen and Nilsen, 1973). Here are some examples:

Don't **SLIP/SLEEP** on the roof.

Please **FEEL/FILL** it.

Rabbits are **BREATHING/BREEDING** very quickly.

Your term paper is very **WORTHY/WORDY**.

Syntagmatic drills, which are the creation of phonemic contrasts within a sentence, can be utilized. Such drills are termed as **sentences with contextual clues**. Here are some examples:

Don't **SIT** in that **SEAT**.

Can your **LIP LEAP**?

I **THANK** you for the **TANK**.

This is the **THEME** of the **TEAM**.

3. 5. Doing further awareness raising and experiential practices within a suitable methodology.

Systematic exercises are required to control automatic pronunciation mechanism. Production exercises, recognition exercises, phonemic discrimination activities and drills, minimal pair practice, and listening discrimination practice .Using *minimal sentences*, *sentences with contextual clues*, and *concentrated examples* are very powerful practices to furnish a context for

improving pronunciation, creating a relaxed atmosphere in a conductive learning, in which trainee's experience is respected, not humiliated. It is a must that in such practices teacher educators or mentors to be sensitive to trainee's background. Moreover, practice with recognizing the minimal pairs with subsequent exhortation and making efficient use of tongue twisters, idioms, proverbs, mottoes, and cliché expressions in the sentences with contextual clues, minimal sentences, and concentrated exercises within proper assessment is one way to lay a pedagogic foundation for oral production activities.

In addition, in such larger stream of utterances in such practices like minimal sentences, contextual clues, and concentrated exercises part, the macro-level strategies, asking questions for teacher trainees as L2 listeners are beneficial to help develop the metacognitive skills of the concerned trainees or novice teachers, and this can be used as a basis for connections between listening and speaking activities in class. In this way minimal pairs, contextual clues and concentrated examples advance the perception of fast speech phenomena in terms of speech performance via macro-level practices in speech patterns. Such exercise, then, create a noticeable impact on modifying the speech of each teacher trainee or novice teachers towards increased pronunciation intelligibility.

4. Conclusion

The AAM has been designed in the challenging work of correcting and beautifying the fossilized errors, and expanding the horizons of professional pronunciation teaching. It is an icebreaker of faulty pronunciation. It cures the fossilized articulation errors by carrying the learners who have serious pronunciation problems over to the threshold level of pronunciation. The learners, thus, gain their self-confidence in their communicative competence. If the fossilized pronunciation errors are not rehabilitated, they pave the way to the establishment of a foreign accent (Hammond, 1995; Demirezen, 2002).

As a pronunciation corrective model for teacher trainees and teachers-on-the-job, AAM is a positive cognitive feedback model. It helps the learners to prompt to modify their native-tongue backed faulty pronunciation, picking largely on fossilized consonant and vowel segments. It accounts for pronunciation fossilization by destabilizing the old articulation habits of wrongly acquired pronunciation skill that has problem-causing nature as L2 segments..

It has been successfully used in pronunciation teaching to the Turkish learners of English (Demirezen 2003, 2005, 2005f, 2006b, 2007b, 2007e, 2008e). It facilitates, therefore, the learner's development of functional pronunciation patterns and communicative speech in which many of the novice teachers or trainees are seriously disadvantaged because they are poor in pronunciation and ineffective in second language oral skills in form of intelligible communicative discourse. Learners should feel at ease in the language practicing and correcting situation: this is a must. They must receive pertinent corrective feedback without facing any humiliation.

In the holistic view of teacher development, the existence of teachers with bad pronunciation and disadvantaged communicative abilities, due to fossilized pronunciation errors in second or foreign language teaching, is not a professionally desired academic status. Attaining better pronunciation habits cannot be accomplished without proper professional instruction and practice since pronunciation inaccuracies do not miraculously disappear (Pennington 1996). It is a must that the fossilized pronunciation mistakes of the trainees and novice foreign language teachers have to be overcome, and improvement cannot be expected to take place overnight, requiring further vocational studies in inservice-training activities. It is hoped that the AAM, which lasts forty-to fifty minutes to cure the fossilized errors of such teachers, will lead to greater acceptance of awareness on correct, professionally required pronunciation in trainees since it more or less paves the way for a cognitive control and mastery over the fossilized pronunciation errors for actual language use. Yet it is not suggested that this method will suit every teacher training program handling fossilized pronunciation habits as a fossilization breaker, awaiting some modifications in different institutions of teacher education.

5. An Application of the Audio-articulation Pronunciation Rehabilitation Model

Time limit: 45 to 50 minutes.

1. Warm up- motivation

(The Pronunciation coach (PC) or the teacher educator opens up with some activities, lasting a couple of minutes)

PC: Good morning, class ! How are you all today?

