

**Rehabilitating a Fossilized Pronunciation Error: the /v/ and /w/  
Contrast by Using the Audio Articulation Method in Teacher Training in Turkey**

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**Abstract**

The aim of this article is to demonstrate the applicability of a pronunciation teaching and correction case entitled the audio-articulation method, developed by Demirezen (2003, 2004), in the field of teacher training in which there is a scarcity of such methods. The audio-articulation method is a fossilized pronunciation mistake breaker, moving raising awareness of a fossilized mistake to perception via listening to oral practice. This method integrates pronunciation practicing into oral communication in the context of speaking by means of 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, and language games are of great help in this respect. In addition, listen and imitate technique with mirroring, tracking, and echoing (shadowing), developmental approximation drills, and explanation techniques are all practiced, repeated in form of exhortations without boring the students. The applications of this method and related exercises, practically applied to experimental groups during a term of 14 weeks by Murat Hişmanoğlu (2004) in a doctoral dissertation, and it has been demonstrated that its has significant rehabilitating potentiality in correcting the pronunciation errors of non-native speaking English language teachers and student teachers in Turkey.

**Key words:** teacher training, audio-articulation method, fossilized pronunciation error, minimal pairs, contextual clue exercises

**Özet**

Bu makelenin amacı, Demirezen (2003, 2004 tarafından geliştirilen bir sesletim düzeltme yönteminin İngilizce /w/ ve /v/ sesbirimlerine uygulanmasıdır. Bu alanda bu tür sesletim düzeltme yöntemlerinin az olduğu unutulmamalıdır. Duy-seslet yöntemi bir yabancı dildeki bir sesbirimin kemikleşmiş sesletim hatasını düzeltici özelliği olan bir yöntemdir. Kavrama yoluyla sözel konuşmaya yönlendiren, kemikleşmiş sesletim hata yaratan sesbirimin farkına varılmasını sağlayan bir yöntemdir. Bu yöntem sesletim alıştırmalarını sözel konuşma ortamına taşıyan, yer değiştirme, yineleme, çekim yapma, genişletme, aktarma, yeniden söyleme, tamamlama yapma ve diğer alıştırma teknikleriyle sorun çıkaran sesbirimi tümleşik bir biçime yerleştirerek düzeltmeye çalışan bir yöntemdir. Ayrıca, dinle ve yinele, izleme ve canlandırma alıştırmaları öğretmen tarafından öğrencileri sıkmadan işe koşulur. Bu yöntemin uygulanması Murat Hişmanoğlu (2004) tarafından bir doktora tezi çalışmasında deney gruplarına 14 haftalık bir dönemde uygulanmış ve oldukça iyileştirici gücü olduğu bulunmuştur.

**Anahtar terimler:** öğretmen yetiştirme, duy-seslet yöntemi, kemikleşmiş sesletim hatası, en küçük çiftler, içerik ipuçlu alıştırmalar

Pronunciation fossilization is a burden that impedes pronunciation learning, pronunciation improvement, and hence near native-like or native-like fluency in learning a second or foreign language. There is a scarcity of pronunciation curing method in teacher training area that handles a fossilized pronunciation mistake, utilizing special techniques within a class hour. To fill in this need-filling gap, a fossilized pronunciation teaching method, titled the *audio-lingual method*, is developed by Demirezen (2003, 2004) as a fossilized mistake breaker. The audio-articulation pronunciation rehabilitation method as a pronunciation mistake breaker assumes that a teacher trainee's ability to listen and to imitate the pedagogically designed problem sound curing exercises of the target language will lead him to the development of an accepted threshold level of at least near native-like pronunciation efficiency in the related problem sound of the target language.

To Turkish teacher trainees and many teachers on-the-job such core consonant sounds like [ θ, ð, ŋ, w, r, ʀ, ʁ, ʒ ] and vowel sounds of English like [ æ, ε, ʌ, ɔ, ə, a, uw, ow ] constantly become a cause of fossilized mistakes. The main reason is that many of them do not exist as phonemes or sounds as equal sound values in the Turkish consonant and vowel inventory. Thus, the mother tongue interference becomes inescapable, troubling the pronunciation intelligibility of the Turkish teachers.

