



**Effectiveness of Explicit Instruction in Pronunciation of English  
Unfamiliar Sounds: A Case Study of M.5 Students  
at Darussalam School, Narathiwat Province**

**Nurhaswanee Boto**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of  
Arts Degree in Teaching English as an International Language  
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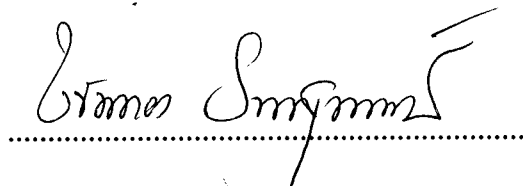
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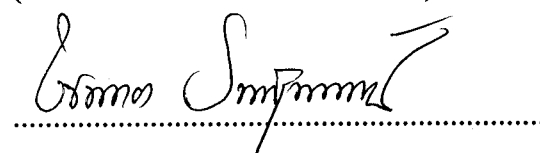
  
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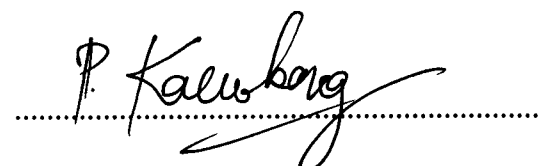
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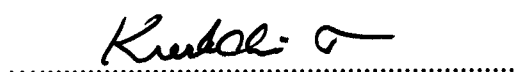
  
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ชื่อวิทยานิพนธ์	ประสิทธิภาพของการสอนแบบเน้นการออกเสียงที่ไม่คุ้นเคยในภาษาอังกฤษ: กรณีศึกษาในนักเรียนระดับมัธยมศึกษาปีที่ 5 ของ โรงเรียนคารุสศาลาม ในจังหวัดนครราชสีมา
ผู้เขียน	นุรฮัสวานี บอดตอ
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
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### บทคัดย่อ

การวิจัยครั้งนี้มีสามวัตถุประสงค์หลัก คือ 1) เพื่อศึกษาภูมิความรู้ของนักเรียนไทยในการออกเสียงที่ไม่คุ้นเคยในภาษาอังกฤษ 3 กลุ่ม คือ เสียงที่ไม่ปรากฏในระบบเสียงภาษาไทย (/g/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ และ /dʒ/) เสียงที่แสดงความเป็นพหูพจน์ (/ -s/ / -z/ และ / -iz/ ) และเสียงที่แสดงอดีตกาล (/ -t/ / -d/ และ / -id/ ) 2) เพื่อศึกษาประสิทธิภาพของการสอนแบบเน้นการออกเสียงที่ไม่คุ้นเคยในภาษาอังกฤษ 3) เพื่อศึกษาทัศนคติของนักเรียนต่อการเรียนแบบเน้นการออกเสียงในภาษาอังกฤษ กลุ่มตัวอย่างเป็นนักเรียนมุสลิมหญิง สายศิลป์ ชั้นมัธยมศึกษาปีที่ 5 โรงเรียนคารุสศาลาม จังหวัดนครราชสีมา จำนวน 64 คน การวิจัยครั้งนี้ได้มีการเก็บข้อมูลในช่วงภาคการศึกษาที่หนึ่งของปีการศึกษา 2552 กลุ่มตัวอย่างได้ถูกแบ่งออกเป็น 2 กลุ่มคือ กลุ่มควบคุมจำนวน 32 คน และกลุ่มทดลองจำนวน 32 คน เครื่องมือในการวิจัยมีทั้งหมด 4 อย่างคือ แบบทดสอบก่อนเรียน แผนการสอนเรื่องความรู้พื้นฐานในการออกเสียงจำนวน 4 แผน แผนการสอนการออกเสียงในชั้นเรียนจำนวน 10 แผน แบบทดสอบหลังเรียน และแบบสอบถามเกี่ยวกับทัศนคติต่อการเรียนการออกเสียงในภาษาอังกฤษ ในช่วงสัปดาห์แรกของภาคการศึกษานักเรียนทั้งสองกลุ่มได้ทำแบบทดสอบก่อนเรียน ในช่วงสัปดาห์ที่สอง และสัปดาห์ที่สามนักเรียนในกลุ่มทดลองได้รับการเรียนการสอนในเรื่องความรู้พื้นฐานในการออกเสียง และเรื่องสัทอักษร ในขณะที่นักเรียนในกลุ่มควบคุมได้รับการเรียนการสอนแบบปกติ ในช่วงท้ายของภาคการศึกษานักเรียนทั้งสองกลุ่มได้ทำแบบทดสอบหลังเรียนซึ่งเป็นแบบทดสอบเดียวกันกับแบบทดสอบก่อนเรียนเพื่อศึกษาความแตกต่างในการออกเสียงที่ไม่คุ้นเคยในภาษาอังกฤษก่อนและหลังการเรียน หลังจากทำแบบทดสอบหลังเรียนแล้วนักเรียนในกลุ่มทดลองได้ทำแบบสอบถามเกี่ยวกับ

ทัศนคติต่อการเรียนการออกเสียงในภาษาอังกฤษเพื่อศึกษาทัศนคติของนักเรียนในกลุ่มทดลอง  
หลังจากได้เรียนการออกเสียง

ผลของการวิจัยในครั้งนี้ได้พบว่าภูมิความรู้ในการออกเสียงในภาษาอังกฤษของ  
นักเรียนทั้งสองกลุ่มนั้นอยู่ในระดับที่ต่ำ และไม่มี ความแตกต่างอย่างมีนัยสำคัญทางสถิติ อย่างไรก็ตามได้พบว่าผลการทดสอบการออกเสียงหลังเรียนของนักเรียนทั้งสองกลุ่มนั้นได้มีความ  
แตกต่างอย่างมีนัยสำคัญทางสถิติ นักเรียนในกลุ่มทดลองซึ่งได้รับการสอนแบบเน้นการออกเสียง  
นั้นสามารถออกเสียงที่ไม่คุ้นเคยในภาษาอังกฤษได้ดีกว่านักเรียนในกลุ่มควบคุมซึ่งได้รับการ  
เรียนการสอนแบบปกติ ฉะนั้นการสอนการออกเสียงที่ไม่คุ้นเคยในภาษาอังกฤษมีประสิทธิผล  
และสามารถช่วยพัฒนาการออกเสียงของนักเรียนให้ดีขึ้น นอกจากนี้แล้วนักเรียนในกลุ่มทดลอง  
ได้แสดงทัศนคติเชิงบวกต่อการเรียนการออกเสียงในภาษาอังกฤษ ซึ่งสามารถสรุปได้ว่าการสอน  
การออกเสียงในภาษาอังกฤษนั้นนอกจากจะส่งผลต่อทัศนคติที่ดีแล้วยังส่งผลต่อความสำเร็จใน  
การเรียนอีกด้วย

Thesis Title	Effectiveness of Explicit Instruction in Pronunciation of English Unfamiliar Sounds: A Case Study of M.5 Students at Darussalam School, Narathiwat Province
Author	Nurhaswanee Boto
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### **Abstract**

This paper presents an experimental research study which investigates : 1) the students' background knowledge of the pronunciation of three set of English unfamiliar sounds; namely, the phonemes not existing in Thai phonology ( /g/,/v/, /θ/, /ð/, /s/, /z/, /ʃ/, /dʒ/) the plural morphemes (/ -s/, / -z/, / -iz/) and the past morphemes (/ -t/, / -d/, / -id/) 2) the effectiveness of explicit instruction in pronunciation of English unfamiliar sounds and 3) the students' attitudes towards explicit instruction in English pronunciation. The subjects of the study were 64 Mattayom Suksa 5 female arts students at Darussalam School in Narathiwat Province. This study was conducted during the first semester of the academic year 2009. The subjects were divided into two groups: the control group of 32 students and the experimental group of 32 students. The instruments used in this study were a pre-test, four lesson plans on phonetic knowledge, ten lesson plans on pronunciation teaching designed under explicit instruction, a post test and a questionnaire. Both groups of subjects were given the pre-test in the first week of the semester. In the 2<sup>nd</sup> - 3<sup>rd</sup> weeks, a treatment which was intensively designed for explicit instruction in English pronunciation was given only to the experimental group, while the subjects in the control group were given the normal instruction without knowledge of phonetics and phonetic symbols. The post test, which was the same as the pre-test, was given to both groups at the end of the semester in order to see their pronunciation differences. After the post test, the

students in the experimental group were asked to complete the questionnaires in order to find out their attitudes towards the explicit instruction in English pronunciation.

The findings show that the background knowledge of English pronunciation of the students in both groups was at a low level and was not significantly different. However, it was found that the students who were in the experimental group and received the explicit instruction in pronunciation of English unfamiliar sounds could show a significantly higher difference in their post test performance than those who were in the control group and were not given explicit instruction. This indicates that the explicit instruction in pronunciation of English unfamiliar sounds is effective and can help the students improve their pronunciation. Also, the subjects in the experimental group showed positive attitudes towards the explicit instruction in English pronunciation after the experiment. In sum, explicit instruction in English pronunciation had a positive effect on students' achievement and their attitudes in learning.

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Nurhaswanee Boto

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## **CHAPTER 1**

### **INTRODUCTION**

The thesis is divided into five chapters. The first chapter consists of the rationale of the study, purposes of the study, research questions, research hypothesis, definition of terms, scope and limitations, and significance of the study. The second chapter reviews related research and literature. The third chapter explains research methodology and data analysis. The fourth chapter presents findings of the study. The last chapter contains a summary, discussion of the main findings, implications and recommendations for further studies.

#### **1.1 Rationale of the Study**

This study deals with an aspect of teaching and learning pronunciation which focuses on English unfamiliar sounds. As generally accepted, correct pronunciation is an important factor determining the meaningfulness and success of communication; easily understandable speech can prevent a breakdown in communication. According to Kelly (2000), the inaccurate use of pronunciation causes communicative problems while speaking. To communicate effectively, language learners need to have proficiency not only on semantic and syntactic levels but also on morphological and phonological levels of a language (Richards and Renandya, 2002). However, the focus in language learning has mostly been placed on grammatical rules, vocabulary, meanings and translation (Brown, 1992). Still, the learners cannot communicate in English well in real life situations although they have been learning the language for several years. Besides, many language teachers ignore or give little attention to pronunciation teaching (Brown, 1991). That is the reason why most foreign language learners have many problems in English pronouncing and in perceiving meanings of speech delivered especially by English native speakers. To increase the intelligibility of the learners' speech, they not only need to learn how to

remember more words or how to string those words grammatically with perfect grammatical rules, but also need to learn how to pronounce them clearly and correctly in order to express the full intended message across their communication.

As pronunciation should be taught to the learners, their problematic areas of pronunciation should be focused in classroom teaching in order to directly solve their problems. After exploring English pronunciation of the students at Darussalam School, it was found that they appeared to have problems in pronouncing the phonemes not existing in Thai phonology. In their speech, they often replaced English unfamiliar consonant sounds with other sounds having the closest features in the Thai language. In the same way, the plural and past morphemes were also unfamiliar for the students due to fact that these morphemes do not appear in Thai language. After discussing with English language teachers, they agreed that they ignored pronunciation while teaching. The reason was that they had to follow the Thai curriculum which was set to focus only on grammatical rules used in English language. Additionally, most English language teachers had no enough confidence to teach pronunciation. In sum, there are there main problems in pronunciation teaching and learning after exploring the students' pronunciation.

One important problem in English pronunciation teaching and learning has to do with the unfamiliar sounds which do not exist in the sound systems of learners' native languages. According to Richards and Renandya (2002), most foreign language learners are not able to pronounce the sounds without using the transferential knowledge of pronunciation features of their first language. Due to this fact, we have to pay more attention to this area of difficulty in order to directly solve learners' problems. Richards and Renandys also stated that many learners are quite comfortable to show their native identity in their foreign language phonology. However, they still need pronunciation instruction in order to improve their pronunciation.

Next, plural and past morphemes can also cause problems for Thai learners. These areas of difficulties tend to be ignored by most English language teachers who focus only on grammatical forms of tenses and numbers, but not on pronunciation. So,

the students are often found to fossilize these wrong models of pronunciation while speaking.

Another problem in pronunciation teaching and learning is that learners need more opportunities to practice pronunciation. They need more time to practice what they have learned in class in order to broaden their skills of pronunciation and also to register this new knowledge into their long-term memory. As practice makes perfect, the explicit instruction can provide the learners feedback through correct and incorrect responses and also opportunities to practice their pronunciation (Hall, 2002). Besides, it can promote interaction while learning because learners can learn and pronounce better in a comfortable and non-face-threatening environment with their friends.

Due to the fact that Thai students are rarely exposed to pronunciation instruction, explicit instruction is the appropriate way for students having less ability in pronunciation. According to Hall (2002), explicit instruction is especially beneficial for low-performance students and students in special education. However, advanced learners who set goals to achieve native-like pronunciation also benefit from explicit instruction in pronunciation. The reason is that explicit instruction may help learners to see the importance of producing correct pronunciation, to activate their motivation, to reduce their mispronunciation, to raise awareness of their pronunciation and to increase their confidence in speaking.

To find out how to solve pronunciation difficulties of the learners, the researcher designed an explicit instruction which focuses on pronunciation of English unfamiliar sounds for Thai learners. The study covers three main areas: the phonemes not existing in Thai phonology [ **g**, **v**, **z**, **ʃ**, **ʒ**, **dʒ**, **θ**, **ð** ], the plural morphemes [ **-s**, **-z**, **-iz** ] and the past morphemes [ **-t**, **-d**, **id** ]. For the phonemes not existing in Thai phonology, the researcher decided to exclude the voiced palatal fricative [ **ʒ** ] because it rarely appears in English vocabulary and causes less problems in communication.



## **1.2 Purposes of the Study**

This study aims at three main purposes as follows:

1. To investigate the students' background knowledge of English unfamiliar sounds as measured by their performance
2. To investigate the effectiveness of explicit instruction in acquiring the pronunciation of English unfamiliar sounds as shown in the students' performance
3. To investigate the students' attitudes towards explicit instruction in English pronunciation.

## **1.3 Research Questions**

There are three research questions in this study.

1. To what extent can the students correctly pronounce English unfamiliar sounds?
2. Does explicit instruction help the students improve their pronunciation of English unfamiliar sounds?
3. What are the students' attitudes towards explicit instruction in English pronunciation?

## **1.4 Research Hypothesis**

1. The students can rarely pronounce English unfamiliar sounds correctly.
2. The explicit instruction can help the students improve their pronunciation of English unfamiliar sounds.
3. The students have positive attitudes towards explicit instruction in English pronunciation.

## 1.5 Definition of Terms

**1. Pronunciation:** It is a particular way in which people utter words of a language when speaking. It is also the primary medium for communication in which people share understanding as individuals and as representatives of different groups. In this study, the American standard was chosen to be the model for pronunciation instruction.

**2. Explicit instruction:** It is the intentional design and delivery of information by the teacher to the students. It begins with: (1) the teacher's modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher's direction and guidance; and (3) an opportunity for feedback (Utah State University, 2009). In this study, the experimental group was provided with explicit instruction in pronunciation of English unfamiliar sounds. The explicit instruction was divided into two parts: 1) explicit instruction in the basic phonetic knowledge and 2) explicit instruction in pronunciation of English unfamiliar sounds designed by accompanying phonetic symbols with the target phonemes. After the pre-test, the phonetic knowledge consisting of 1) the consonant sound production, 2) phonetic symbols, 3) voicing, and 4) the plural and past morphemes, were given to the subjects in the experimental group as the additional class in order to give them the basic phonetic knowledge before pronunciation instruction. Then explicit instruction in pronunciation of English unfamiliar sounds with phonetic symbols was given to the experimental group throughout a semester, while the control group was given the normal instruction with the same materials (no phonetic symbols) by the same instructor.

**3. Phonetic symbols:** They are written characters used in phonetic transcription to represent particular speech sounds in a language. In this study, the IPA (International Phonetic Alphabet) was chosen to be taught for the explicit instruction.

**4. Voiced sounds:** They are speech sounds produced when the vocal folds are brought together in such a way that only a narrow gap is left for the air stream to pass through, which causes vibration on the part of the air column above the glottis.

**5. Voiceless sounds:** They are speech sounds produced when the vocal folds are spread and do not vibrate, allowing the airstream to pass through without obstruction.

**6. Consonant sounds:** They are speech sounds articulated with complete or partial closure of the upper vocal tract that lies above the larynx.