Sts: Thank, you, sir, we are fine. How about you?

PC: Thank you very much, I'm fine, too. Ali, are you fine today? You look tired..

Ali: Thank you, sir, I'm good [guwt]

(The trainee mispronounces the word *good*. He is not warned or corrected by the PC)

PC: Ayşe, are also good today?

Ayşe: Yes, sir, I'm in a *good mood* [guwt mut] today. (Ayşe mispronounces the words *good mood*, but the teacher does no correction of pronunciation again)

PC: All right, students.

2. Review the previous topic

PC: Students, remember that in our former lesson we studied the articulation of such words as *bull, push, bush, could, would, and wood*. The [u] the sound is a short rounded high vowel in English. Ayşe and Ali mispronounced the words *good* and *mood* wrongly as [guwt] and [mut], which must have been articulated as [gud] and [muwd]. Now it is time to into this pronunciation

2. State the aim of the lesson

(**PC** states the aim of the lesson and writes the topic on the board, by saying:

Dear colleagues, we will study in English the pronunciation of the [uw] sound, which was mispronounced by Ayşe and Ali a little while ago in such words as *good* and *mood*. In Many dictionaries the [uw] diphthong sound of the English language, a *long high, rounded long vowel* and is denoted as [u:] (Cambridge Dictionary of American English 2000; Longman Dictionary of Contemporary English 2000). Here an indication like [uw] will be favoured because of the pedagogical reasons because the [w] of [uw] indicates the necessary lip-rounding, which goes unheeded by the Turkish trainees, that is required for its correct articulation. If there are any unknown words in the given corpus, it is advisable to handle them in class first.

a. Firstly, PC gives a corpus of 50-100 words including the [u] and [uw] sounds. S/he arranges these words from monosyllabic, disyllabic, trisyllabic, and multi-syllabic structures; if necessary, the transcriptions of these words are also given to the students and trainees by the PC. After the exhortations in small doses, s/he gets these words repeated in single, group, or choir, without creating any parroting manner of articulation.

CORPUS

due	goof	boom	Guru	Judo	do-gooder
look	rule	shoot	wooded	hoodoo	poolroom
should	roof	bloom	shoed	ooze	illuminate
do	room	move	Zulu	voodoo	whole-food

would	sure	spoon	stupid	true-blue	bullshit
put	soup	doom	bosom	afternoon	surefooted
due	tool	booth	sugar	footloose	computer
wood	pool	goose	super	footstool	impunity
fume	puke	accrue	unit	introduce	commuter
book	fool	ruin	cooed	bulletproof	eunuch
push	proof	rumor	fluctuate	rulebook	cookbook
full	zoo	tune	tutor	schoolroom	look into
moor	cube	coup	solution	superduper	prosecuter
cook	blue	woe	human	cuckoo	confuse
juice	beauty	duty	whoop	whose	tumulus
fuse	glue	tumor	through	accumulate	communicate
June	July	Julia	Suzan	influenza	reunion
curious	Luther	Lulu	hoof	suitor	mourning
could	tooth	group	value	good-looking	music
bush	use	true	fluency	goody-goody	costume
push	soon	fruit	pudding	good-humored	consumer
pull	root	choose	usual	absolute	pussyfoot
Judith	fusion	wound	woodlouse	womanhood	instrument
hook	moor	toot	uvular	superhuman	institute
wolf	rude	tube	multitude	tuberculosis	pollution

b. Secondly, the PC establishes the minimal pairs, exposing the [u -uw] differences; if there are unknown words in the minimal pairs, PC carefully handles them first.

After the exhortations, s/he gets these words repeated in single, group, or choir.

/ u /	/ uw /
good [g u d]	goood [guwd]
full [f u l]	fool [fuwl]
pull [p u l]	pool [puwl]
look [l u k]	Luke [luwk]

soot [s u t]	suit [suwt]
should [ʃu d]	shoed [ʃuwd]
could [k u d]	cooed [kuwd]
would [w u d]	wooded [wuwd]
wood [w u d]	wooded [wuwd]
-hood [h u d]	who'd [huwd]

c. The tongue twisters, proverbs, mottoes, and cliché words are practiced in single, group, or choir in class after the teacher's exhortations. PC pays attention to develop the audio-memory of the trainees during the repetitions without bothering them.

i.

A book

A cookbook

A cook's cookbook

A cook's cookbook on soup

vi.

A Zulu

A Zulu with Lulu

A Zulu and a Guru with Lulu

A Zulu and a Guru with Lulu in a zoo

ii.

Moon

Blue moon

Blue moon on a honeymoon

Blue moon on a pure honeymoon

vii.

A bull

A fool bull

A fool and full bull

A fool and full bull near a mule

iii.