In the field of teacher training, the use of educational phonetics and phonology occupies a central role. In fact, educational phonetics is a great facilitator to rehabilitate the fossilized pronunciation errors of non-native speaking foreign language teachers, even though Fromkin at all (2003:379) state that "L2 errors may be fossilized so that no amount of teaching or correction can undo them." Contrary to this view, it will be demonstrated that it is possible to rehabilitate such pronunciation error. For example, the pronunciation of /w/, which is a voiced bilabial semi-vowel is always mispronounced as /v/ by Turkish teacher trainees and the teachers-on-the-job since /-w/ does not exist in the inventory of the modern standard Turkish. This error can be rehabilitated to a great extent by using the audio-articulation method (Demirezen 2003, 2004).

The following represents the application of the audio-articulation method in form of steps to cure the fossilized mistake, like /w/ phoneme, the articulation of which is never properly managed by the Turkish English teachers. This method integrates pronunciation practices into oral communication in the context of speech.

## **1.00. WARM-UP AND MOTIVATION**

Teacher Trainer: Good morning students, how are you all today:

Students: Thank you, Sir, we are fine. How about you:

TT: Thank you, I am fine, too.

## **2.00. REVIEW THE PREVIOUSLY RELATED MATERIAL**

**TT.** What did we study in our former lesson?

Sts: We worked on the articulation of the /v/ phoneme.

TT: Good.(Calling on students) **Ahmet**, can you give the definition of the /v/ phoneme?

**Ahmet:** Yes, sir. The /v/ phoneme of the English language is a labio-dental voiced fricative, as heard in such words like **veal, very, vest, violet, and velvet,**

**TT:** That is correct. Students, now, let's read the following dialog. Please pay attention to the words in boldfaces.

### A WALK IN THE WOODS

**GWEN:** Did you see **Victor** on **Wednesday**, **Wendy**?

**WENDY:** Yes, **We went** for a **walk** in the **woods** near the **railway**.

**GWEN:** **Wasn't** it **cold** on **Wednesday**?

**WENDY:** Yes. It **was very cold** and **wet**. **We wore warm** clothes and **walked** quickly to keep **warm**.

**GWEN:** It's **lovely** and quiet in the **woods**.

**WENDY:** Yes. Further **away**, from the **railway** it **was very quiet** and there **were wild squirrels everywhere**. **We counted twenty squirrels**.

**GWEN:** **How wonderful!** **Twenty squirrels!** And did you take lunch **with you**?

**WENDY:** Yes. About **twelve** **we** had **veal sandwiches** and **sweet white wine**, and **we watched the squirrels**. It **was** all in all a nice **walk**.

(Baker 1981: 126)

(The TT gets the dialog read a couple of times in the class, and he sees that most of the Turkish students have read the words in the boldfaces with the /v/ phoneme)

**TT:** Well, dear students, you have mispronounced the English /w/ phoneme in the words in the boldfaces. You're under the influence of the Turkish /v/ phoneme, which impedes you to pronounce it as the English people do. So we must study on it today.

### 3.00. INTRODUCE THE NEW MATERIAL

**TT:** Now, we will study on the correct articulation and pronunciation of the English /w/ phoneme, which is a *bilabial voiced semi-vowel*, as audibly heard in such words as **wait, was, winner, what, window, twin, down, swear, homework, grow, draw, follow, and tomorrow**. There is also the /ɹ/ phoneme that is a labio-velar voiced semi-vowel, heard in such words like **why, when, where, and when**. The confused phoneme is the /v/, which is a labio-dental voiced fricative, as heard in such words **as veil, vine, very, velvet, vile, vest, verse, viper, and veer**. Let's now see the /v/ and /w/ difference in detail by applying the **audio-articulation** pronunciation teaching method.