**7. Phoneme:** It is a minimal contrastive unit on the abstract level of the sound system of a language which can distinguish between meanings of two words. It is represented between slashes by convention and can be pronounced in one or more ways, depending on the number of allophones. Phoneme is a minimal unit in that it cannot be broken up into smaller successive units, and it is a contrastive unit in that it distinguishes words, thus representing differences in meaning. So, the changing of a phoneme will produce a change in the meaning of a word. To determine phonemes in a language, the linguists work on the principle of minimal pairs. These consist of pairs of words which are distinguished from each other by a difference between two phonemes and by that difference alone. Besides, the number of phonemes varies from one language to another. English is often considered to have 44 phonemes: 24 consonants and 20 vowels.

**8. Morpheme:** It is the smallest meaningful unit in the grammar of a language. There are two types of morphemes: (1) *free morphemes* which can occur on their own as separate words e.g. look, kid and attack, and (2) *bound morphemes* which can not stand as words on their own e.g. -ment, -es (plural morpheme), and -ed (past morpheme). Its actual phonetic representation is the *morph*, with the different morphs representing the same morpheme being grouped as its *allomorphs*. (For example, the plural morpheme -s has the morph "-s", /s/, in *cats* (/kæts/), but "-es", /ɪz/, in *dishes* (/dɪʃ ɪz/), and even the voiced "-s", /z/, in *room* (/ru:mz/); these morphs are called allomorphs of plural morpheme.)

**9. Attitude:** Learners' opinions and feelings about something, especially shown in what they say and do. It is also an important factor that determines the degree and persistence of the learners in learning.

## **1.6 Scope and Limitations**

Only three set of English unfamiliar sounds were emphasized in this study; namely, the phonemes not existing in Thai phonology [ **g, v, z, ʃ, ʒ, dʒ, θ, ð**], the plural morphemes [**-s, -z, -iz**] and the past morphemes [**-t, -d, id**]. These phonemes may cause problems for Thai learners while speaking due to their inexistence in the Thai language system. This study was limited to female arts students from Mattayom Suksa 5 at Darussalam School in Narathiwat Province. They may have different language background compared with the students in other schools. This is because the subjects are bilingual of Pattani Malay and Thai. They can use standard Thai as well as Pattani Malay since they have been studying Thai since kindergarten and they also use Thai as their formal language. So, the results may not be generalized to those learners of different language background.

## **1.7 Significance of the Study**

This study is conducted to find evidence as to whether explicit instruction in pronunciation of English unfamiliar sounds affects English pronunciation of the students. As the results from this study are positive, this study can be a guideline for teachers in using explicit instruction to teach English pronunciation to Thai students who have pronunciation problems. This study aims to provide some evidence for anyone who is interested in pronunciation teaching to carry out some further studies. Hopefully, it is conducted to be a guideline for educators, administrators, policy makers and reformers to use the findings to develop curricula concerned with the importance of pronunciation teaching.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents literature related to the current research. It is divided into six main topics according to the study: 1) general knowledge of phonetics, 2) problematic areas, 3) pronunciation instruction, 4) explicit instruction, 5) attitudes, and 6) related research studies.

#### **2.1 General Knowledge of Phonetics**

Phonetics is concerned with describing the speech sounds that occur in the languages of the world. It aims to know what these sounds are, how they fall into patterns, and how they change under different circumstances (Ladefoge, 1975). Learning a language, the aspects of sounds are necessary for conveying the meaning of what is being said. To be effective in expressing a message, we need to learn how speech sounds are produced in order to pronounce them correctly. In this section, general knowledge of phonetics is presented as follows:

##### **2.1.1 Speech Sound Production**

Speech sounds are produced by air moving outward from the lungs through the mouth or nose, and different speech sounds result when the air stream is altered in some way by the positioning of various parts of the mouth (Avery and Ehrlich, 1992). The movable parts of the mouth that are involved in the production of speech sounds such as the bottom lip, the bottom teeth, the tongue and the jaw are referred to as the articulators, whereas the unmovable parts of the mouth involved in the production of the speech sounds are referred to as places of articulation.

Consonant phonemes could be distinguished along three main dimensions: places of articulation (places in the mouth where the airstream is obstructed), manners

of articulation (the way in which the airstream is obstructed), and voicing (whether the vocal folds are vibrating) (Celce-Murcia, Brinton and Goodwin, 1996). However, there are some other factors which are directly involved in human sound production. The six basic concepts of speech production are presented as follows:

#### **2.1.1.1 Air Stream Mechanism**

Generally, there are three types of airstream mechanism which are the pulmonic airstream mechanism, glottalic airstream mechanism and velaric airstream mechanism.

In English, Giegerich (1992) explained that all speech sounds require the pulmonic airstream for their production. Alternative means of producing an airstream are occasionally used in certain languages. The airstream used for speech sounds in English is always aggressive, that is, moving around the lungs and up the trachea.

In the production of sounds, air from lungs passes through one or both passageways: the oral cavity (mouth) or the nasal cavity (nose), depending on whether the nasal passageway is blocked off (Celce-Murcia, Brinton and Goodwin, 1996). It is useful to differentiate between the articulator and the point or place of articulation, which is where the contact with the articulator occurs. Students need to realize that their pronunciation is caused by the air stream mechanism.

#### **2.1.1.2 States of the Glottis (Voicing)**

One way in which consonants could differ from each other is voicing (Avery and Ehrlich, 1992). Voicing can be referred to as the audible vibration with the voiced sound caused by the vocal folds. Ladefoged (1975) stated that the sounds produced with the vibration of the vocal folds are called voiced sounds, as opposed to the sounds produced with no vibration of vocal folds are

called voiceless sounds. The voiceless sounds are [ p, t , k, f, θ, s, ʃ, tʃ ], and the voiced sounds are [b, d, g, v, ð, z, ʒ , dʒ, m, n, ŋ, l, r, w, j ]. Since this study gives some attention to the pronunciation of plural and past morphemes, the students need to understand the characteristics of voiced and voiceless sounds in order to be able to differentiate the sounds being heard and produced. Besides, the final consonants whether they are voiced or voiceless sounds will directly effect on the following sounds. Thus, students should know voicing knowledge in order to add the past and plural forms after the words correctly. The target sounds studied in this research can be classified as:

1. Voiceless sounds, i.e., [ t, θ, s, ʃ ]
2. Voiced sounds, i.e., [ d, g, v, ð, z, dʒ ]

### **2.1.1.3 States of the Velum**

After the airstream has passed through the larynx and the pharynx, it can go either into the nasal tract or into the oral tract depending on whether the velum is raised against the back of the pharynx (Giegerich, 1992). And the airstream within the vocal tract can be divided into the oral tract within the mouth and the pharynx, and the nasal tract within the nose (Ladefoged, 1975). The oral sounds are produced when the raised velum prevents the entry of the air into the nasal tract, so the airstream emerges through the oral tract. The nasal sounds are produced when the velum is not raised, so the airstream has accessed the oral cavity. In English, all nasal sounds are voiced, while oral sounds can be both voiced and voiceless.

#### 2.1.1.4 Places of Articulation

There are six places of articulation in English in which the consonant sounds are made: using both lips is called bilabial [ p, b, m, w], lower lip with upper teeth is called labio-dental [f, v ], tip of tongue with teeth is called interdental [θ, ð], tip of tongue with tooth ridge is called alveolar [ t, d, n, s, z, l, r ], blade of tongue with hard palate is called alveopalatal [ ʃ, ʒ, tʃ, dʒ, j ], and back of tongue with soft palate is called velar [ k, g, ŋ] (Avery and Ehrlich, 1992)

#### 2.1.1.5 Manners of Articulation

There are five manners of articulation in English; 1) stops consisting of oral and nasal stops in which the air stream is completely obstructed due to the complete closure of the articulators [ p, b, t, d, k, g, m, n, ŋ ], 2) fricatives in which the airstream is partially obstructed and the turbulent airflow is produced due to the close approximation of the articulators [ f, v, θ, ð, s, z, ʃ, ʒ ], 3) affricates in which the consonant sounds are complex due to the combination of stop and fricative characteristics [tʃ, dʒ], 4) lateral which involves the obstruction of the air stream at a point along the centre of the oral tract, but with the incomplete closure between one or both sides of the tongue and the roof of the mouth [l], and 5) approximants in which one articulator approaches toward another, but without the tract being narrowed to such an extent that a turbulent airstream was produced [w, r, j] (Ladefoged, 1975).

In this study, three main areas will be focused: stops, fricatives, and affricates. Celce-Murcia, Brinton and Goodwin (1996) described each manner as follows:



**Stops:** The airstream is blocked or stopped completely before its release, so the consonants are formed when the airstream is stopped by the two lips, causing pressure to build slightly before being released through the mouth.

**Fricatives:** the air passage from lungs is not always completely stopped. In this case, the air moves through a narrow passageway created when the articulatory organs approach but do not touch each other. Thus, the air which is forced through this passage causes friction.

**Affricates:** The sounds are a combination of a stop and a fricative. In the production of these sounds, air pressure is first built up. Rather than being released freely as in the production of a stop, the air is released through a narrow passageway like a fricative.

In conclusion, speech sounds are produced by the air moving outward from lungs through glottis, velum, mouth or nose. Different sounds are the outcomes of the air stream which is altered in some way by the vocal folds in glottis, the velum and the articulators in the mouth. Thus, having knowledge of sound production will help the students become more aware when pronouncing words in the language.

### 2.1.2 Phonological Rules of Past and Plural Morphemes

According to Platt (1992), phonological rules are the rules used to explain how the abstract units combine and vary when used in speech. The phonological rules also describe the regularities of the sound system of language (Callary, 1981; cited in Clark, Eschholz and Rose, 1981: 90). These rules are of two kinds: *allophonic*, which describe the possible pronunciation of a phoneme, and *process*, which add, delete, or change entire phonemes. Process rules describe the possible pronunciation of a morpheme.

A morpheme can be defined as a minimal unit of meaning or grammatical function (Yule, 1996). Morphemes can be divided into two types; free and bound morphemes. Free morphemes are ones that can stand by themselves as single words (e.g. open and tour). Bound morphemes are those which cannot stand alone, but

which are typically attached to another form (e.g. re-, -ist, -ed, -s). So, past and plural morphemes can be generally considered as bound morphemes.

A morpheme is the smallest difference in the shape of a word that correlates with the smallest difference in word or sentence meaning or in grammatical structure (Katamba, 1993). The analysis of words into morphemes begins with the isolation of a morph. A morph is a physical form representing some morpheme in a language. It is a recurrent distinctive sound (phoneme) or sequence of sounds (phonemes). Each different morph represents a separate morpheme, but this is not always the case. Sometimes different morphs may represent the same morpheme. If they are grouped together, they are called allomorphs of the morpheme. For instance, the past tense of a regular verb in English, which is spelled –ed, is realized in speech by /id/, /d/, /t/. These morphs are called the allomorphs of the past tense morpheme in English. The phonological properties of the last segment of the verb to which it is attached determine the choice as follows: 1) it is realized as /id/ if the verb ends in /d/ or /t/ e.g. ‘mend’/mend/ becomes ‘mended’/mendid/ and ‘paint’ /peint/ becomes ‘painted’/peintid/, 2) it is realized as /d/ after a verb ending in any voiced consonant other than /d/ e.g. ‘clean’ /kli:n/ becomes ‘cleaned’/kli:nd/ and ‘weigh’ /wei/ becomes ‘weighed’/weid/, 3) it is realized as /t/ after a verb ending in any voiceless consonant other than /t/ e.g. ‘park’/pɑ:k/ becomes ‘parked’/pɑ:kt/ and ‘miss’ /mis/ becomes ‘missed’ /mist/.

Additionally, if a morpheme has several allomorphs, the choice of allomorph used in a given context is normally phonologically conditioned. This means that the allomorph selected to represent the morpheme in a particular context is one whose phonological properties are similar to those of sounds found in a neighboring allomorph of some other morpheme. Bland (2003) stated that the plural morpheme is normally realized by a phonologically conditioned allomorph whose distribution is stated as follows: 1) If the base form of the verb or noun ends with the consonant sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, or /ks/, then –es is pronounced as an extra syllable /iz/ e.g. ‘fish’ /fiʃ/ becomes ‘fishes’ /fiʃiz/ and ‘tax’ /tæks/ becomes ‘taxes’/tæksiz/.

2) if the base form ends with the voiceless sounds /p/, /t/, /k/, /f/, or /θ/, then -s and -es are pronounced as /s/ e.g. ‘cup’/kʌp/ becomes ‘cups’/kʌps/ and ‘cart’ /kɑ:t/ becomes ‘carts’/kɑ:ts/, c) if the base form ends with any other consonants /b/, /d/, /g/, /m/, /n/, /ŋ/,/v/, /l/, /r/, /w/, /j/ / or with a vowel sound, then -s and -es are pronounced as /z/ e.g. ‘room’ /ru:m/ becomes ‘rooms’ /ru:mz/ and ‘go’ /gou/ becomes ‘goes’ /gouz/.

## 2.2 Problematic Areas

This part presents the problematic areas of pronunciation by showing the similarities and differences of the consonant phonemes in Thai, English and Pattani Malay in order to figure out the problematic phonemes which possibly occur in the target classroom.

**Table 1:** Thai Consonant Phonemes

Manner of Articulation	Place of Articulation						
	Bilabial	Labio dental	Inter dental	Alveolar	Alveo palatal	Velar	Glottal
Stop	/p, ph, b/			/t, th, d/	/c/	/k, kh/	/ʔ/
fricative		/f/		/s/			/h/
Affricate					/tʃ/		
Nasal	/m/			/n/		/ŋ/	
Lateral				/l/			
Approximant	/w/			/r/	/j/		

Table adapted from Thai Phonology (Nakhasakun, 1998)

**Table 2:** Pattani Malay Consonant Phonemes

Manner of Articulation	Place of Articulation						
	Bilabial	Labio dental	Inter dental	Alveolar	Alveo palatal	Velar	Glottal
Stop	/p, b/			/t, d/		/k, g*/	/ʔ/
fricative		/f/	/θ*, ð*/	/s, z*/	/ʃ*/		/h/
Affricate					/tʃ, dʒ*/		
Nasal	/m/			/n/		/ŋ/	
Lateral				/l/			
Approximant	/w/			/r/	/j/		

Table adapted from M.A. Thesis (Chesoh, 2003)

\* = The phonemes not existing in Thai phonology

**Table 3:** English Consonant Phonemes

Manner of Articulation	Place of Articulation						
	Bilabial	Labio dental	Inter dental	Alveolar	Alveo palatal	Velar	Glottal
Stop	/p, b/			/t, d/		/k, g*/	/ʔ/
fricative		/f, v*/	/θ*, ð*/	/s, z*/	/ʃ*, ʒ*/		/h/
Affricate					/tʃ, dʒ*/		
Nasal	/m/			/n/		/ŋ/	
Lateral				/l/			
Approximant	/w/			/r/	/j/		

\* = The phonemes not existing in Thai phonology

From Table 1, 2 and 3, we can see that the eight phonemes [g, v, z, ʃ, ʒ, dʒ, θ, ð] are the phonemes which do not exist in Thai phonology. Although only one phoneme which is a voiced labio-dental fricative /v/ does not exist in Pattani Malay language, these eight phonemes are likely to be the most unfamiliar and problematic

phonemes for Thai learners because of their absence from the Thai language. In this study, seven phonemes [g, v, z, ʃ, dʒ, θ, ð] which could represent difficulties for Thai learners were chosen to be the target phonemes for the explicit instruction. Only a voiced palatal fricative is excluded from this study due to fact that it rarely appears in English vocabulary and causes less problems in communication.

### **2.3 Pronunciation Instruction**

Derwing, Munro and Wiebe (1997,1998), Fraser (2000), Yule and Macdonald (1994) claimed that the recent reports on the effectiveness of pronunciation instruction have ruled out the misconception that English pronunciation is not teachable. Krashen (1982) suggested that pronunciation is an acquired skill for learners. Additionally, Pennington (1998) and Fraser (2000) have maintained that phonology can and should be taught to adult learners and called for more research. Although there are a number of studies supporting the famous notion that children gain an advantage over adults in learning the pronunciation of a second language, but they still failed to prove that it is impossible for adults to acquire native-like pronunciation (Asher and Garcia, 1969; Scovel, 1969; Siegler, Krashen, and Ladefoged, 1975). So, there has been no reason why pronunciation should not be taught to both young and adult learners.

Furthermore, adults were actually superior to children in the areas of pronunciation and sound discrimination, at least in the first stages of learning, and, although children excelled in later stages, it was the teenagers who acquired native-like pronunciation (Snow and Hoefnagel-Hohle, 1977). The implications of research on the development of pronunciation teaching materials showed that adults should not be denied pronunciation training (Brown, 1992). The learners of various ages may respond differently, both emotionally and cognitively, to different kinds of teaching approaches and task types. Imitation activities might be more successful with young

learners, hence older learners might benefit from a more descriptive or analytic approach.