A zoo

A full zoo

A full zoo with a mule

A full zoo with a foolish mule

viii.

A tutor

A good-looking tutor

A good-looking choosy tutor

A good-looking choosy tutor in a movie

iv

A cuckoo

A wooing cuckoo

ix.

A suitor

A mourning suitor

A wooing super cuckoo

A mourning suitor's balloon

A wooing super cuckoo with Lulu *A mourning suitor's balloon on the moon*

v.

A duty

A loose duty

A loose duty of the Zulu

A loose duty of the Zulu with a Guru

x.

A computer

A computer room

A full computer room

A full computer room in the afternoon

d. Give the rule in clear cut details as if the rule speaks for itself:

PC : Dear friends, it's the RULE TIME now, please wide open your eyes.

As it is seen in the figure below, we bring together our lips while the dorsum is raised up to the velum a bit, and after articulating the [u] sound in this position by pursing our lips there is an addition of w-like sound to [uw], and this makes a *diphthong*. Please pay attention adding the [w] sound to the articulation of [u], the combination of which comes out as [uw], as a *long, rounded, high vowel*, otherwise called a diphthong. Do not forget the fact that lips are more rounded in the articulation of the [uw], as seen in the figure 1 given below:

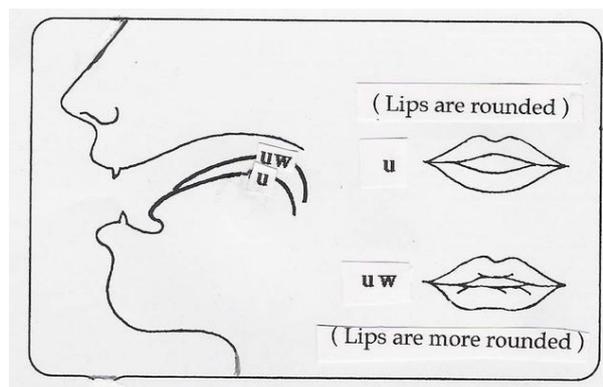


Figure 1: the articulation positioning of the [u] and [uw] sounds in the mouth.

5. DOING FURTHER EXERCISES:

At this phase, PC goes on further articulations of the problematic sound in a game like fashion, without boring the students.

A. Listening discrimination exercises:

1-2 Exercises

PC: I'm going to pronounce one word at time. Tell me if it is from 1 or 2. First, listen to the examples carefully. (Teacher writes the words on the board.)

full.....1

fool.....2

(PC may call on the names of the students)

PC: Now it is your turn.

PC: roof.....Sts: 2

PC: cushion..... Sts: 1

PC: human.....Sts: 2

PC: wood.....Sts: 1

PC: blue.....Sts: 2

PC: value.....Sts: 2

PC: hook.....Sts: 1

PC : Excellent

1-2-3 Exercises

PC : I'm going to pronounce **three** words. You tell the number of the one that sounds different. Listen to my examples first.

pool-pool-pull.....3

full-fool-fool.....1

PC: now, it is your turn.

TE: should – should - shoed.....Sts: 3

TE: boom - bull- boom.....Sts: 2
TE: put – pool – poolSts: 1
TE: human – woman – bloom.....Sts: none
TE: goody-goody – superduper – true-blue....Sts: 1
TE: Well done students.

Same and different exercises

PC: I'm going to pronounce three words. You say same if you hear the same sounds. First listen to the example:

PC: Balloon-saloon-racoon..... TE: same
Now, it is your turn.

PC: boom – room – room.....Sts: same
PC: spoon – school – pudding..... Sts: different
PC: fruit – truth – putSts: different
PC: hoodoo – woodoo – would.....Sts: different
PC: toot- tooth- booth.....Sts: same
PC: bullet - bosom- bush.....Sts: same
PC: Very good.

(PC decides on doing some other types of excises if necessary if the time limits allows)

B. MINIMAL SENTENCES

(PC practices the following minimal sentences creatively without boring the students, in isolation, group or choir repetitions. Here, the teacher educators creativity is at work in doing these exercises creatively without boring the students.)

1. You PULL / POOL the spoon.
2. It is a FULL / FOOL bull.
3. The GURU WOULD / WOED.
4. There will be no SOOT / SUIT.

5. It is FULLISH / FOOLISH.
6. Lulu has a GOOD / GOOED face.
7. The SOOT / SUIT is near Julia.
8. The cook is PULLING/ POOLING the soup.
9. RUTH's lucky LOOK / LUKE will make you to see the truth.
10. ARTHUR and LUTHER insisted that the pigeons COULD / COOED.