**3.01.** TT Prepares a **corpus** on /v/, /ɹ/ and /w/ contrast in words consisting of word-initial, word-medial, and word-final occurrences. S/he handles the pronunciation of the words in the corpus through the exhortations. The rest of the exercises is developed by using this corpus).

vet	rule	winter	water	follow	window
vain	cow	swan	with	yellow	rainbow
vile	how	show	which	fellow	willow
very	grow	snow	why	vivid	boat show
wig	wife	blow	watch	elbow	road show
veer	over	flow	world	below	wayward
verse	wine	draw	when	wild	alone
vault	walk	wily	witch	hello	windward

visor	wish	ghost	white	know	woodworm
no	went	nose	velvet	pillow	worldwide
vend	wary	how	twist	borrow	withdraw
vary	wait	white	boat	witch	werewolf
veil	wave	view	goat	rude	Wednesday
vine	vow	slow	road	warm	homework
very	wow	open	coat	swim	sandwich
host	hope	what	sweet	fool	wishy-washy
world	wheat	woman	cowboy	weather	auto show
widow	jigsaw	jewelry	scoreboard	however	wristwatch
wet	wind	narrow	visor	wiser	water-works

(TT gets the words in the corpus in form of *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, and language games* are of great help in this respect. In addition, *listen and imitate technique with mirroring, tracking, and echoing (shadowing), developmental approximation drills, and explanation techniques* are all practiced, repeated in form of exhortations without boring the students.)

**3.02.** (TT establishes the minimal pairs and does exhortations /repetitions mentioned in 3.01. He handles the unknown vocabulary items, if there are any, in the corpus before moving on. The following represent the presumably the unknown vocabulary items.)

**vie:** To compete very hard with someone in order to get something

**vow:** To take an oath

**vend:** A law to sell something

**vim:** Old fashioned energy

**whim:** A sudden feeling without a reason

**vent:** An unfair way of expressing feelings

**wend:** To travel slowly from one place to another

**vane:** A flat blade that is moved by wind or water to produce power to drive a machine

**wane:** Becoming smaller, weaker or less important

**veer:** To change directions suddenly.

**vary:** To change

**wary:** To be suspicious

**viper:** A small poisonous snake

**wiper:** A windscreen wiper

**wow:** To produce a surprise sound

**vault:** A room with thick walls and a strong door; a roof or ceiling consisting of several arches especially in a church.

**whine:** To complain in a sad, annoying sound.

**vile:** Very unpleasant or nasty.

**visor:** The part of a helmet that protects the face

(The following minimal pairs are properly and adequately practiced in class by the TT by taking the time limit in consideration.

/v/ is a labio-dental FRICATIVE; /w/ is a bilabial semi-vowel; /ɱ/ is a labio-velar semi-vowel; /ɾ/ is a retroflex(back-bounded) semi-vowel of the American English)

/v/	/w/ or /ɱ/	/v/	/w/ or /ɱ/
vet [vet]	wet [wet]	vie [vaɪ]	why [maɪ]
vest [vest]	west [west]	veer [viəɾ]	we're [wiəɾ]
vine [vaɪn]	wine [waɪn]	vent [vent]	went [went]
veil [veɪl]	whale [meɪl]	vault [vɔ:lt]	Walt [wɔ:lt]
veal [vi:l]	wheel [mi:l]	vile [vaɪl]	while [maɪl]
vend [vend]	wend [wend]	vice [vaɪs]	wise [waɪs]
vary [veɾi]	wary [weɾi]	vain [veɪn]	wane [weɪn]
vow [vaʊ]	wow [waʊ]	verse [vɜ:ɾs]	worse [wɜ:ɾs]
viper [vaɪpəɾ]	wiper [waɪpəɾ]	visor [vaɪzəɾ]	wiser [vaɪzəɾ]
veered [viəɾd]	weird [wiəɾd]	vim [vɪm]	whim [mɪm]
vine [vaɪn]	whine [maɪn]	vein [veɪn]	wane [weɪn]

**3.03.** He prepares tongue twisters from the corpus and minimal pairs and does necessary techniques mentioned in (3.01) in single or group repetitions without boring the students.)