As accepted that pronunciation is teachable for both young and adult learners, language teachers should pay more attention in this area in order to reduce the pronunciation problems of the students. According to Brown (1991), pronunciation has sometimes been referred to as the 'poor relation' aspect of the English language which is often given little attention and completely ignored by the teacher in the classroom. Brown (1992), Murphy (1997), Roads (1999), Yates (2001), and Macdonald (2002) agreed that most English language teachers pay more attention to grammatical rules and vocabulary than to pronunciation. They admitted the teachers' neglect of pronunciation teaching is not due to their lack of interest in the subject but rather to lack of confidence in teaching it. They feel they need more knowledge about English pronunciation and skills related to pronunciation teaching. So, the teachers need to be provided with pronunciation training in order to have certain level of pronunciation knowledge and have more confidence in teaching it.

In contrast to the reluctance shown by teachers, Barrera Pardo (2004), Madden and Moore (1997), Vitanova and Miller (2002) showed that learners placed a high value on pronunciation instruction as reported in some studies pointing to a contradiction between the teacher's and the student's perspectives on pronunciation teaching. According to what Madden and Moore found in their study, ESL students considered pronunciation to be very valuable and needed more emphasis. Also, Vitanova and Miller found that students linked the mastery of pronunciation to the improvement of communicative abilities, reflected in the value of learning both segmental and suprasegmental levels, and they realized the importance of pronunciation in building confidence in communication.

Many studies show that pronunciation instruction helps the learners to correct their pronunciation problems. For example, Couper (2003) found in his study that pronunciation instruction is effective for learners. Derwing, Munro and Wiebe (1997) found a positive effect for pronunciation instruction, which focused on general speaking habits as opposed to a concentration on individual segments. Derwing,

Munro and Wiebe (1998) also found that both instruction in segmental accuracy and instruction in general speaking habits and prosodic features led to improve pronunciation. As far as the studies of speech perception are concerned, Strange (1995) commented that many researchers have explored the role of training to help learners to adjust their perception of L2 phonology; it has been argued that training may lead to improvements in their sound production. A number of studies have been able to show the positive effects of training on the production of individual phonemes, prosody or overall fluency ( Neufeld, 1977; Murakawa, 1981; de Bot and Mailfert, 1982; de Bot, 1983; Leather, 1990; Champagne-Muzar, Schneiderman and Bourdages,1993).

From the above evidence, it is clear that pronunciation is a necessary skill which can and should be taught to learners at different ages. Although pronunciation is still ignored and neglected by many teachers due to their lack of interest and confidence in teaching, it should be emphasized more in classroom teaching and learning. The teachers themselves should also be trained in order to have enough knowledge on pronunciation teaching and to become good models for the students.

## **2.4 Explicit Instruction**

According to Kroesbergen and Van Luit (2003), direct or explicit instruction is a teacher-centered instructional approach that is most effective for teaching basic or isolated skills. It can be a program that is very systematic with a step-by-step format requiring student mastery at each step. It is generally fast-paced instruction and often with a small group of students so that students can respond to the instruction and receive immediate feedback. With explicit instruction, Swanson (2001) suggested that teachers should follow a sequence of events, generally stating the objectives, reviewing skills necessary for new information, presenting new information, questioning students, providing group instruction and independent practice, assessing performance, and then giving more practice. Maccini and Gagnon (2000) also said that the explicit instruction includes continuous modeling by teachers, followed by

more limited teacher involvement and then fading teacher involvement as students begin to master the material.

Furthermore, Boyles (2002) stated in his book that explicit instruction involves directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes. Topics and contents are broken down into small parts and taught individually. It consists of explanation, demonstration and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher. Another important characteristic of explicit teaching involves modeling skills and behaviors and modeling thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The attention of students is important, and listening and observation are keys to success. Besides, explicit teaching is useful for introducing topics and specific skills. It provides guided instruction in the basic understanding of required skills, which students can then build on through practice, collaboration, repetition, hands on activities and developmental play.

Moreover, Boyles further explained that explicit instruction is a sequence of supports: setting a purpose for learning, telling students what to do, showing them how to do it, and guiding their hands-on application of the new learning. Explicit instruction begins with setting the stage for learning, followed by a clear explanation of what to do (telling), modeling of the process (showing), and providing multiple opportunities for practice (guiding) until independence is attained. It moves systematically from extensive teacher input and little student responsibility initially — to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

Hall (2002) suggested that explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective school research merged with behavior analysis. There are two essential components to well designed explicit instruction: (a) visible delivery features which are group instruction with a high level of teacher-student interaction, and (b) the less observable,



instructional designed principles and assumptions that make up the content and strategies to be taught.

Hall also stated that explicit instruction has been available to classroom teachers since the late 1960s. Substantial research had been conducted on components and the complete instructional "package". As with many teaching practices, there are varying degrees of adaptation and acceptance. The research on effective teaching practices identified most of the components of explicit instruction as essential for positive student outcomes, and it has been argued that teaching using explicit instruction is most beneficial for low performing students and students in special education. However, the results from extensive research repeatedly indicate that all students can benefit from well-designed and explicitly taught skills. Finally, Adams (1996) found that the mean-effect size per study using explicit instruction was more than .75 (effects of .75 and above in education are extraordinary), confirming that the overall effect of explicit instructional practices is substantial.

As can be seen, explicit instruction is considered an effective approach for basic and isolated skills which involves teacher-student interaction. It can be an appropriate choice for specific teaching and learning such as pronunciation. Explicit instruction also follows a systematic sequence which consists of explanation, demonstration and practice so that learners will be provided with enough guidance and practice. Additionally, it is most beneficial for learners who have low performance, according with the target group of students who have never been exposed to pronunciation teaching in the classroom. Thus, explicit instruction is a suitable approach for pronunciation teaching and learning.

## 2.5 Attitudes

The attitude became one of the concerns in this study due to the fact that the attitude is an important factor affecting learners' learning outcome and also helps to determine achievement goals learners will hold in learning (Ames, 1992; cited in Dulyarak, 2001). Accordingly, Ellis (1985) stated there are various factors in language learning that can influence second language proficiency and second language acquisition (SLA), and attitude is one of those factors which helps to determine the level of proficiency achieved by different learners.

In general, attitude can be defined as opinions and feelings about something, especially as being shown in what people say and do (Longman, 1993). The Royal Academy (1982) has also given the definition of attitude as the performance, or emotion a person has towards anything. Moreover, Banyard and Hayes (1994) stated that attitude can be used to refer to a predisposition to act in a positive or negative way towards persons, objects, ideas, and events. Gardner (1985) also referred attitude to the individuals' reactions to anything associated with the immediate context. It includes a conscious mental position, as well as a range of subconscious feelings and emotions (Savignon, 1993).

Furthermore, Freedman (1970) stated that attitude is a stable system which is composed of three components: cognitive (beliefs, perceptions, information about the objects), emotional (feeling of like or dislike, agreement or disagreement, and satisfaction or dissatisfaction) and behavioral (people's action in the certain way). According to Hornby (1974), the attitude means the manners tendency in a person and is composed of three elements: emotion, opinion and behavior. So, the learners' attitudes toward the subject itself, the teaching method, the instructor, the classmates and other people relating to them may affect the learners' action and also their learning outcome.

In foreign language learning, Krashen (1981) explained that the attitude and the aptitude in language of learners relate to the achievement of learners. Accordingly, Seki (2004) showed that the attitudes of both learners and other people in learners' social environment, play an important role in determining the degree and persistence of the learners in learning. As Stern (1993) pointed out, the environment surrounding learners whether good or bad may influence their success in language learning. This could indicate that the learner's attitudes towards a language, surrounding people and environment have a great effect on their achievement as they may put more or less efforts to learn the target language and to reach out their goals in learning.

In conclusion, learners' attitudes, whether negative or positive, play the crucial roles in language learning. However, it would be beneficial to language learners if the teachers could promote learner's positive attitudes towards learning because the positive attitude is one of the good qualities of good language learners (Ames, 1984; Blumenfeld, 1992).

## **2.6 ) Related Research Studies**

This related research described in this section covered the studies in the areas of explicit pronunciation instruction especially of segmental features, plural and past morphemes and the attitudes towards pronunciation learning.

Jenkin (1996 cited in Chesoh 2003) studied the importance of segmental sounds with eight hours of recorded interaction between non-native speakers using English. It was found that 27 of 28 misunderstandings were because of errors in segmental features. Although contextual clues could make the clear meaning, the errors often caused misunderstanding in their communication. The findings showed that "the contextual clues may not be enough to overcome misunderstanding caused by vowels and consonant errors". So, pronunciation instruction should not be ignored segmental features.

Couper (2006) explored the short and long-term effect of pronunciation instruction which focused on *epenthesis* (the addition of an extra sound, usually a

schwa, after a consonant) and *absence* ( the inappropriate dropping of consonant sounds).The subjects were 71 New Zealand (NZ) immigrants, largely of Asian origin, attending a high-intermediate level class. They were given the pre-test, the explicit teaching sessions of pronunciation, the post-test and the delayed post-test. The results showed that this particular type of teaching was effective; a significant proportion of the gains made were retained over time, and that these gains can be transferred to other contexts.

Saito (2007) studied the influence of explicit phonetic instruction on pronunciation of the vowel sounds in EFL settings. Due to the fact that little attention was given to pronunciation teaching in English education in Japan, Japanese learners of English often have difficulty in learning English pronunciation, especially in segmental phonology which many English phonemes do not exist in Japanese phonology. To develop effective strategies in pronunciation teaching, the research was conducted with six Japanese learners at Syracuse University in 2007. Four subjects in the experimental group were given explicit phonetic instruction through computer-generated visual feedback, while 2 subjects in the control group were not. As a means of feedback and evaluation, an acoustic speech analysis method was adopted with the computer software. The results showed that the subjects of the experimental group had dramatic improvement in pronunciation of the vowel sounds. The explicit instruction also encouraged students to become more aware of their pronunciation than when they had exposure to the natural speech production of English in an immersion setting.

Huang and Radant (2006) studied the process of restructuring English pronunciation. The subjects, 14 English major freshmen attending pronunciation class at National Yunli University of Science and Technology, were given diagnostic tests, explicit instruction, pair tutoring and individual consultation. The findings showed that there were 4 stages to restructure English pronunciation: pre-awareness stage, pre-acquisition stage, acquiring stage, and mastering stage. The quantitative results showed that the subjects had improvement in English pronunciation after treatment

measured by the pre-test and the post test, and they could also retain their knowledge over time measured by the end-test.

Yeou (2007) conducted a study on pronunciation instruction in Moroccan higher education, aiming to investigate students' attitudes and teachers' views. The subjects were a hundred students at Doukkali University studying pronunciation in Spoken English 1 and Spoken English 2 courses and 10 teachers from the Department of English at the same university. All the subjects were asked to complete the questionnaire to explore their attitudes and views towards pronunciation teaching. The findings revealed that students valued pronunciation as an important part of learning (both segmental and suprasegmental features) and they aimed for functional intelligibility and wanted pronunciation teaching to be improved. On the contrary, the teachers were not very keen on teaching pronunciation, particularly suprasegmentals due to their lack of confidence, time, scarcity of teaching materials and resources, and large groups of students.

In sum, there are not many studies in the area of pronunciation teaching and learning. As most previous studies could show the effectiveness of pronunciation instruction, pronunciation should be concerned more in language class in order to strengthen learners' knowledge of pronunciation which can help them develop their communicative ability. Besides, it was found that explicit instruction is an effective approach to pronunciation learning because it could help the learners improve their pronunciation and could also produce the positive outcomes in learning.

## CHAPTER 3

### RESEARCH METHODOLOGY

This research study aims to investigate three main areas: : 1) the students' background knowledge of the pronunciation of three set of English unfamiliar consonant sounds; namely, the phonemes not existing in Thai phonology ( /g/,/v/, /θ/, /ð/, /s/, /z/, /ʃ/, /dʒ/) the plural morphemes (/s/, /z/, /-iz/) and the past morphemes (/t/, /d/, /-id/) 2) the effectiveness of explicit instruction in pronunciation of English unfamiliar consonant sounds and 3) the students' attitudes towards explicit instruction in English pronunciation. And this chapter describes the design and procedures of the study. It is divided into five sections: subjects, research instruments, pilot study, data collection and data analysis.

#### 3.1 Subjects

The population of this study was 320 female arts students studying in Mattayom 5 of Darussalam School in Narathiwat province. This study was conducted during the first semester of 2009. 64 students were randomly chosen as the subjects of the study. All of them were Muslims, with the average age of 16-17 years old. Most of them were the bilingual speakers of Thai and Pattani Malay, that is, they could communicate in Thai as well as in Pattani Malay. They had been studying English in school for 10 years with Thai teachers, and most of them had no chance to practice their English with non-Thais or native speakers in daily life. It may be assumed that these factors led to their mispronunciation of English.

This experimental study contained one experimental group of students and one control group of students. Two intact groups of 32 students were randomly chosen to be the experimental group and the control group. Due to the fact that the

subjects have never been exposed to English pronunciation instruction in their classroom, at first it was assumed that they all had the same level of pronunciation knowledge. The pre-test was used to examine their background knowledge of pronunciation and also to test whether the subjects of the two groups were at the same level of English pronunciation. The results shown in the following table reveal that the subjects of the two groups were at the same level of English pronunciation as their pre-test scores were not significantly different.

**Table 4: Comparison of Scores from Pre-Tests of Two Groups**

Subjects	Mean	S.D.	T-values	Two-tailed test
Control group	17.53	5.70	.326	.747
Experimental group	18.03	6.13		

Total scores = 65

### 3.2 Research Instruments

In this study, there were five major instruments: pre-test, phonetic knowledge lesson plans, pronunciation instruction lesson plans, post test and questionnaire. These instruments were used to accomplish the aims of this study: to investigate the students' background knowledge of pronunciation of English unfamiliar consonant sounds, to examine the effectiveness of explicit instruction in English pronunciation of the target phonemes and to explore the students' attitudes towards explicit instruction in English pronunciation.

#### 3.2.1. Pre-Test

In this study, the pre- test consisted of three main parts: (1) a list of sentences consisting of 35 test-points dealing with the phonemes not existing in Thai

phonology, they were the voiced velar stop /g/, the voiced labio-dental fricative /v/, the voiced alveolar fricative /z/, the voiceless alveo-palatal fricative /ʃ/, the voiced alveo-palatal affricate /dʒ/, the voiceless dental fricative /θ/, and the voiced dental fricative /ð/, (2) a dialogue containing 15 test-points comprising the phonemes representing the plural morphemes: the voiceless alveolar fricative /-s/, the voiced alveolar fricative /-z/, and the combination of the high-front vowel sound and the voiced alveolar fricative /-iz/, and (3) a passage containing 15 test-points composed of the phonemes representing the past morphemes: the voiceless alveolar stop /-t/, the voiced alveolar stop /-d/, and the combination of the high-front vowel sound and the voiced alveolar fricative /-id/ (see Appendix B) . In order to test their background knowledge of English pronunciation, the subjects were asked to record their pronunciation of all sentences, a dialogue and a passage into the given audio-cassettes individually by the researcher at the beginning of the semester. For the pre-test, the test was used to measure the students' background knowledge of English pronunciation as shown in their performances through the test.

### **3.2.2. Lesson Plans of Phonetic Knowledge**

Four lesson plans were written covering the knowledge of consonant sound production and activities for the students to practice pronunciation in four periods of ninety minutes each, except the first period (consonant sound production) was divided into two parts, sixty-minutes each (a hundred and twenty minutes in total) (see Appendix F). These lesson plans were used to be taught in additional class in order to introduce basic phonetic knowledge and phonetic symbols to the students in the experimental group only. The method used in this class was explicit instruction consisting of three main steps: (1) presenting the phonetic knowledge according to the target phonemes in each class and modeling how to pronounce each phoneme correctly by the audio-CD and teacher' pronunciation; (2) providing enough opportunities for students to practice the pronunciation of the target phonemes



through various activities under the teacher's direction and guidance; and (3) giving the learners feedback for pronunciation improvement. In each class, the researcher presented the problems of producing incorrect pronunciation to let the students see the importance of pronunciation learning. Then, they were introduced to the pronunciation contents consisting of the consonant sound production, phonetic symbols, voicing, plural and past morphemes. Besides, this knowledge was mainly focused on the unfamiliar sounds in order to give them enough background for what they were going to learn throughout a semester.

### **3.2.3. Lesson Plans of Pronunciation Instruction**

Ten lesson plans covered the instructional contents (English unfamiliar consonant sounds) for teaching throughout a semester (see Appendix F). These lesson plans included handouts, exercises and teaching aids which were used in the pronunciation instruction and activities. Besides, these lesson plans were used to be the instructional direction for ten period of ninety minutes each throughout a semester. During this instructional treatment, all contents of *Speed up* (the book used in this class) were adapted by adding phonetic symbols with the target phonemes. And the explicit instruction with phonetic symbols was planned to be used with the experimental group only, while the control group was given the same materials without phonetics symbols. However, the control group was taught by the same instructor so that they received the same pronunciation. The difference was that the students in the control groups were not focused on the target phonemes and learned pronunciation unintentionally through classroom instruction.