C. Sentences with CONTEXTUAL CLUES

(TE, after giving proper exhortations, practices the following minimal sentences creatively without boring the students, in isolation, group or choir repetitions, all kinds comprehension and tag questions can be asked to the students)

1. SHOULD the MULES be SHOED?
2. JUDITH is a FULL FOOL.
3. SHOULD the GOOSE be SHOED.
4. LOOK at LUKE before YOU SHOOT.
5. SUE WOED on her SUITOR'S fire WOOD.
6. WHO'd steal the HOOD of ROBINHOOD in this MOOD?
7. SUSAN COULD HAVE WOED the birds when they COOED.
- 8 JUNE and JULIA did not PUT the SOUP on your SUIT.
9. That was FOOLISH of LUCY to ride on a FULLISH MULE.
10. That was no GOOD of SUSAN to be seen in a GOOED face.

D. Practice with CONCENTRATED EXERCISES

(TE practices the following exercises carefully with the students in class, without bothering the students he corrects the committed mistakes in class.)

1. The FOOL, WOING MULE PULLED the BULL into a COOL POOLROOM in the AFTERNOON.
2. WOULD YOU have WOED on LOOSING a GOOD COOK WHO COOKED BEATIFUL GOOSE SOUP?

3. LUCY and LUKE WOODED on their UNIQUE WOOD while PULLING them into a BUSHY ROOM.
4. Only a FOOL ZULU with a FULL GURU WOULD have WOODED with LULU near the WOOD on a LOOSE GOOSE:
5. WHO knows WHO'D wear the STOLEN and RUINED HOOD of ROBINHOOD in the SCHOOLROOM near the COOL POOLROOM?
6. IF LULU is a PURE ZULU, WHO is this RUDE GURU COOKING the TABOOED SOUP in the SALOON of the ZOO?
7. A GOOD-LOOKING, a GOOD-HUMORED SUPERHUMAN WOULD'T have MOVED this POOR PLATOON TOWARDS their DOOM.
8. LOOK at the IMPROVEMENT of Lucky LUKE and RUTH on the TATTOED, GOOFING GURU'S CUSHION.
9. The SOOT on the SUIT COULD have been a GOOD PROOF on the FOOTSTOOL next to the LUE SALOON in the SCHOOLROOM.
10. Only a STUPID, FOOTLOOSE HOOLIGAN WOULD CHOOSE to SHOOT A LOOSE GOOSE in the ZOO.

(In doing these practices the PC can you comprehension questions to get the trainee to talk.)

E. As an optional case, singing, chanting, and telling jokes (Graham, 1992) can be further practiced in class with the students.

6. MAKE A SUMMARY

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

Here, the TE goes back to his/her rule 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 the synopsis.

TE ends the lesson.

7. GIVE ASSIGNMENTS

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

If necessary, which is generally a must to give some homework to the students to self-study and self-monitor the day's new topic in their leisure to verify the internalization of the day's new topic. If a home work is given, TE must recollect them in the following lesson, correct, make the necessary suggestions, and give them back to the students.

FURTHER SUGESSTIONS FOR ASSESSMENTS TO THE STUDENTS

There are several ways of assessing the fossilized mistakes in the audioarticulation method. At this stage the creative use of the English language by the TE is at work. The following cases are just some of them.

.b. Aural recognition exercises:

TE: In which of the alternatives is there an articulation of the [uw] sound?

1. **a.** good **b.** wood **c.** tool **d.** bull **e.** push
2. **a.** food **b.** bush **c.** sugar **d.** look **e.** bosom

TE: In which of the following alternatives there ISN'T an [uw]?

1. **a.** rule **b.** room **c.** rude **d.** soot **e.** soothe
2. **a.** wolf **b.** wool **c.** woe d **d.** racoon **e.** soup

c. Definition exercises:

1. [uw] is a
 - a. mid, central front short vowel. b. high back unrounded long vowel.
 - c. low front rounded long vowel d. high rounded back long vowel
 - e. high rounded back short vowel
2. [u] is a
 - a. low front short rounded vowel b. high back long rounded vowel
 - c. high back short rounded vowel d. mid, central short back unrounded vowel
 - e. low back rounded vowel

a. Writing exercises:

A.

1. Bring ten tongue twisters including English proverbs on the sound [uw] to class for practice.
2. Prepare ten tongue twisters by using the [uw] sound in form of phrases.
3. Write down ten exercises on minimal sentences and bring them to class for practice.
4. Write down ten exercises on contextual clues and bring them to class for practice.
5. Prepare five concentrated examples on [uw] and bring them to class for practice.

B. Write down five concentrated examples by using the following words:

- a) Sure, super, group, tourist, pudding, June, July, swoon, cuckoo, tune, cube, cute, rude, mute and dude.
- b) Goose, loose, moose, whose, those, pure, mutiny, school, and attitude
- c) moor, cube, coup, solution, superduper, prosecuter, due, tool, booth, sugar, footloose, and computer

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