**1.**

A wife  
A wonderful wife  
A wonderful wife with a wig  
A wonderful wife with a velvet wig

**3.**

Swans  
Swimming swans  
Swimming sweet swans  
Twelve swimming sweet swans

**5.**

A willow  
A wild willow  
A wild wayward willow  
A wild wayward withdrawing willow

**7.**

A world  
A wild world  
A wild world in the West  
A wild weary world in the West

**9.**

A woman  
A vegetarian woman

**2.**

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

**4.**

A willow  
A wild willow  
A wild wayward willow  
A wild wayward withdrawing willow

**6.**

A sandwich  
A sweet sandwich  
A sweet sandwich in the window  
A sweet white sandwich in the window

**8.**

Wheat  
Wild wheat  
Wild winter wheat  
Wild growing winter wheat

**10.**

Weather  
Warm weather

A vegetarian sorrowful woman

Warm weather on Wednesday

A vegetarian sorrowful woman with jewelry Warm weather on Wednesday in Washington

11.

A cowboy

A wishy-washy cowboy

A hopeful wishy-washy cowboy

A hopeful wishy-washy warrior cowboy

12.

A witch

A sweet witch

A sweet fellow witch

A sweet fellow witch eating a sandwich

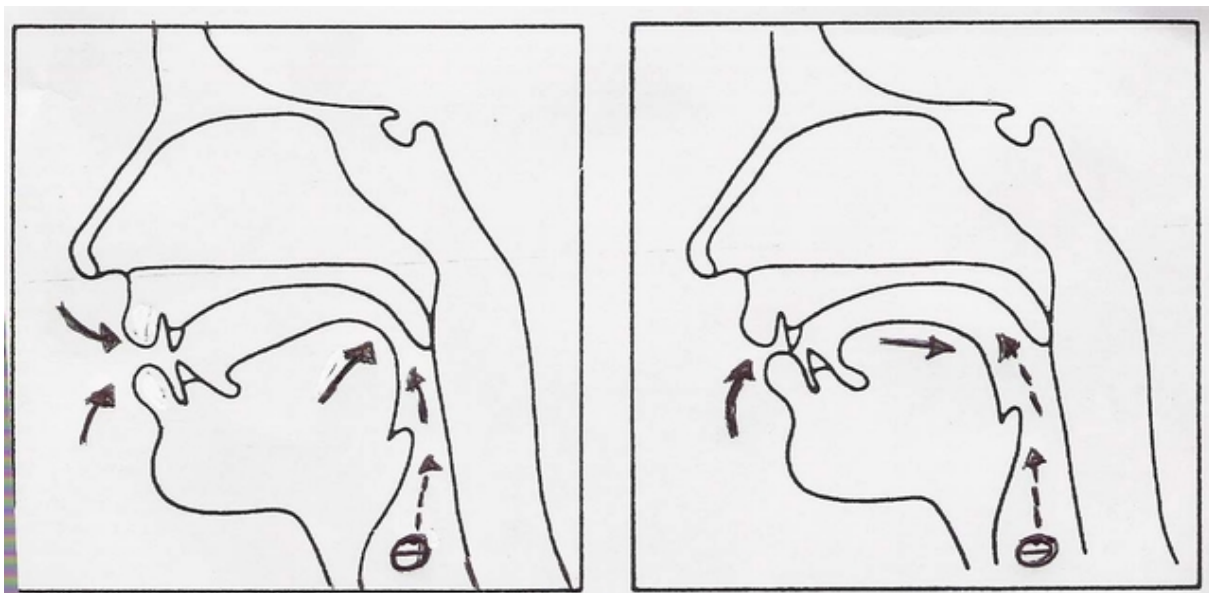
#### 4.00. The TT gives the RULE vividly.

TT: Dear students, please you all lend me your ears, it is now the RULE TIME. Do not forget that the English /w/ phoneme, since it does not exist as a phoneme in modern standard Turkish, is fossilized pronunciation mistake causer.

1. Phonemically, /w/ can show up in two forms: the first case is the /w/, which takes place word-initially, as heard in such words as **will**, **wet**, **wild** and **wall**; word medially, as heard in such words as **coward**, **away**, **dwelt**, and **twin**, and word-finally, as heard in such words as **vow**, **tow**, **row**, and **grow**.