### **3.2.4. Post Test**

In this study, the pre-test was used as the post test to measure the accurate pronunciation of English unfamiliar consonant sounds (see Appendix B). In the last week of the semester, the students in both groups were asked to record their

pronunciation individually by the researcher. The scores of the subjects in both groups were analyzed and compared in order to examine the improvement of students' pronunciation after receiving the treatment.

### **3.2.5. Questionnaire**

A questionnaire was administered only to the experimental group after they finished the post-test at the 16<sup>th</sup> week (see Appendix D and Appendix E). The aim of the questionnaire was to survey the students' attitudes towards the explicit instruction in English pronunciation of English unfamiliar consonant sounds for Thai learners. This questionnaire consisted of two main parts as follows:

1. The first part consisted of 10 items on the students' personal information: age, sex and English educational background.
2. The second part contained 31 items on a five-point Likert scale and 1 open-ended item. The questionnaire was designed covering the components and steps of the explicit instruction in order to find out the students' attitudes towards the explicit instruction in pronunciation of English unfamiliar sounds.

### **3.3 Pilot Study**

This test and questionnaire was commented supervisory committee and revise by the researcher before being piloted. In order to ascertain the reliability, a draft of the test and the questionnaire was done with 10 M.5 female arts students at Darussalam who had been given the explicit instruction in English pronunciation of the unfamiliar sounds for two weeks. All of them were neither in the experimental group nor the control group, and they were assumed to have similar background knowledge to the subjects under the present study. The purposes of conducting the pilot study with this group of students were to enable the researcher to develop the appropriate test and questionnaire for the target group and to explore the ambiguity of the content of the pronunciation test and a questionnaire for further improvement and

revision. The results showed that the test was reliable as the reliability value was 0.79 (the reliability value of the test should exceed 0.75). The results of the questionnaire revealed that the students had positive attitudes towards the explicit instruction in English pronunciation. Finally, the researcher revised and improved the test and the questionnaire according to the pilot results and the native speaker's advice to obtain the final versions.

### **3.4 Data Collection**

This study was conducted during the first semester of 2009. The data collection procedure consisted of three main stages: pre-test, post-test and questionnaire. The pre-test stage was the period when the students' background knowledge of English pronunciation of the target phonemes was explored. The post-test stage was the period when the students' accurate pronunciation was measured in order to examine the effectiveness of the explicit instruction in pronunciation of English unfamiliar consonant sounds. And the questionnaire stage was the period when the questionnaire was administered in order to investigate students' attitudes towards the explicit instruction in English pronunciation.

#### **3.4.1. Pre-Test Stage**

In the first week of the semester, the subjects in both groups were asked to do the pre-test individually in the school laboratory. The test was given to the subjects in order to measure their pronunciation abilities before being given explicit instruction. They were asked to read the test, and the researcher recorded their production of a list of sentences, a dialogue, and a passage as given in the test. Then, the test was scored by a native speaker who was experienced in linguistic field (M.A. in Linguistics), a Thai teacher who had been teaching English in the target school for ten years and the researcher. Lastly, the average scores (from the three

raters) were ranked from high to low and were kept to compare with the scores from the post-test.

#### **3.4.2. Post test Stage**

After giving subjects the treatment in 14 sessions for 12 weeks (ninety minutes per session), the subjects were asked to do the post test which was the same as the pre-test at the end of the semester. They took the test individually as they did in the pre-test, and the test was scored by the native speaker, the Thai teacher and the researcher again in order to compare the results and to see their improvement in pronunciation of English unfamiliar consonant sounds. Then the results were kept to interpret in data analysis step.

#### **3.4.3. Questionnaire Stage**

After collecting the post test, a questionnaire on students' attitudes towards explicit instruction in pronunciation of English unfamiliar consonant sounds was administered only to 32 students in the experimental group.

### **3.5 Data Analysis**

The data analysis in this study was divided into three parts:

To answer the first question, to what extent students can correctly pronounce English unfamiliar consonant sounds ( phonemes not existing in Thai phonology, plural morphemes and past morphemes), the subjects' pronunciation obtained from the pre-test was scored by a native speaker, a Thai teacher and a researcher. Then the scores were calculated for mean values and standard deviations which were later analyzed by using the t-test to find out the students' background knowledge of English unfamiliar sounds. These statistics were computed using the SPSS/PC (Statistic Package for the Social Sciences) program.

To answer the second question, whether the explicit instruction helps the learners improve their pronunciation of target phonemes, the subjects' pronunciation obtained from the pre-test and the post test was scored by a native speaker, a Thai teacher and a researcher. Then the scores were calculated for mean values and standard deviations, which were later analyzed by using the t- test to determine significant differences. These statistics were also computed using the SPSS/PC (Statistic Package for the Social Sciences) program.

To answer the last research question, what students' attitudes towards explicit instruction in English pronunciation were, the experimental group's responses to the questionnaire were calculated for means using the SPSS/PC program. The ranges of the mean scores for each level used for interpreting the level of agreement are presented in the following table. Then the overall findings from the analysis were explained in the following chapter.

**Table 5: Ranges of Mean Scores Indicating Levels of Agreement**

<b>Ranges of Total Mean Value</b>	<b>Interpretation of Preferences</b>	<b>Levels of Agreement</b>
1.00-1.80	Least	Strongly disagree
1.81-2.60	Slightly	Disagree
2.61-3.40	Moderate	Uncertain
3.41-4.20	Much	Agree
4.21-5.00	Most	Strongly agree

## CHAPTER 4

### FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. First, the findings on the pre-test of the two research groups before the explicit instruction are presented as their background knowledge of English pronunciation. Second, the comparison of the pre-test and the post test from the two groups is shown and discussed in order to determine whether explicit instruction in pronunciation of English unfamiliar consonant sounds was effective. Then the findings on the students' attitudes towards explicit instruction in English pronunciation are presented and discussed in order to illustrate their points of view. And due to the fact that all of the sounds studied in this research function as phonemes or morphemes in English phonology, they are also referred to as phonemes and morphemes in some places.

#### 4.1 Students' Background Knowledge of English Pronunciation

The first research question of this study put forward for investigation was to what extent students could correctly pronounce the target phonemes given in the pre-test. The hypothesis put forward for investigation was that the students could rarely perform the target phonemes correctly. To test this hypothesis, the students' performance on the pre-test was analyzed and discussed in table 8.

In this study, the pre- test consisted of three main parts: (1) a list of sentences consisting of 35 test-points dealing with the phonemes not existing in Thai phonology, (2) a dialogue containing 15 test-points comprising the phonemes representing the plural morphemes and (3) a passage containing 15 test-points composed of the phonemes representing the past morphemes.

In doing the pre-test, the students' pronunciation was individually recorded by the researcher. Then the pre-test scores of the experimental group and the control group were analyzed and compared in order to find out the students' background

knowledge of English pronunciation of the target phonemes before the experiment. Due to the fact that this research study comprised the three main sets of English phonemes: the phonemes that do not exist in Thai phonology /g/, /v/, /z/, /ʃ/, /dʒ/, /θ/, /ð/; the phonemes that represent the plural morphemes /s/, /z/, /ɪz/; and the phonemes that represent the past morphemes /t/, /d/, /ɪd/, it was beneficial to analyze the pre-test scores of the experimental group and the control group set by set to see to what extent the students had the pronunciation background knowledge of these target phonemes.

#### **4.1.1 Students' Background Knowledge of Phonemes not Existing in Thai Phonology**

As generally agree upon, second language phonemes which do not exist in learners' first language tend to be problematic for learners when pronouncing the words containing those phonemes. Richards and Renandya (2002) have stated that most foreign language learners are not able to pronounce the sounds without using the transferential knowledge of pronunciation features of their first language. In this study, it was predicted that the phonemes which do not exist in Thai phonology (/g/, /v/, /z/, /ʃ/, /dʒ/, /θ/, /ð/) were rarely pronounced by both groups due to their absence in English. So, these seven phonemes were used to be the target phonemes in the pre-test in order to measure the subjects' background knowledge of pronunciation.

In the following table, the pre-test results between the experimental and the control groups on the phonemes not existing in Thai phonology were analyzed and compared in order to find out the student's background knowledge of English pronunciation of these phonemes before the experiment.

**Table 6: Comparison of Pre-Test Scores on Phonemes not Existing in Thai Phonology of Experimental and Control Groups**

Target phonemes	Subject group	Mean	S.D.	T-values	Two-tailed test (N = 32)
/g/	Control	3.21	1.38	1.09	.282
	Experimental	3.53	1.07		
/v/	Control	0.59	0.79	-.902	.374
	Experimental	0.41	0.71		
/z/	Control	2.81	1.14	.177	.861
	Experimental	2.87	1.38		
/ʃ/	Control	3.25	1.31	.457	.651
	Experimental	3.43	1.74		
/dʒ/	Control	1.43	1.47	-.075	.941
	Experimental group	1.40	1.47		
/θ/	Control group	.50	1.10	-.870	.391
	Experimental group	1.251	0.95		
/ð/	Control group	1.18	1.30	-.100	.325
	Experimental group	0.90	1.02		

Total scores of each phoneme = 5

Regarding to the data presented in Table 6, it was found that both group could highly pronounced the voiced velar stop /g/ and the voiceless alveo-palatal fricative/ʃ/, while the voiced labio-dental fricative, the voiced dental fricative and the voiceless were highly mispronounced by both groups. Although the mean scores of the experimental and control groups were slightly different, this difference was not statistically significant. The pre-test mean scores of the control and the experimental group were somewhat low and moderate, and they were not statistically different at 0.01 level. This may indicate that before the experiment, students in both groups



could rarely pronounce most target sounds correctly, and they were at the same low levels of English pronunciation of the target sounds.

According to the data shown in Table 6, it was found that the voiced labio-dental fricative consonant phoneme /v/ which was contained in the set of “the phonemes not existing in Thai phonology” was the most problematic phoneme for the subjects in both groups, that is, few students could correctly pronounce this phoneme. Besides, it was found that the voiced velar stop /g/ and the voiceless alveo-palatal fricative /ʃ/ were correctly pronounced by most subjects. However, most phonemes in this section were highly mispronounced by the subjects in both groups. Also, it was found that most students pronounced the voice labio-dental phonemes /v/ as the voiceless bilabial approximant phoneme /w/ which appears in both Thai phonology and Pattani Malay phonology and also has the most closed feature to the voiced labio-dental fricative phoneme /v/. This phoneme /v/ is predicted to be the most problematic for learners due to its absence in both Thai and Pattani Malay languages. Moreover, the voiceless dental fricative consonant phoneme /θ/ and the voiced dental fricative consonant phoneme /ð/ were also highly mispronounced by the subjects in both groups. They pronounced the voiceless dental fricative phoneme /θ/ and pronounced the voiced dental fricative phoneme /ð/ as the voiceless alveolar stop phonemes /t/ the voiced alveolar stop phonemes /d/ because these phonemes (/t/ and /d/ ) have the closest features in Thai language. As mentioned, the subjects in both groups had never been exposed to pronunciation teaching, so they had no chance to acquire and practice the pronunciation of these two phonemes correctly. This showed that providing explicit instruction on pronunciation to the subjects might help them to improve their pronunciation problems.

Based on the pre-test scores of two groups on each target phoneme, it was obvious that there was no statistically significant difference in students' performance. This means the students' background knowledge of English pronunciation was at the same low level. And due to the fact that the subjects in both groups could rarely

perform most target phonemes, the research hypothesis set before the experiment was accepted.

#### 4.1.2 Students' Background Knowledge of Plural Morphemes

In English, there appear three allomorphs of the plural morpheme: the voiceless alveolar fricative consonant phoneme /s/, the voiced alveolar fricative consonant phoneme /z/ and the combination of the high-front vowel and the voiced alveolar fricative consonant phoneme /iz/. Among these plural morphemes, the voiced alveolar fricative consonant phoneme /z/ was found to be part of the phonemes not existing in Thai phonology as illustrated in Table 9. In Table 9, the pre-test scores between the experimental and the control groups on the plural morphemes were analyzed and compared in order to measure students' background knowledge of English pronunciation of the plural morphemes.

**Table 7: Comparison of Pre-Test Scores on Plural Morphemes of Experimental and Control Groups**

Target morphemes	Subject group	Mean	S.D.	T-values	Two-tailed test (N=32)
/s/	Control	0.37	1.03	-.356	.724
	Experimental	0.28	0.95		
/z/	Control	0.00	0.00	1.00	.325
	Experimental	0.03	0.17		
/iz/	Control	1.40	1.68	.744	.462
	Experimental	1.71	1.63		

Total scores of each phoneme = 5

As shown in Table 7, the pre-test mean scores of the control group on the plural morphemes /s/, /z/ and /iz/ were 0.37, 0.00 and 1.40 respectively and those of the experimental group were 0.28, 0.03 and 1.71 respectively. Although there was

some difference in the mean scores of the experimental and control groups, this difference was not statistically significant, that is, the pre-test mean scores of the control and the experimental group were low and not statistically different at 0.01 levels. This may be assumed that before the experiment, students in both groups could rarely pronounce the plural morphemes correctly, and they were at the same low level of English pronunciation of the plural morphemes.

Based on the results shown in Table 7, the plural morpheme /-z/ which was preceded by the voiced sounds was mostly mispronounced in the subjects' pronunciation due to their lack of voicing knowledge. As known that the plural morphemes were directly affected by the preceding phonemes, the subjects could not correctly pronounce the plural morphemes because they could not discriminate the preceding phonemes of the words as to whether they were voiced or voiceless sounds or they may not have been taught this knowledge. Besides, it may be assumed that the subjects were usually emphasized the grammatical forms of tenses and numbers rather than pronunciation. Also, it was found that the subjects in this research tended to ignore pronouncing the plural morphemes while speaking, which may lead to the fossilization of the wrong models of pronunciation.

Based on the pre-test scores of both groups, there was no statistically significant difference in students' pronunciation. This showed the students' background knowledge of English pronunciation of the plural morphemes were at the same low levels. And due to the fact that the subjects in both groups could rarely perform the plural morphemes, the research hypothesis set before the experiment was accepted.

#### **4.1.3 Students' Background Knowledge of Past Morphemes**

In English, there appear three allomorphs of the past morpheme: the voiceless alveolar stop consonant phoneme /t/, the voiced alveolar stop consonant phoneme /d/ and the combination of the high-front vowel and the voiced alveolar stop consonant phoneme /ɪd/. Among the past morphemes, the voiceless alveolar stop phoneme /t/

and the voiced alveolar stop consonant phoneme /d/ were predicted by the researcher to be problematic for the subjects in both groups due to their lack of voicing rules. In Table 10, the pre-test scores between the experimental and control groups on the past morphemes were analyzed and compared in order to measure students' background knowledge of English pronunciation of the past morphemes.

**Table 8: Comparison of Pre-Test Scores on Past Morphemes of Experimental and Control Groups**

Target morphemes	Subject group	Mean	S.D.	T-values	Two-tailed test (N=32)
/t/	Control	0.03	1.76	-1.00	.325
	Experimental	0.00	0.00		
/d/	Control	0.03	0.17	.941	.354
	Experimental	0.15	0.72		
/id/	Control	1.65	1.80	1.13	.263
	Experimental	2.03	1.65		

Total scores of each phoneme = 5

According to the data presented in Table 8, the pre-test mean scores of the control group on the plural morphemes /t/, /d/ and /id/ were 0.03, 0.03 and 1.65 respectively and those of the experimental group were 0.00, 0.15 and 2.03 respectively. Although the mean scores of the experimental and control groups were slightly different, this difference was not statistically significant. The pre-test mean scores of the control and the experimental group were very low and not statistically different at 0.01 levels. This shows that before the experiment, students in both groups could rarely pronounce the past morphemes correctly, and they were at the same levels of English pronunciation of the past morphemes.

Based on the results shown in Table 8, the past morphemes /-t/ and /-d/ which were respectively followed by the voiceless sound and voiced sounds were

mostly ignored by both groups of subjects. This may have been caused by the students' lack of voicing knowledge and also their lack of pronunciation teaching. From the results, the subjects in both groups mostly ignored the past morphemes when pronouncing. On the other hand, it was found that some subjects tried to pronounce all past forms with the past morpheme /id/ only. This obviously shows that the subjects needed to be taught voicing rules in order to correctly pronounce the past forms; they should be able to distinguish the final phoneme of the verbs whether they are voiced or voiceless. Also, the students needed to be exposed to the practice of pronunciation in order to improve their pronunciation of the target morphemes. The explicit instruction may be the appropriate way to teach specific pronunciation knowledge.

Based on the pre-test scores of both groups, there was no statistically significant difference in students' pronunciation of the past morphemes. This means the students' background knowledge of English pronunciation of the past morphemes was at the same low level. Owing to the fact that the subjects in both groups could rarely perform the past morphemes, the research hypothesis set before the experiment was accepted.

In conclusion, the total scores of the pre-test of the experimental and control groups were analyzed and compared in Table 9 in order to find out students' background knowledge of all the target phonemes studied in this current research.

**Table 9: Comparison of Pre-Test Scores of Experimental and Control groups**

<b>Subjects</b>	<b>Mean</b>	<b>S.D.</b>	<b>T-values</b>	<b>Two-tailed test (N=32)</b>
Control group	17.53	5.70	.326	.747
Experimental group	18.03	6.13		

Total scores = 65

With respect to the data presented in Table 9, the pre-test mean score of the control group was 17.53 and that of the experimental group was 18.03. Although the

mean score of the experimental group was slightly higher than that of the control group, this difference was not statistically significant. The pre-test scores of the control and the experimental group were low and not statistically different at 0.01 level. It can be assumed that before the experiment, students in both groups could rarely pronounce the target phonemes correctly and were at the same low levels of English pronunciation of the target phonemes, so the research hypothesis set before the experiment was accepted.

## **4.2 Effectiveness of Explicit Instruction in Pronunciation of English Unfamiliar Sounds**

The second research question put forward for investigation was to see whether the explicit instruction helped the learners to improve their pronunciation. And the hypothesis set for this question was that the explicit instruction on pronunciation of English unfamiliar sounds could help the learners improve their pronunciation. To test this hypothesis, the pre-test and the post test of both groups were compared and discussed as follows.

After the pre-test, the treatment which was the explicit instruction in English pronunciation of the target phonemes (using 4 lesson plans on basic phonetic knowledge and 10 lesson plans on pronunciation teaching) was given to the subjects in the experimental group while general instruction without phonetic knowledge and phonetic symbols was given to the subjects in the control group. However, the students in the control group were taught using the same materials (without phonetic symbols) and exposed to the same pronunciation by the same teacher throughout the semester. After the treatment, the post test which was the same test as the pre-test was given to both groups of subjects in order to see the differences in their pronunciation.

In this study, three main areas of English unfamiliar sounds were explored: the phonemes not existing in Thai phonology (/g/, /v/, /z/, /ʃ/, /dʒ/, /θ/ and /ð/), the plural morphemes (/s/, /z/ and /ɪz/), and the past morphemes (/t/, /d/ and /ɪd/). So, the

results from the pre-test and the post test on each set were analyzed and discussed step by step as follows.

#### 4.2.1 Effectiveness of Explicit Instruction in Pronunciation of English Phonemes not Existing in Thai Phonology

The pre-test and post test mean scores between the experimental and control groups on the phonemes not existing in Thai phonology were analyzed and discussed in order to investigate the effectiveness of the explicit instruction on pronunciation of those phonemes after the experiment.

**Table 10: Comparison of Scores from Pre-Test and Post Test on Pronunciation of English Phonemes not Existing in Thai Phonology of Both Groups**

Target phonemes	Subjects	Test	Mean	S.D.	T-values	Two-tailed test (N=32)
/g/	Control group	Pre-test	3.21	1.38	2.555	.016
		Post-test	2.71	1.14		
	Experimental group	Pre-test	3.53	1.07	-6.333	.000
		Post-test	4.71	0.63		
/v/	Control group	Pre-test	0.59	0.79	1.063	.296
		Post-test	0.40	0.83		
	Experimental group	Pre-test	0.40	0.71	-8.949	.000
		Post-test	2.68	1.22		
/z/	Control group	Pre-test	2.81	1.14	1.321	.196
		Post-test	2.46	1.31		
	Experimental group	Pre-test	2.87	1.38	-7.445	.000
		Post-test	4.40	0.71		

Target phonemes	Subjects	Test	Mean	S.D.	T-values	Two-tailed test (N=32)
/ʃ/	Control group	Pre-test	3.25	1.31	1.123	.270
		Post-test	2.84	1.52		
	Experimental group	Pre-test	3.43	1.74	-3.849	.001
		Post-test	4.65	0.60		
/dʒ/	Control group	Pre-test	1.43	1.47	3.191	.003
		Post-test	0.65	1.09		
	Experimental group	Pre-test	1.40	1.47	-8.637	.000
		Post-test	3.62	1.21		
/θ/	Control group	Pre-test	1.50	1.10	2.104	.044
		Post-test	1.00	0.95		
	Experimental group	Pre-test	1.25	0.95	-8.803	.000
		Post-test	3.75	1.16		
/ð/	Control group	Pre-test	1.18	1.30	0.668	.509
		Post-test	1.03	1.17		
	Experimental group	Pre-test	0.90	1.02	-8.752	.000
		Post-test	3.06	1.13		

Total scores of each phoneme = 5

With respect to the data shown in Table 10, there was no statistically significant difference between the pre-test and the post test mean scores in the control group . The pre-test mean scores of the control group on the phonemes not existing in



Thai phonology /g/, /v/, /z/, /ʃ/, /dʒ/, /θ/, and /ð/ were 3.21, 0.59, 2.81, 3.25, 1.43, 0.50 and 1.18 respectively, and the post test mean scores of the control group on those phonemes were 3.271, 0.40, 2.46, 2.84, 0.65, 1.00 and 0.90 respectively. This means the control group performed better in the pre-test than in the post-test. Although there was a slight difference between the mean scores of the pre-test and the post-test, that difference was not statistically significant.

On the other hand, the results showed that the difference between the pre-test and the-post mean scores in the experimental group was statistically significant at 0.01 level. The pre-test mean scores of the experimental group on the phonemes not existing in Thai phonology /g/, /v/, /z/, /ʃ/, /dʒ/, /θ/, and /ð/ were 3.53, 0.40, 2.87, 3.43, 1.40, 1.20 and 0.90 respectively, and the post test mean scores of the experimental group on those phonemes were 4.71, 2.68, 4.40, 4.65, 3.62, 3.75 and 3.06 respectively. This means the experimental group's performance was significantly different before and after the explicit instruction.

The pre-test and the post test mean scores of both groups revealed that students who received different instruction and activities performed differently in the post test. The students who received the explicit instruction as their treatment could perform all the target sounds in the post test significantly different than in the pre-test. Especially, the phonemes being problematic for both groups in the pre-test such as the voiced fricative labio-dental consonant phoneme /v/, the voiceless dental fricative consonant phoneme /θ/ and the voiced dental fricative consonant phoneme /ð/ were dramatically improved by the subjects in the experimental group in the post test. When compared the post test mean scores with the pre-test means scores, all phonemes which were in the set of phonemes not existing in Thai phonology were pronounced significantly better by the subjects in the experimental group in the post test than the subjects in the control group. This could indicate that the explicit instruction in English pronunciation could help the students improve their English pronunciation of the phonemes not existing in Thai phonology, and the research hypothesis set before the experiment was accepted.

#### 4.2.2 Effectiveness of Explicit Instruction in Pronunciation of Plural Morphemes

The pre-test and post test mean scores between the experimental and control groups on the plural morphemes were analyzed and compared in Table 11.

**Table 11: Comparison of Scores from Pre-Test and Post Test on Pronunciation of Plural Morphemes of Both Groups**

Target morphemes	Subjects	Test	Mean	S.D.	T-values	Two-tailed test (N=32)
/s/	Control group	Pre-test	0.37	1.03	.432	.669
		Post-test	0.28	0.85		
	Experimental group	Pre-test	0.28	0.95	-4.984	.000
		Post-test	1.65	1.71		
/z/	Control group	Pre-test	0.00	0.00	-1.184	.245
		Post-test	0.18	0.89		
	Experimental group	Pre-test	0.03	0.17	-7.337	.000
		Post-test	2.37	1.80		
/iz/	Control group	Pre-test	1.40	1.68	.875	.388
		Post-test	1.12	1.75		
	Experimental group	Pre-test	1.71	1.63	-4.762	.000
		Post-test	2.34	1.92		

Total scores of each phoneme = 5

With regard to the data shown in Table 11, there was no statistically significant difference between the pre-test and the post test mean scores in the control group. The pre-test mean scores of the control group on the plural morphemes /s/, /z/ and /iz/ were 0.37, 0.00 and 1.40 respectively, and the post test mean scores of the control group on those plural morphemes were 0.28, 0.18 and 1.12 respectively.

Although the mean scores of the pre-test and the post-test on the plural morphemes was slightly different, the difference was not statistically significant. This means the subjects in the control had no improvement in their pronunciation of plural morphemes.

On the other hand, the results showed that the difference between the pre-test and the post test mean scores in the experimental group was statistically significant at 0.01 level. The pre-test mean scores of the experimental group on the plural morphemes /-s/, /-z/ and /-iz/ were 0.28, 0.03 and 1.71 respectively, and the post test mean scores of the experimental group on those plural morphemes were 1.65, 2.37 and 2.34 respectively. This means the experimental group performed significantly different between the pre-test and the post test after the explicit instruction.

Based on the results, it was found that the plural morpheme /z/ which appeared to be most problematic for the subjects in both groups in the pre-test (with the mean scores of 0.00 in the pre-test of the control group and with the mean scores of 0.03 in the pre-test of the experimental group) was dramatically improved in the post test by the subjects in the experimental group while the subjects in the control group gained no significant difference in their post test scores. Also, the other two plural morphemes /s/ and /iz/ were better pronounced by the experimental group than the subjects in the control group. From the results, it was found that the students receiving different instruction and activities performed differently in the post test, that is, the students who received the explicit instruction with the knowledge of voicing could show the significant improvement in their pronunciation of the plural morphemes than the students receiving the normal instruction. This could be assumed that the explicit instruction could help the students improve their English pronunciation of plural morphemes. So, the research hypothesis set before the experiment was accepted.

### 4.2.3 Effectiveness of Explicit Instruction in Pronunciation of Past Morphemes

In the following table, the pre-test and post test mean scores between the experimental and control groups on the phonemes representing the past morphemes were analyzed and compared in order to see the differences in their pronunciation of past morphemes.

**Table 12: Comparison of Scores from Pre-Test and Post Test on Pronunciation of Past Morphemes of Both Groups**

Target morphemes	Subjects	Test	Mean	S.D.	T-values	Two-tailed test (N=32)
/t/	Control group	Pre-test	0.03	0.17	-.941	.354
		Post-test	0.15	0.72		
	Experimental group	Pre-test	0.00	0.00	-8.610	.000
		Post-test	2.84	1.86		
/d/	Control group	Pre-test	0.03	0.17	-1.191	.243
		Post-test	0.25	1.01		
	Experimental group	Pre-test	0.15	0.72	-11.460	.000
		Post-test	3.46	1.62		
/id/	Control group	Pre-test	1.65	1.80	1.848	.074
		Post-test	1.09	1.55		
	Experimental group	Pre-test	2.03	1.65	-4.710	.000
		Post-test	3.84	1.79		

Total scores of each phoneme = 5

With reference to the data shown in Table 12, there was no statistically significant difference between the pre-test and the post test mean scores in the control group. The pre-test mean scores of the control group on the past morphemes /t/, /d/

and /id/ were 0.03, 0.03 and 1.65 respectively, and the post test mean scores of the control group on those past morphemes were 0.15, 0.25 and 1.09 respectively. Although the subjects in the control group could perform slightly better in the post test on some plural morphemes such as /s/ and /z/, the improvement was not statistically significant different.

On the other hand, it was obviously shown that the difference between the pre-test and the-post mean scores in the experimental group was statistically significant at 0.01 level. The pre-test mean scores of the experimental group on the past morphemes /t/, /d/ and /id/ were 0.00, 0.15 and 2.03 respectively, and the post test mean scores of the experimental group on those past morphemes were 2.84, 3.46 and 3.84 respectively. This means the experimental group performed significantly better in the post test than they did in the pre-test after the explicit instruction.

Also, it was found that the past morphemes (/t/ and /d/) were correctly pronounced only among the subjects in the experimental group as shown in the post test. Furthermore, all past morphemes were significantly better pronounced by the subjects in the experimental group than the subject in the control group. So, the students given explicit instruction showed much better improvement in the pronunciation of the past morphemes than the students given normal instruction. This implied that explicit instruction could help the students develop their English pronunciation of the past morphemes. Thus, the hypothesis set before the experiment that explicit instruction could be effective for the students was accepted.

In sum, the pre-test and the post test scores of both groups on all the target phonemes including the phonemes not existing in Thai phonology, the plural morphemes and the past morphemes were analyzed and compared in order to find out the overall ability of the students' pronunciation after the experiment. The results were shown in the following table.

**Table 13: Comparison of Pre-Test and Post Test Scores of Both Groups**

Subjects	Test	Mean	S.D.	T-values	Two-tailed test (N=32)
Experimental group	Pre-test	18.03	6.13	-13.459	.000**
	Post-test	44.46	10.08		
Control group	Pre-test	17.53	5.70	2.578	.015
	Post-test	14.18	8.47		

Total scores: 65

\*\* significant at 0.01 level

The data in Table 13 show that there was no statistically significant difference between the pre-test and the post test mean scores in the control group. Based on the results, the control group gained the mean scores of 17.53 in the pre-test and 14.18 in the post test. This means the control group performed better in the pre-test than in the post test. Although there was a slightly difference between the mean scores of the pre-test and the post test of the control group, this difference was not statistically significant.

On the other hand, the results showed that the difference between the pre-test and the post test mean scores in the experimental group was statistically significant. The experimental group gained the mean scores of 18.03 in the pre-test and 44.46 in the post-test; this means the experimental group had the pronunciation improvement after the explicit instruction. Besides, it was found that the students who received different instruction and activities had different rate of achievement, that is, the students who received explicit instruction could better pronounced the target phonemes in the post test than the students who received the normal instruction. Besides, the control group got the lower mean scores on the post test. This can be assumed that the control group had no improvement due the fact that they were not given the explicit instruction in the basic phonetic knowledge as the pre-treatment. So, they had no enough knowledge to extending their pronunciation in the treatment class in which they unconsciously received pronunciation instruction. This factor might be the major cause of their failure in learning. This indicates that explicit instruction

could obviously help the students improve their English pronunciation of English unfamiliar consonant sounds. So, the research hypothesis set before the experiment that the explicit could help the students improve their English pronunciation of the target phonemes was accepted.

### **4.3 Pronunciation Achievement**

The most important issue was that there was a difference in pronunciation achievement between the two groups of the students. This can be seen in comparing the mean scores on the post test of the two groups. Although there was no significant difference in the pre-test between both groups, the difference in the post test would be sufficient to establish the difference in their achievement.

To answer the research question, whether the explicit instruction helps the learners improve their English pronunciation of the target phonemes, the post test scores of the two groups were analyzed and compared by using the t-test to determine the differences in their pronunciation achievement after the treatments which were the explicit instruction for the experimental group and the normal instruction for the control group.

Since this research study contained 13 target phonemes including the phonemes not existing in Thai phonology /g/, /v/, /z/, /ʃ/, /dʒ/, /θ/, /ð/, the plural morphemes /s/, /z/, /iz/, and the past morphemes /t/, /d/, /id/, the results from the post test on each set of the target phonemes were discussed step by step as follows:

#### **4.3.1 Pronunciation Achievement on Phonemes not Existing in Thai Phonology**

The post test scores of the experimental and control groups on the phonemes not existing in Thai phonology were analyzed and compare by using the t-test in order to investigate the effectiveness of the explicit instruction in English pronunciation of the target phonemes after the treatment. The t-test results were given in Table 14.

**Table 14: Comparison of Post Test Scores on Phonemes not Existing in Thai Phonology of Both Groups**

Target phonemes	Subjects	Mean	S.D.	T-values	Two-tailed test (N=32)
/g/	Control group	2.71	1.41	6.715	.000
	Experimental group	4.71	0.63		
/v/	Control group	0.40	0.83	8.216	.000
	Experimental group	2.68	1.22		
/z/	Control group	2.46	1.31	7.30	.000
	Experimental group	4.40	0.71		
/ʃ/	Control group	2.84	1.52	6.597	.000
	Experimental group	4.65	0.61		
/dʒ/	Control group	0.65	1.09	8.646	.000
	Experimental group	3.62	1.21		
/θ/	Control group	1.00	0.95	11.182	.000
	Experimental group	3.75	1.16		
/ð/	Control group	1.03	1.17	7.704	.000
	Experimental group	3.06	1.13		

Total scores of each phoneme: 5

significant at 0.01 level

Regarding to the data presented in Table 14, the post test mean scores of the control group on the voiced velar stop consonant phoneme /g/ , the voiced labiodental fricative consonant phoneme /v/, the voiced alveolar fricative consonant phoneme /z/, the voiceless alveo-palatal fricative consonant phoneme /ʃ/, the voiced alveo-palatal affricate consonant phoneme /dʒ/, the voiceless dental fricative consonant phoneme /θ/, and the voiced dental fricative consonant phonemes /ð/ were 2.71, 0.40, 2.46, 2.84, 0.65, 1.00 and 1.03 respectively and those of the experimental group were 4.71, 2.68, 4.40, 4.65, 3.62, 3.75 and 3.06 respectively. And they were



significantly different at 0.01 level. This indicates that the students who received the explicit instruction could much better perform the phonemes not existing in Thai phonology in the post test. There was a significantly different rate of achievement between the students given explicit instruction and the students given normal instruction. In conclusion, the explicit instruction could obviously help the learners improve their English pronunciation and could also produce the satisfied outcomes of pronunciation learning.