2. Its second phonemic case is heard when the /w/ phoneme occurs next to the /h/ phoneme, the two of which is seen as **wh** in the spelling system of the English language, in whose pronunciation an articulation like [hw] is heard, as realized in such words like **when**, **why**, **where**, **which**, and **whose**: this phoneme is demonstrated by a sign like /w/ in English.

In the pronunciation of /w/ and /w/ phonemes, the two lips are pushed forward and then are withdrawn backwards by a wide rounding of the lips, which is a must because if it is not made, the articulation becomes equal to the /f/ phoneme, while the air stream goes out through the mouth. While the two lips are widely rounded, you push your lips out, making them round and hard. When you bring them together, the dorsum is raised up to the velum, as seen in the following figure:



3. It must also be borne in mind that the American /v/ phoneme, when occurring next to the rounded vowels like / u, o, oʊ, ɔ/ gets bilabialized to the /w/ form of allophone, as seen in the following examples, in which the /w/ allophone is audibly heard:

Bilabialization of the /v/ phoneme	
move /mu:v/	[muw]
vote /vo:t/	[wovt]
volt /vɔlt/	[wɔlt]
voice /vɔɪs/	[wɔɪs]
rove /rouv/	[row]
over /ouvəɹ/	[owəɹ]
oval /ouvəl/	[owəl]
grove /grouv/	[grɔw]

In pronunciation, the words **grove** and **grow**, which carry two different meanings, are articulated identically as [grɔw]. Similarly, the words **rove** and **row**, with two different meanings, are articulated as [rɔw], becoming homophonous in articulation in the American English.

4. The /w/ and /m/ phonemes are silent in such words like **who, whom, whose, whole**, and before the /r/ phonemes word-initially as seen in **write-wrote-written, wrist, wrinkle, wrong, wreath, wreath, and wreck**.

## 5.00. CONTINUE WITH EXERCISES

In this part, the TT provides the students with different types of exercises in micro-learning and macro-learning skills.

### 5.01. RECOGNITION DRILLS

(i). Find out the /v/, /w/, and /m/ phonemes in the following passage:

Wally and Vivian were in love and on a vacation in Warsaw. One evening, they went to a villa, a very romantic restaurant with a wonderful view. There were violets in vases on all the tables. A woman was playing the violin. Wally ordered vodka to the waiter. For dinner, Vivian had veal with wine sauce. Wally had whitefish with vegetables. After the dinner, they ate walnut vanilla ice-cream. However, Wally began to worry when he got the bill. You know why? He had forgotten his wallet in his vest back at the hotel.

ii) 1-2 drills

TT: Students, now I'm going to give you some words. If you hear the /v/ phoneme in them, you say ONE; if you hear the /w/ or /m/, you say TWO. Here is an example: Wild!

Students: ONE!

TT: That's correct. Now, I call on you. MURAT, **wallet!**

MURAT: TWO!

TT: Correct. SELMA, **velvet!**

SELMA: ONE!

TT: Well done, SELMA. (The drill goes on this way)

(iii). This time, I will give you two words. If you hear the /v/ phoneme in them, you say ONE; if you hear the /w/ or /m/, you say TWO. Here is an example: VILE/WHILE! The Right answer is ONE-TWO. Here we go.

TT: Ali, **will/veal!**

ALİ: TWO-ONE!

TT: Good, Ali. Now, Ayşe: **Vane/Wane!**

AYŞE: ONE-TWO

TT: Well done. (Drilling goes on in this manner as the time limit allows.)

(The TT handles the following exercises in (5.02, 5.03, and 5.04) in adequate and proper doses in class by means of the techniques mentioned in (3.01.)