Based on the results, it was found that all target phonemes in the part of phonemes not existing in Thai phonology were significantly better performed by the subjects in the experimental group than the subjects in the control group. From the post test mean scores, the results indicate the significant difference in the achievement between the experimental group and the control group. This means the students who received different instruction and activities performed differently after the experiment and the subjects receiving the explicit had higher rate of achievement than the subject receiving the normal instruction in the post test. This can be concluded that the explicit instruction helped the students fulfill their goals in pronunciation learning and can help them solve their pronunciation problems of the phonemes not existing in Thai phonology.

### 4.3.2 Pronunciation Achievement on Plural Morphemes

The post test scores of the experimental and control groups on the phonemes representing the plural morphemes were analyzed and discussed as follows.

**Table 15: Comparison of Post Test Scores on Plural Morphemes of Both Groups**

Target morphemes	Subjects	Mean	S.D.	T-values	Two-tailed test (N=32)
/s/	Control group	0.28	0.85	3.897	.000
	Experimental group	1.65	1.71		
/z/	Control group	0.18	0.89	6.543	.000
	Experimental group	2.37	1.80		
/iz/	Control group	1.12	1.75	5.499	.000
	Experimental group	3.34	1.92		

Total scores of each phoneme = 5

significant at 0.01 level

The data in Table 15 shows that, there was a significant difference in the post test mean scores on the plural morphemes between the control and the experimental groups. The post test mean scores of the control group on the plural morphemes /s/, /z/, /iz/ were 0.28, 0.18 and 1.12 respectively, and those of the experimental group were 1.65, 2.37 and 3.34 respectively. And the results revealed that the pronunciation of the plural morphemes which appeared to be problematic for learners in both groups before the experiment was pronounced significantly better by the subjects in the experimental group than the subjects in the control group. This implied that the students provided with the explicit instruction had the higher achievement in pronunciation of plural morphemes than the students provided with the normal instruction. Thus, the pronunciation problems of plural morphemes could be reduced by the explicit instruction of English pronunciation, especially the basic

knowledge of voicing which directly involved when pronouncing the plural morphemes.

### 4.3.3 Pronunciation Achievement of on Past Morphemes

The post test scores between the experimental and the control groups on the phonemes representing the past morphemes were analyzed and discussed as follows.

**Table 16: Comparison of Post Test Scores on Past Morphemes of Both Groups**

Target morphemes	Subjects	Mean	S.D.	T-values	Two-tailed test (N=32)
/t/	Control group	0.15	0.72	8.039	.000
	Experimental group	2.84	3.86		
/d/	Control group	0.25	1.01	10.718	.000
	Experimental group	3.46	1.62		
/id/	Control group	1.09	1.55	6.763	.000
	Experimental group	3.84	1.79		

Total scores of each phonemes = 5

significant at 0.01 level

According to the data gained from Table 16, it was found that there was a statistically significant difference in the post test mean scores of the past morphemes between the experimental and control groups. The post test mean scores of the control group on the past morphemes /t/, /d/, /id/ were 0.15, 0.25 and 1.09 respectively, and those of the experimental group were 2.84, 3.46 and 3.84 respectively. Although they were mostly ignored by both experimental and control groups in the pre-test, they were significantly improved by the subjects in the experimental group after receiving the treatment which was the explicit instruction. Based on the results, it indicates that the subjects receiving the explicit instruction could significantly better perform the target morphemes than the subject receiving the normal instruction. So, the explicit instruction could produce the satisfied outcomes in pronunciation learning.

In sum, the post test scores between the experimental and control groups on the target phonemes including the phonemes not existing in Thai phonology, the plural morphemes and the past morphemes were analyzed and discussed in Table 17.

**Table 17: Comparison of Post Test Scores of Both Groups**

Test	Subjects	Mean	S.D.	T-values	Two-tailed test
Post-test	Control group	14.18	8.47	14.083	.000** N = 32
	Experimental group	44.46	10.08		

Total scores =65

\*\* Significant at 0.01 level

According to the data presented in Table 17, the mean scores of the experimental group were much higher than that of the control group. The mean score of the control group was 14.18 and that of the experimental group was 44.46, and they were significantly different at the 0.01 level. This indicates that the students who received the explicit instruction could much better perform the target sounds in the post-test and also had the significantly different rate of achievement than the students who received the normal instruction. Based on the results, the explicit instruction could help the learners improve their English pronunciation of the target phonemes and could also produce the satisfied outcomes of pronunciation learning. So, it can be assumed that the explicit instruction is an appropriate way in pronunciation teaching and learning which should be further developed and applied for classroom teaching.

#### **4.4 Students' Attitudes towards Explicit Instruction in English Pronunciation**

The third research question put forward for investigation was to find out the students' attitudes towards the explicit instruction in English pronunciation. And the hypothesis set forwards for the investigation was that the students had positive attitudes towards the explicit instruction in English pronunciation. To test this

hypothesis, a questionnaire constructed by the researcher was administered only to the experimental group after they finished the post test at the end of the semester. The questionnaire consisted of two main parts: the questions on the students' personal information (10 items) and the questions on students' attitudes towards explicit instruction of English pronunciation.

The first part of the questionnaire (see appendix E) revealed that the subjects were all Muslim female students who had been learning English for eleven years on average. After having studied English for years, most of the subjects rated themselves at a moderate level of overall English frequency, a good level of listening and speaking abilities and a moderate level of reading and writing abilities. This indicated that they had the most confidence in listening and speaking skills when compared with the other skills. They also showed that, outside their English class, they had some opportunities to practice their English by listening to English songs (96.87%), reading English books (62.5%), watching English programs (50%), watching English soundtrack movies (46.87), speaking English with friends (46.87%), listening to English news (25%) , attending English camps (18.75), speaking English with foreigners (18.75%), reading English newspapers (15.6%), and writing English letters to their pen pals (9.37%). They also showed that they learned English due to these reasons: they wanted to use English in higher education (93.75%), they wanted to be able to use English in daily life (78.12%), they wanted to broaden their knowledge (53.12%), and English subjects were the required courses at school (46.87%). Based on the results, It was indicated that the subjects valued English learning as they realized its benefits, and they also spent some times practicing English after class.

#### **4.4.1 Students' Attitudes towards Components of Explicit Instruction in English Pronunciation**

The second part of the questionnaire which contained 31 test-point items on the five-point Likert scale was used to find out the students' attitudes towards the components of the explicit instruction in English pronunciation of stop, fricative and affricate consonant phonemes. Before illustrating the questionnaire's results, the

ranges of the mean scores for five-point Likert scale used for interpreting the level of agreement are stated as follows:

<b>Ranges of the Total Mean Value</b>	<b>Levels of Agreement</b>	<b>Interpretation of Preferences</b>
1.00-1.80	Strongly disagree	Least
1.81-2.60	Disagree	Slightly
2.61-3.40	Moderately agree	Moderate
3.41-4.20	Agree	Much
4.21-5.00	Strongly agree	Most

As presented, there were five ranges of the mean scores which represented the learners' levels of agreement: 1.00-1.80, 1.81-2.60, 2.61-3.40, 3.41-4.20 and 4.21-5.00. If the mean scores of the students' response fell between 1.00-1.80, this meant the subjects strongly disagreed with the statement in that item. If the mean scores of the students' response fell between 1.81-2.60, this meant they disagreed with the statement in that item. If the mean scores of the students' response fell between 2.61-3.40, this meant they moderately agreed with the statement in that item. If the mean scores of the students' response fell between 3.41-4.20, this meant they agreed with the statement in that item. If the mean scores of the students' response fell between 4.21-5.00, this meant they strongly agreed with the statement in that item. These ranges were used to interpret the mean scores from learners' responses as illustrated in table 22.

The results from the 5-point Likert scale questionnaire on the students' attitudes towards explicit instruction in English pronunciation showed that the students strongly agreed with seventeen items and agreed with fourteen items. The mean scores of the students' response ranged from 3.8-4.6 which fell between levels of strongly agree and agree. The details in each level are explained as follows.

**Table 18: Attitudes towards Components of Explicit Instruction in English Pronunciation ('Strongly Agree' Level)**

Item	Statement	$\bar{x}$	Level of agreement
1.	I think that pronunciation should be kept as teaching and learning activities in English class from now on.	4.6	Strongly agree
2.	I like it when the instructor clearly demonstrated the pronunciation of individual English words.	4.6	Strongly agree
3.	I like it when the instructor clearly demonstrated the pronunciation of individual English sentences.	4.5	Strongly agree
4.	I was satisfied that the instructor was a good model for the correct pronunciation.	4.5	Strongly agree
5.	I am satisfied with the way the instructor taught me to practice how to correctly place the speech organs.	4.4	Strongly agree
6.	I like it when the instructor taught me individually to pronounce English words and sentences.	4.4	Strongly agree
7.	I was satisfied with the way the instructor taught me to listen, observe and learn the correct pronunciation from my classmates in order to improve my pronunciation.	4.4	Strongly agree
8.	I was satisfied with the way the instructor emphasized me to repeat the same words till I could pronounce them correctly and clearly.	4.4	Strongly agree
9.	I like it when the instructor made us repeat English words and sentences in group or as the total class.	4.3	Strongly agree
10.	I believe that phonetic knowledge will be a useful basis for my further study in the future.	4.3	Strongly agree
11.	I like to imitate the instructor's pronunciation of English words and sentences.	4.3	Strongly agree
12.	I believe that the knowledge of <i>manners of articulation</i> is necessary for English pronunciation.	4.3	Strongly agree
13.	I was satisfied with the way the instructor began with the easier contents and then moved to the more complicated contents. Ex. She taught me individual sounds before grouping the sounds into words.	4.3	Strongly agree
14.	I was satisfied with the way the instructor taught me to practice reading aloud in order to test whether I correctly pronounced the words.	4.3	Strongly agree

Item	Statement	$\bar{x}$	Level of agreement
15.	I was satisfied with the instructor's praise whenever I correctly pronounced the words.	4.3	Strongly agree
16.	I was satisfied with the encouragement of the instructor whenever I mispronounced the words.	4.3	Strongly agree
17.	I think that the instructor gave me enough classroom opportunities to practice English pronunciation in this E 42211 "English in daily life".	4.3	Strongly agree

With reference to data gained from questionnaire items 1-31, the students strongly agreed with seventeen statements. They strongly agreed with the extension of pronunciation teaching in English class, the instructor's clear and correct pronunciation of English individual words and sentences which could help them improve their pronunciation. Also, they showed much satisfaction of teaching techniques, pronunciation practice used in explicit instruction as they liked to practice pronunciation in class through various activities such as reading aloud, repeating words and sentences individually or as the total class, listening, observing and learning from their friends' pronunciation. Importantly, they thought that the instructor was a good model for learning pronunciation as they liked to imitate the instructor's pronunciation of English words and sentences.

Moreover, they showed their strong belief that pronunciation is a necessary skill which can be helpful for future study. Especially, they showed their satisfaction with the phonetic knowledge taught in the class (the knowledge of manners of articulation and speech sound production) and tended to keep on learning. Additionally, they strongly agreed with the instructor's praise and encouragement whenever they correctly or incorrectly pronounced words or sentences in English. Finally, they were greatly satisfied with opportunities provided in the explicit pronunciation instruction. It can be seen that the subjects showed their strong agreement with most questions, so they appeared to be satisfied with the pronunciation activities used in E 42211 "English in daily life" and had a positive attitude towards the components of explicit instruction.



**Table 19: Attitudes towards Components of Explicit Instruction in English Pronunciation ('Agree' Level)**

Item	Statement	$\bar{x}$	Level of agreement
1.	I was satisfied with the way the instructor explained the learning objectives of each lesson.	4.2	Agree
2.	I believe that learning pronunciation in this course encouraged me to be more native-like in speaking English.	4.1	Agree
3.	I believe that practicing pronunciation could help me have a better communication in English.	4.1	Agree
4.	Using a mirror and focusing on how to learn by observing speech organs of the instructor and classmates helped me better memorize places of articulation.	4.1	Agree
5.	I believe that the knowledge about <i>places of articulation</i> is necessary for my English pronunciation.	4.1	Agree
6.	I was satisfied with the way the instructor stimulated me to self-assess whether I reached the classroom objectives being told before teaching of each lesson.	4.1	Agree
7.	I believe that phonetic knowledge is necessary for the correct English pronunciation.	4	Agree
8.	I think that my English pronunciation has improved after learning pronunciation in E 42211 "English in daily life".	4	Agree
9.	I believe that learning phonetic symbols could help me learn pronunciation better.	4	Agree
10.	I believe that accompanying phonetic symbols with words could help me have better pronunciation and better memorize the word sounds.	4	Agree
11.	I have better learned the characteristics of voiced sounds when the instructor taught me to use the back of my hand to test whether there was the vibration.	4	Agree
12.	I believe that the knowledge of voiced and voiceless sounds is necessary for pronouncing English words. Ex. I understood the influence of the voiced and voiceless sounds on the following sounds.	3.9	Agree

Item	Statement	$\bar{x}$	Level of agreement
13.	I like practicing English pronunciation in class at school.	3.9	Agree
14.	I felt more confident in speaking English after learning pronunciation in E 42211 “English in daily life”.	3.8	Agree

Based on the results, there were fourteen items which fell into the “agree” level. The students agreed with the instructor’s explanation of classroom objectives, and were satisfied with English pronunciation practice. Also, they realized the importance of pronunciation instruction as they improved their pronunciation, had more confidence and became more native-like in speaking. Also, they agreed that phonetic knowledge and phonetic symbols (accompanying with the target phonemes) could help them better pronounce and memorize word sounds in English. Importantly, they felt that they could communicate better in English after learning pronunciation and believed that phonetic knowledge (including places of articulation and voicing rules) is necessary for correct English pronunciation.

Besides, they believed that using a mirror and focusing on how to learn by observing speech organs of the instructor and classmates could help them better memorize places of articulation. Also, they stated that they better learned the characteristics of voiced sounds when the instructor taught them to use the back of their hand to test whether there was vibration of the vocal folds. Finally, they believed that the knowledge of voicing rules is necessary for English pronunciation and agreed with the way the instructor stimulated them to self-assess whether they reached the classroom objectives being told before each class.

From responses gained from questionnaire item 1-31, the finding shows that students appeared to have positive attitudes towards explicit instruction in pronunciation of English unfamiliar sounds as the average mean of these thirty-one items was 4.3 which fell into the level of strong agreement. This could be concluded that the explicit instruction in pronunciation of English unfamiliar sounds was considered satisfactory amongst students. And these findings agreed with the results

of the study conducted by Madden & Moor (1997). They surveyed 49 intermediate students at a university and found that the students considered pronunciation to be very valuable and needed more emphasized in pronunciation learning.

#### **4.4.2 Students' Opinions about Pronunciation Activities Used in E 42211 "English in Daily Life"**

After having completed the five-point Likert scale questionnaire, the students were given the open-ended questionnaire in order to find out their opinions about pronunciation activities used in E 42211 "English in daily life". There was only one item in this open-ended questionnaire; however, it was divided into two sub-items: the benefits gained from the classroom activities and their suggestion for the improvement of those activities. The results from the open-ended questionnaire are presented in the two tables as follows.

**Table 20: Benefits Gained from Classroom Activities Used in E 42211 "English in Daily Life"**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage (N = 32)</b>
1. They felt more confident in using English.	24	75%
2. They felt that they could better pronounce English words.	21	65.6%
3. They felt that they could better communicate in English.	16	50%
4. They felt that phonetic knowledge would be useful for their future studies.	22	68.7%
5. They felt that the phonetic symbols would be useful for English learning.	21	65.6%

With regard to the data shown in Table 20, students showed that, after learning and practicing pronunciation in classroom, they felt that they had more confidence in

using English (75%), they could better pronounce English words which were difficult for them (68.7%), they could better communicate in English (65.6%), phonetic knowledge would be useful for their future studies (65.6%), and the phonetic symbols would be useful for learning English (50%). The results showed that the students had positive attitudes towards the explicit instruction as they stated their confidence in using English and their improvement in pronunciation which they linked to their improvement in communication. They also realized the importance of phonetic knowledge and phonetic symbols as they thought these would be useful for learning English in the future.

Based on the questionnaire results, it could be concluded that, after getting the treatment which was the explicit instruction on English pronunciation of stop, fricative and affricate consonant phonemes, the students in the experimental group showed their positive attitudes towards the explicit instruction as they gained much benefits from the explicit instruction. So, the explicit instruction not only helped the students reduce their pronunciation problems but also helped them have good attitudes towards explicit instruction and pronunciation learning.

**Table 21: Suggestions for Improvement of Classroom Activities Used in E 42211“English in Daily Life”**

Opinion	Frequency	Percentage (N = 32)
1. They wanted to have more time in learning pronunciation.	30	93%
2. They preferred to learn pronunciation in smaller groups.	22	68.7%
3. They wanted the instructor to provide them more contents about pronunciation.	15	46.8%
4. They wanted the instructor to add more media in learning such as the internet.	11	34.3%
5. They felt that pronunciation was sometimes difficult so they needed more time for practicing.	10	31.2%

According to the data shown in Table 21, the students stated their various suggestions for the improvement of classroom activities such as wanting to have more time to learn pronunciation (93%), preferring to learn pronunciation in the smaller group (68.7%), wanting the instructor to provide them more contents about pronunciation (46.8%), wanting the instructor to add more media in learning such as the internet (34.3%), and wanting more time for practicing due to the fact that pronunciation was sometimes difficult for them (31.2%).

Based on the questionnaire results, it could be concluded that, after getting the treatment, the students in the experimental group not only showed positive attitudes towards the explicit instruction as they gained many benefits from it but also showed their needs in extending their pronunciation knowledge as they stated that they wanted more time, more contents and more media in pronunciation learning. Thus, the explicit instruction could help the students develop their English pronunciation of the target phonemes and could also help them have good attitudes towards explicit instruction and pronunciation learning.

From the responses appearing in both sections of the open-ended questionnaire, the data showed that the students had positive attitudes toward explicit pronunciation instruction and activities as they expressed their confidence, satisfaction and needs for extending their pronunciation study after attending classroom activities. They also related their pronunciation achievement with the improvement of their English communication. These survey results obviously appeared to be consistent with the study of Vitanova & Miller (2002), they found that students linked the mastery of pronunciation with improved communicative abilities, reflecting the value of learning both segmentals and suprasegmentals, and the importance in achieving confidence in communication.

In conclusion, the explicit instruction on English pronunciation had a positive effect on students' achievement and their attitudes in learning. It can be one of effective and interesting ways that can be adapted and applied in many English classrooms. Explicit instruction is helpful for learners who want to develop their specific pronunciation skills, due to its systematic way in teaching and learning. It

provides the learners enough opportunities for practice so that the learners can easily accomplish their goals in learning. Thus, the explicit instruction can help the learners improve their English pronunciation and also lead towards the goal of learners' communicative competence.

## CHAPTER 5

### SUMMARY OF THE STUDY, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, implications for language learning and teaching, and recommendations for further study.

#### 5.1 Summary of the study

The study can be summarized as follows:

Firstly, this research investigated (1) the students' background knowledge of the pronunciation of three set of English unfamiliar sounds; namely, the phonemes not existing in Thai phonology ( /g/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /dʒ/) the plural morphemes (/ -s/, / -z/, / -iz/) and the past morphemes (/ -t/, / -d/, / -id/), (2) the effectiveness of explicit instruction in pronunciation of English unfamiliar sounds and (3) the students' attitudes towards explicit instruction in English pronunciation. This study was conducted during the first semester of the academic year 2009. The subjects of this study were sixty-four Mattayom Suksa 5 female arts students at Darussalam School in Narathiwat province. They were put into two classes: the experimental group and the control group, with thirty-two students in each group. In this study, five instruments were utilized in order to answer the three research questions. There were the pre-test, the four lesson plans on phonetic knowledge, the ten lesson plans on pronunciation teaching designed under the explicit instruction, the post test and the questionnaire.

In the first week of the semester, the pre-test was administered to measure students' background knowledge of English pronunciation before the experiment. This test consisted of three main parts: a list of sentences, a dialogue and a passage. The first part consisted of 35 test-points dealing with the phonemes not existing in

Thai phonology, they were the voiced velar stop /g/, the voiced labio-dental fricative /v/, the voiced alveolar /z/, the voiceless alveo-palatal fricative /j/, the voiced alveo-palatal affricate /dz/, the voiceless dental fricative /θ/, the voiced dental fricative /ð/. The second part contained 15 test-points dealing with the plural morphemes: the voiceless alveolar fricative /-s/, the voiced alveolar fricative /-z/, and the combination of the high-front vowel sound and the voiced alveolar fricative /-iz/. The last part contained 15 test-points dealing with the past morphemes: the voiceless alveolar stop /-t/, the voiced alveolar stop /-d/, and the combination of the high-front vowel sound and the voiced alveolar stop /-id/. All of these target phonemes were planned to be taught to the students in the treatment class after the pre-test.

In conducting the pre-test, the pronunciation of each student was individually recorded by the researcher in order to test students' background knowledge of English pronunciation in the two groups. Then the four lesson plans on phonetic knowledge, consisting of 1) consonant sound production, 2) phonetic symbols, 3) voicing, and 4) the plural and past morphemes, were used and taught only to the students in the experimental group to make their background knowledge beneficial to the further steps in the treatment. Then the ten lesson plans on pronunciation teaching designed for explicit instruction were used as the instructional treatment for the experimental group throughout the semester. During this instructional treatment, some words in the text were adapted by accompanying phonetic symbols with the target phonemes only for the experimental group. After the experiment, the pre-test was again used as the post test to measure the subjects' accurate pronunciation of English unfamiliar sounds in the last week of the semester. After the post test, the students in the experimental group were asked to complete the questionnaire about the components of explicit instruction in order to find out their attitudes towards explicit instruction in English pronunciation.

Then the scores of the pre-test and the post test of both experimental group and control group were analyzed by using the SPSS/PC program. A paired-sample t-test was used to determine the difference between the mean scores on the pre-test and



the post test in order to find out students' background knowledge of English pronunciation and to examine the effectiveness of explicit instruction in pronunciation of English unfamiliar sounds. The responses to the questionnaire were also analyzed for means by using an SPSS/PC program.

The findings of this study can be concluded as follows:

1. Based on the pre-test results, the subjects in both control and experimental groups could rarely perform the target phonemes, especially the labio-dental fricative consonant phoneme, which does not exist in either Thai or Malay. The plural and past morphemes were mostly mispronounced by the subjects due to their lack of voicing knowledge. Due to this fact, the research hypothesis put forward the investigation that all subjects could rarely perform the target phonemes was accepted in this current study.

2. After the experiment, the subjects in the experimental group showed a significantly higher difference in their post test performance while the subjects in the control group gained lower mean scores in their post test. Besides, all target phonemes, especially the phonemes being problematic and ignored by most subjects in the pre-test such as the voiced labio-dental fricative consonant phoneme /v/ and the plural morpheme /z/ and the past morphemes /t/ and /d/, were dramatically improved in the post test by the subjects in the experimental group as opposed to the subjects in the control group. This can indicate that explicit instruction is very helpful for learners who want to fulfill their goals in the specific learning of pronunciation. Also, explicit instruction can be used as the appropriate way for students who are rarely exposed to pronunciation instruction and have less ability in pronunciation as EFL learners in Thailand. Due to its effectiveness, the research hypothesis put forward the investigation that explicit instruction can reduce the students' problems in English pronunciation was accepted in this current study.

3. After the experiment, the subjects who received the explicit instruction in English pronunciation of the target phonemes had positive attitudes towards explicit instruction. Out of a total of thirty-one questionnaire items, the students in the

experimental group showed their strong agreement with seventeen items and their agreement with fourteen items. The average mean of these thirty-one items was 4.3 which fell into the level of strong agreement. In the open-ended questionnaire, they also showed their confidence, satisfaction and needs for continuing their pronunciation learning after receiving explicit instruction. This indicated that explicit instruction not only helped the students improve their English pronunciation but also encouraged and sustained their effort in pronunciation learning. So, the research hypothesis put forward the investigation that the students had positive attitudes towards the explicit instruction of English pronunciation was accepted in this current study.

## **5.2 Implications for Language Teaching and Learning**

This study has implications for language teaching and learning in the following issues:

1. Since it was found that the phonemes not existing in the learners' mother tongue tended to be problems when appearing in the learners' second language, the teacher should be more concerned, pay more time and give more focus on teaching these phonemes by using the explicit instruction in order to help the students improve their English pronunciation of these problematic phonemes.

2. From the research results, the plural and past morphemes appeared to be highly ignored by the students in both experimental and control groups before the treatment, but these morphemes were better pronounced by the students in the experimental group after getting the treatment with voicing knowledge. As we know, the last sounds of the words will directly affect the following plural and past morphemes so that learning voicing can help the students to correctly pronounce the plural and past morphemes. This could indicate that the plural and past morphemes were the improvable areas if the teacher did focus more on pronunciation teaching and voicing knowledge in English classes.

3. In this current study, it was found that the explicit instruction was effective for pronunciation learning due to its intensive and systematic sequence in teaching. It is appropriate for the students who have low performance and have been rarely exposed to pronunciation teaching in the classroom environment. It can be assumed to be an effective approach for basic and isolated skills which involves teacher-student interaction. Due to these reasons, explicit instruction can be an appropriate choice for Thai learners in learning pronunciation as they are given enough opportunities in practice.

4. Based on the questionnaire results, the students in the experimental group had positive attitudes towards explicit instruction in English pronunciation. This indicated that the explicit instruction was found to have a positive effect on students' attitudes and could also lead to their achievement in learning. So, explicit instruction can be predicted to be an effective and interesting way that can be adapted and applied in the Thai classroom environment. For example, the teacher should explain the classroom objectives of each class, introduce the students to basic phonetic knowledge such as places of articulation, manners of articulation, voicing, etc., demonstrate how to place speech organs and how to produce each sound by real performance, teach them to use the back of their hand to test the vibration of the voiced consonant sounds, ask the students to use a mirror to observe their own production, accompany the phonetic symbols with the words, demonstrate the pronunciation of individual words and sentences, teach them to pronounce words and sentences individually or as a total class, begin with the easier contents then move to the more complicated contents, teach them to observe their friends' pronunciation, repeat the same sounds till the students correctly pronounce those sounds, encourage the students when mispronouncing the words, compliment them when pronouncing the words correctly and stimulate them to self-access their own pronunciation.

5. Introducing and teaching phonetic symbols is necessary and helpful for the students in memorizing word sounds. So, accompanying the phonetic symbols with words could help the students better learn pronunciation.

6. The knowledge of places of articulation is important and useful for the students in producing the word sounds. So, the students should be provided enough knowledge of places of articulation in order to be able to use this knowledge in pronunciation learning and further study.

7. Due to the fact that different sounds may represent different meanings, the teachers should teach the voicing rule to the students in order to let them know how to distinguish the voiced and voiceless sounds in English. Also, the teacher should pay more attention when the students ignored the correct pronunciation while speaking and learning. This avoidance may lead them to fossilize the incorrect pronunciation and also lead them to have communicative failure.

8. The manners of articulation should be taught to the students in order to let them know the characteristics of each sound which will help them have better understanding of how each sound is produced. So, the manners of articulation are helpful for the students to learn how to pronounce English sounds correctly.

9. For the curriculum makers, pronunciation should be concerned more in classroom teaching and learning. As pronunciation was not contained in Thai school's curriculum, it should be set to be one of necessary skills for English language learners because correct pronunciation can help the learners prevent a breakdown in communication.

10. The teachers should have a certain level of pronunciation knowledge in order to deliver the correct knowledge and instruction to the students. So, the educational administrators should provide pronunciation training for English language teachers in order to develop their pronunciation skills before teaching.

### **5.3 Recommendations for Further Study**

Based on the current study, some recommendations for both teaching in practice and further studies in this area might be proposed as follows:

1. This study dealt only with the students in Mattayom Suksa 5 at Darussalam School who might have different characteristics compared with students in other

levels at other schools. To confirm the results of the study, the study should be replicated with more students at different educational level.

2. This current study is limited in time, small sample sizes, and some intervening variables e.g. gender, learning style and language aptitudes, the inference about a more general population is hypothetical and would need to be substantiated by further study.

3. Pronunciation is not a skill which can be easily developed in a short period of time, and the learners need enough opportunities and much more time for practice in order to extend their abilities in this skill. Also, the instructor should have a certain level of pronunciation knowledge and training in order to prevent incomplete learning which can lead students to fossilize the wrong models of pronunciation.

4. A pronunciation test is somewhat difficult to collect, score and analyze, so the researcher should make great effort in conducting experimental research in this area.

5. There are many notable and interesting areas of pronunciation which learners may have difficulties with, such as vowels (segmental level), stress, connected speech (suprasegmental level) which are also important for learners' communication. These areas of pronunciation still need many researchers to shed light and work on.

6. This current study aims to find out evidence of the effectiveness of pronunciation teaching through explicit instruction in English unfamiliar consonant sounds, but there are still questions that need answers as to how and why it works. This underlying process still needs the attention and work of many researchers.

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**APPENDIX A**

**Schedule**

**Schedule: Semester 2009 (May, 15<sup>th</sup> –September 25<sup>th</sup>, 2009)**

<b>week</b>	<b>Experimental Group</b>			<b>Control Group</b>
1	<b>Pre-test</b>			<b>Pre-test</b>
2-3	<b>Explicit instruction in the basic knowledge of pronunciation</b> (4 lesson plans on phonetic knowledge used in this instruction: speech sound production (120 min.), phonetic symbols (90 min.), voicing (90 min.), and plural & past morphemes (90 min.).			-----
<b>Speed up</b>				
	<b>Lesson (90 min.)</b>	<b>Page</b>	<b>Consonant Sounds</b>	<b>Regular Teaching</b>
4	1. Home & Abroad: - English Worldwide	9	Phonemes not existing in Thai phonology: [ θ, ʃ , ð]  Plural morphemes: [-s,-z, iz ]  Past morphemes: [-id]	
5	1. Home & Abroad: -Second Generation	11	Phonemes not existing in Thai phonology: [ θ, ð, ɟ, ʃ ]	<b>Regular Teaching</b>
6	2. A Family on TV: - Dark Hair	14	Phonemes not existing in Thai phonology: [ θ, ʃ , ɟ, dʒ]  Plural morphemes: [-s,-z, -iz]	<b>Regular Teaching</b>
7	2. A Family on TV: - What's on TV	16	Plural morphemes: [-s,-z, -iz]  Past morphemes: [-t, -d, -id]	<b>Regular Teaching</b>
8-9	<b>Midterm Exam</b>			
10	4. The Local Shop: - A Hundred and One Thing	28	Phonemes not existing in Thai phonology: [ ʃ, θ ]  Plural morphemes: [-s,-z, -iz]	<b>Regular Teaching</b>
11	4. The local shop:	31	Phonemes not existing in Thai	<b>Regular</b>

	- The Paper Boy		phonology: [v, ʃ, θ, ð, dʒ] Plural morphemes: [-s,-z, -iz]	<b>Teaching</b>
12	5. The Changing Year: - The Countryside	35	Phonemes not existing in Thai phonology: [v, ʃ, θ, dʒ ] Plural morphemes: [-s,-z, -iz]	<b>Regular Teaching</b>
13	5. The Changing Year: - Weather Forecasts	37	Phonemes not existing in Thai phonology: [ʃ, ʒ, dʒ, θ, ð]	<b>Regular Teaching</b>
14	6. Detectives (Fact& Fiction ): -Stories	43	Phonemes not existing in Thai phonology: [v, ɡ, dʒ ] Plural morphemes: [-s,-z, -iz]	<b>Regular Teaching</b>
15	6. Detectives (Fact& Fiction ): - Catch a thief	44	Phonemes not existing in Thai phonology: [ v, ɡ, θ, ð ] Plural morphemes: [-s,-z, -iz] Past morphemes: [-t, -d, -id]	<b>Regular Teaching</b>
16	<b>Post test &amp; Questionnaire</b>			<b>Post-test</b>

## **APPENDIX B**

### **Pre-Test & Post Test**



## Test (Students' version)

**Direction: Read the sentences, the dialogue and the passage.**

### **A) Read the following sentences.**

1. On Valentine's Day, Zam was given flowers by his lover at the zoo where a musician played romantic music.
2. This Friday, my father will go to the garage to fix my bicycle gears.
3. Sherry, who lived near the seashore, went to a clothing shop with her Mom to buy a new bathing suit.
4. Every evening, Jack, who usually wears a red jacket with blue jeans, likes jogging on the bridge to see the sunset.
5. Next Thursday, my mother will fly to California and stay there for three days to deal with some important business.
6. Shane was shocked because he saw his girlfriend dating another guy.