### **5.02. Practice with the minimal sentences**

1. Did you see the VEST/WEST?
2. That's a strange VINE/WINE.
3. Please change the VEAL/WHEEL.
4. She always mispronounces the word VIE/WHY
5. We were surprised to see a VEIL/WHALE in the ocean.
6. Did she say the word "VERSE" or "WORSE" while giggling?
7. Be careful! Don't step on that VIPER/WIPER.
8. Where is the VISOR/WISER?
9. While she talks, she often uses the word "VEER"/ "WE'RE."
10. In this context, the right word is "VAIN"/"WANE."
11. That's a VEERED/WEIRD mane our.
12. You needn't to VARY/WARY.
14. Californians must be experienced in VINES/WINES.
15. That's a strange VIM/WHIM.
17. When he was WET/VET, he was very angry.
18. I don't know why they WENT/VENT.
20. I did not expect to see the WIPER/VIPER in there.
22. Let's WEND/VEND them.
23. Her VOW/WOW was very impressive.
25. He had a VILE face WHILE you were talking to him.
26. That's our WALT/ VAULT?

### **5.03. Practice with sentences in contextual clues**

1. The VET is WET.
2. It would be WISER to control the VISOR.
3. WE'RE impatient to VEER the conversation.
4. He WENT away to find a VENT.
6. Did WALT place it under the VAULT?
7. I have a strange WHIM on that VIM.
8. Don't WHINE in the VINE gallery.
9. You don't have to VIE WHILE he is away.
10. "VINE" does not mean to "WHINE"
11. Don't VEER, WE'RE still here.



12. WHILE he was talking, he was in a VILE mood.
14. Don't be WARY when you VARY your route.
15. He WENT away to find a VENT.
16. Wow, she is taking a false VOW!
17. VIPERS are faster than WIPERS.
18. His name was on the WANE after he destroyed the VANE.
19. His rhymes in the VERSE were getting WORSE towards the end.
20. Don't be WARY to VARY the pronunciation teaching method.

#### **5.04. Practice with problem sound-concentrated sentences.**

1. The SWEET WET WILD WINTER WHEAT can GROW EVEN in SNOW.
2. That FELLOW is VERY fond of making a SHOW WITH a YELLOW PILLOW on WEDNESDAYS EVERYWHERE.
3. The WISHY-WASHY WOMAN WENT to the AUTOSHOW in a SNOWY WHETHER and WAS FOLLOWED by a WILD WEREWOLF.
4. In a WET WINTER WHEATHER, the WET VET WANTED to have some WARM WINE, but the VIPERS in the VINEYARD did not ALLOW him to enter the VINE gallery.
5. It was WISER for WILLIAM the CONQUERER to VARY the VISOR of his helmet before the WAR, but WALT, the VILE WAITER, had already hidden it under the VUALT.
6. The WAYVARD WOODWORM WAS escaping from the WILD VIPER in the GROVE WHEN the WINTER SNOW started to fall on the WIDE WALLS of the WINDOW.
7. WHEN the WINDS of the WAR started to BLOW, the SLOW army began to WITHDRAW TOWARDS the YELLOWSTONE.
8. The POOR WIDOW WAS left ALL ALONE in the VAST WILD WORLD WHEN she was UNHOPEFULLY DIVORCED from the WAYVARD COWBOY.
9. The WHITE WHALE can GROW in SWEET WATER and can SWIM, TWIST, WAIT in VERY WILD STORMY WHEATHER.
10. The WET VET WAITED in VAIN, WISHING to see that the WILD WHITE WHALE WOULD VEER in the OCEAN in such a SNOWY WEATHER.

#### **6.00. MAKE A CREATIVE SUMMARY**

The TT goes back to his rule, repeats it creatively without boring the students. S/he can give extra examples if necessary. Questions can be directed to the students to check whether they understood the rule or not. The teacher should also ask this question: "Who has got a question?". If there is no question, then s/he ends the lesson in due time.

#### **7.00. GIVE ASSIGNMENT(S)**

Dear students, here is your assignment:

1. Each student will prepare three tongue twisters on /v/, /w/, and /m/ as stated in (3.01).
2. Prepare 5 exercises with minimal pairs.
3. Prepare 5 sentences with contextual clues.
4. Write down a paragraph that includes /v/, /w/, and /m/ phonemes.

#### **8.00. ENDING THE LESSON**

Dear friends, thank you for your contribution to this lesson. I must close now. See you in the next lesson.

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