### **B) Read the following dialogue.**

Jame: Hey Jina! what are you doing here?

Jina: I have an appointment with Max. He wants to buy a new pair of shoes and pants for tonight's party. And you?

Jame: I came to fix my eyeglasses, and buy new jeans and shirts.

Jina, can you help me find some new dresses for my girlfriend?

Jina: Sure, what kinds of dresses does she like?

Jame: She likes modern and sporty styles.

Jina: I think these light blue dresses would suit her.

Jame: I think so, thanks Jina

Jina: I am pleased to help you.

Well, don't forget to buy her a bunch of flowers.

Jame: Sure. I'll buy her a bunch of red roses.

Well, see you at the party.

Jina: Bye.

Jame: Bye.

**C) Read the following passage.**

A long time ago, there lived three little ducks near the river. They fished, played and enjoyed their lives every day until one night. A hungry tiger journeyed along the woods, passed the river and found them sleeping there happily. The tiger, who needed some food, decided to catch the ducks. Luckily, a kind owl waked them up and warned them before they were caught. They thanked the kind owl and wanted to be his friends. So, they invited him to their house and asked him to live with them. The kind owl accepted and then they became friends forever.

### Test (Teacher's version)

**Direction: Read the sentences, the dialogue and the passage.**  
(65 points)

**A) Read the following sentences. (35 points)**

\* The target sounds are the unfamiliar sounds: [g, v, z, ʃ, dʒ, θ, ð].

- On Valentine's Day, Zam was given flowers by his lover at the zoo  
1. [v]                      2. [z]                      3. [v]                      4. [v]                      5. [z]
- where a musician played romantic music.  
6. [z]                                      7. [z]
- This Friday, my father will go to the garage to fix my bicycle gears.  
8. [ð]                      9. [ð]                      10. [g]                      11. [g]                      12. [g]
- Sherry, who lived near the seashore, went to a clothing shop with  
13. [ʃ]                      14. [v]                      15. [ʃ]                      16. [ʃ]                      17. [θ]
- her Mom to buy a new bathing suit.  
18. [ð]
- Every evening, Jack, who usually wears a red jacket with blue j jeans,  
19. [v]                      20. [dʒ]                      21. [dʒ]                      22. [θ]                      23. [dʒ]
- likes jogging on the bridge to see the sunset.  
24. [dʒ]                      25. [dʒ]
- Next Thursday, My mother will fly to California and stay there for  
26. [θ]                      27. [ð]                      28. [ð]
- three days to deal with some important business.  
29. [θ]                      30. [θ]                      31. [z]
- Shane was shocked because he saw his girlfriend dating another guy.  
32. [ʃ]                      33. [ʃ]                      34. [g]                      35. [g]

**B) Read the following dialogue. (15 points)**

\*The target sounds are plural morphemes [-s, -z, -ɪz].

Jame: Hey Jina! what are you doing here?

Jina: I have an appointment with Max.

He wantsu to buy a new pair of shoesu and pantsu for tonight's party.

1.[-s]

2.[-z]

3.[-s]

And you ?

Jame: I came to fix my eyeglasseses, and buy new jeanss and shirtss.

4.[-ɪz]

5.[-z]

6.[s]

Jina, can you help me find some new dresseses for my girlfriend?

7.[-ɪz]

Jina: Sure, what kindss of dresseses does she like?

8.[-z] 9.[-ɪz]

Jame: She likess modern, and sporty styless.

10.[-s]

11.[-z]

Jina: I think these light blue dresseses would suit her.

12.[-ɪz]

Jame: I think so, thankss Jina.

13.[-s]

Jina: I am pleased to help you.

Well, don't forget to buy her a bunch of flowerss.

14.[-z]

Jame: Sure. I' ll her buy a bunch of red roseses.

15.[-ɪz]

Well, see you at the party.

Jina: Bye.

Jame: Bye.

**C) Read the following passage. (15 points)**

\*The target sounds are past morphemes [ -t, -d, ɪd].

A long time ago, there lived three little ducks near the river. They  
1. [-d]

fished, played and enjoyed their lives every day until one night.  
2. [-t] 3. [-d] 4. [-d]

A hungry tiger journeyed along the woods, passed the river and found  
5. [-d] 6. [-t]

them sleeping there happily. The tiger who needed some food decided to  
7. [-id] 8. [-id]

catch the ducks. Luckily, a kind owl waked them up and warned them  
9. [-t] 10. [-d]

before they were caught. They thanked the kind owl and wanted to be  
11. [-t] 12. [-id]

his friends. So, they invited him to their house and asked him to live  
13. [-id] 14. [-t]

with them. The kind owl accepted and then they became forever friends.  
15. [-id]

**APPENDIX C**

**Answer Sheet**

## Answer Sheet

Name: \_\_\_\_\_ Number: \_\_\_\_\_ Class: \_\_\_\_\_

**Direction: Read sentences, a dialogue and a passage. (65 points)**

**Part A: Read the following sentences. (35 points)**

Items	Sounds						
	[g]	[v]	[z]	[f]	[dʒ]	[θ]	[ð]
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
31.							
32.							
33.							
34.							
35.							
Scores for each							
Total							

**Part B: Read the following dialogue. (15 points)**

Items	Sounds		
	[-s]	[-z]	[-ɪz]
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
Scores for each			
<b>Total</b>			

**Part C: Read the following passage. (15 points)**

Items	Sounds		
	[-t]	[-d]	[-ɪd]
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
Scores for each			
<b>Total</b>			

Part	A	B	C
Scores for each			
<b>Total scores</b>			



**APPENDIX D**

**Questionnaire (English version)**

## Questionnaire

### General statement

This questionnaire aims to investigate the attitudes of Mattayom suksa 5 female arts students at upper secondary level towards the explicit instruction in English pronunciation at Darussalam School in Narathiwat Province. The information obtained will be beneficial as a guideline for solving problems in pronunciation teaching and learning at upper secondary school level in the future.

The questionnaire is divided into two parts:

Part 1: General background of the respondents

Part 2: Students' attitudes towards the explicit instruction in English pronunciation

Please respond to all questions with facts. The information obtained from the responses will be used only in this study and the results will be presented as overall views. Thus, the responses will not affect your grades at school.

Thank you for your participation

Nurhaswanee Boto

Graduate student, MTEIL program

Department of Language and Linguistics, Faculty of Liberal Arts  
Prince of Songkla University, Hat Yai Campus

### Part 1: General background of the respondents

**Instruction:** Fill in the blank or tick (√) the box .

1. Name: \_\_\_\_\_, Age :\_\_\_\_\_years, Class :\_\_\_\_\_
2. Religion:  Buddhism  Christianity  Islam  
 Others (please specify) \_\_\_\_\_
3. I have been learning English for \_\_\_\_\_ years.
4. My overall English proficiency is\_\_\_\_\_.  
 very good  good  moderate  poor  very poor
5. My English speaking skill is\_\_\_\_\_.  
 very good  good  moderate  poor  very poor
6. My English listening skill is\_\_\_\_\_.  
 very good  good  moderate  poor  very poor
7. My English reading skill is\_\_\_\_\_.  
 very good  good  moderate  poor  very poor
8. My English writing skill is\_\_\_\_\_.  
 very good  good  moderate  poor  very poor
9. Excluding classroom activities, I have opportunities to learn English by\_\_\_\_\_.  
 (More than one answer is possible.)  
 listening to English songs  listening to English news  
 watching English programs  watching English soundtrack movies  
 speaking English with my friends  speaking English with foreigners  
 reading English newspapers  reading English books  
 writing English letters to my pen pals  attending English camps  
 others (please specify) \_\_\_\_\_
10. I learn English because\_\_\_\_\_.  
 (More than one answer is possible.)  
 It is a required course at school  I want to use it in daily life  
 I want to broaden my knowledge  I want to use it in higher education  
 others (please specify) \_\_\_\_\_

**Part 2: Students' attitudes towards explicit instruction in English pronunciation.**

**Instruction:** With the following statements, state the levels of your agreement about classroom activities used in E 42211

“English in daily life”.

Please tick (✓) the column that implies your agreement.

Levels of agreement are as follows:

5 = strongly agree      4 = agree      3 = moderately agree

2 = disagree      1 = strongly disagree

Item	Statement	Levels of Agreement				
		5	4	3	2	1
1.	I was satisfied with the way the instructor explained the learning objectives of each lesson.					
2.	I like practicing English pronunciation in class at school.					
3.	I think that my English pronunciation has improved after learning pronunciation in E 42211 “English in daily life”.					
4.	I felt more confident in speaking English after learning pronunciation in E 42211 “English in daily life”.					
5.	I believe that learning pronunciation in this course encouraged me to be more native-like in speaking English.					
6.	I believe that practicing pronunciation could help me communicate better in English.					
7.	I believe that phonetic knowledge is necessary for correct English pronunciation.					
8.	I believe that learning phonetic symbols could help me learn pronunciation better.					
9.	I believe that accompanying phonetic symbols with words could help me have better pronunciation and better memorize the word sounds.					
10.	I believe that phonetic knowledge will be a useful basis for my further study in the future.					
11.	I am satisfied with the way the instructor taught me to practice how to correctly place the speech organs.					

Item	Statement	Levels of Agreement				
		5	4	3	2	1
12.	Using a mirror and emphasizing on how to learn by observing the speech organs of the instructor and classmates helped me better memorize places of articulation.					
13.	I believe that the knowledge about <i>places of articulation</i> is necessary for English pronunciation.					
14.	I liked it when the instructor clearly demonstrated the pronunciation of individual English words.					
15.	I liked it when the instructor clearly demonstrated the pronunciation of individual English sentences.					
16.	I liked it when the instructor taught me individually to pronounce English words and sentences.					
17.	I liked it when the instructor made us repeat English words and sentences in a group or as the total class.					
18.	I was satisfied that the instructor was a good model for the correct pronunciation.					
19.	I like to imitate the instructor's pronunciation of English words and sentences.					
20.	I believe that the knowledge of <i>manners of articulation</i> is necessary for English pronunciation.					
21.	I have better learned the characteristics of voiced sounds when the instructor taught me to use the back of my hand to test whether there was vibration.					
22.	I believe that the knowledge of voiced and voiceless sounds is necessary for pronouncing English words. e.g. I understood the influence of the voiced and voiceless sounds on the following sounds.					
23.	I was satisfied with the way the instructor began with the easier contents and then moved to the more complicated contents. e.g. She taught me individual sounds before grouping the sounds into words.					
24.	I was satisfied with the way the instructor taught me to practice reading aloud in order to test whether I correctly pronounced the words.					
25.	I was satisfied with the way the instructor taught me to listen, observe and learn the correct pronunciation from my classmates in order to improve my pronunciation.					

Item	Statement	Levels of Agreement				
		5	4	3	2	1
26.	I was satisfied with the way the instructor got me to repeat the same words till I could pronounce them correctly and clearly.					
27.	I was satisfied with the instructor's encouragement whenever I mispronounced words.					
28.	I was satisfied with the instructor' praise whenever I correctly pronounced words.					
29.	I think that the instructor gave me enough classroom opportunities to practice English pronunciation in E 42211 "English in daily life".					
30.	I was satisfied with the way the instructor stimulated me to self-assess whether I reached the classroom objectives being told before each lesson.					
31.	I think that pronunciation should be kept as teaching and learning activities in English class from now on.					

32. What are your opinions about the pronunciation activities used in E 42211  
“English in daily life” ?

Part A: Benefits gained from pronunciation activities

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

Part B: Suggestions for improvement.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



**APPENDIX E**

**Questionnaire (Thai version)**



## แบบสอบถาม

### คำชี้แจง

แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาทัศนคติต่อการเรียนและการฝึกฝนการออกเสียงภาษาอังกฤษของนักเรียนหญิงสายศิลป์ในช่วงชั้นที่ 4 ซึ่งได้แก่ชั้นมัธยมศึกษาปีที่ 5 ของโรงเรียนคารุสดาลามในจังหวัดนราธิวาส ข้อมูลต่างๆที่ได้จากนักเรียนจะเป็นประโยชน์ในการหาแนวทางปรับปรุงและแก้ไขปัญหาการเรียนการสอนการออกเสียงภาษาอังกฤษในชั้นมัธยมศึกษาต่อไป

แบบสอบถามนี้จะแบ่งออกเป็น 2 ตอนคือ

ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2: ข้อมูลที่เกี่ยวข้องกับทัศนคติของนักเรียนต่อการเรียนการออกเสียงภาษาอังกฤษ

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถามนี้ตามความเป็นจริง ข้อมูลที่ได้จะนำไปใช้เฉพาะในการวิจัยครั้งนี้เท่านั้น และการเสนอผลงานวิจัยจะนำเสนอในภาพรวม ดังนั้นคำตอบของท่านจึงไม่มีผลกระทบต่อผลการเรียนในห้องเรียนของท่านแต่อย่างใด

ขอบคุณในความร่วมมือของท่านมา ณ โอกาสนี้

นางสาว นุรฮัสวานี บอตอ

นักศึกษาปริญญาโท สาขาการสอนภาษาอังกฤษเป็นภาษานานาชาติ

ภาควิชาภาษาต่างประเทศ คณะศิลปศาสตร์

มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่

ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

**คำชี้แจง:** โปรดเติมข้อมูลในช่องว่าง และให้เครื่องหมาย (✓) ในช่อง (□) ที่กำหนด

1. ชื่อ-สกุล: \_\_\_\_\_ อายุ: \_\_\_\_\_ ปี ชั้น: \_\_\_\_\_
2. ศาสนา :  พุทธ  คริสต์  อิสลาม  
 อื่นๆ (กรุณาระบุ) \_\_\_\_\_
3. ข้าพเจ้าเรียนภาษาอังกฤษมาแล้วเป็นเวลา \_\_\_\_\_ ปี
4. ข้าพเจ้าคิดว่าความสามารถในการใช้ภาษาอังกฤษโดยรวมของข้าพเจ้าอยู่ในระดับ.....  
 ดีมาก  ดี  ปานกลาง  อ่อน  อ่อนมาก
5. ข้าพเจ้าคิดว่าความสามารถในการพูดภาษาอังกฤษของข้าพเจ้าอยู่ในระดับ.....  
 ดีมาก  ดี  ปานกลาง  อ่อน  อ่อนมาก
6. ข้าพเจ้าคิดว่าความสามารถในการฟังภาษาอังกฤษของข้าพเจ้าอยู่ในระดับ.....  
 ดีมาก  ดี  ปานกลาง  อ่อน  อ่อนมาก
7. ข้าพเจ้าคิดว่าความสามารถในการอ่านภาษาอังกฤษของข้าพเจ้าอยู่ในระดับ.....  
 ดีมาก  ดี  ปานกลาง  อ่อน  อ่อนมาก
8. ข้าพเจ้าคิดว่าความสามารถในการเขียนภาษาอังกฤษของข้าพเจ้าอยู่ในระดับ.....  
 ดีมาก  ดี  ปานกลาง  อ่อน  อ่อนมาก
9. นอกจากในห้องเรียนแล้ว ข้าพเจ้ามีโอกาสใช้ภาษาอังกฤษในสถานการณ์ต่อไปนี้.....  
(สามารถเลือกได้มากกว่าหนึ่งข้อ)  
 ฟังเพลงภาษาอังกฤษ  ฟังข่าวภาษาอังกฤษ  
 ดูรายการภาษาอังกฤษ  ดูภาพยนตร์ที่เสียงในฟิล์มเป็นภาษาอังกฤษ  
 พูดภาษาอังกฤษกับเพื่อน  พูดภาษาอังกฤษกับชาวต่างชาติ  
 อ่านหนังสือพิมพ์ภาษาอังกฤษ  อ่านหนังสืออ่านเล่นภาษาอังกฤษ  
 เขียนจดหมายหาเพื่อนเป็นภาษาอังกฤษ  เข้าร่วมกิจกรรมแคมป์ภาษาอังกฤษ  
 อื่นๆ (กรุณาระบุ) \_\_\_\_\_
10. เหตุผลในการเรียนภาษาอังกฤษของข้าพเจ้าคือ.....  
(สามารถเลือกได้มากกว่าหนึ่งข้อ)  
 เป็นวิชาบังคับที่หลักสูตรจัดให้  ต้องการนำไปใช้ในชีวิตประจำวัน  
 ต้องการเพิ่มพูนความรู้  ต้องการนำไปใช้ในการศึกษาในระดับที่สูงขึ้น  
 อื่นๆ (กรุณาระบุ) \_\_\_\_\_

**ตอนที่ 2: ข้อมูลที่เกี่ยวข้องเกี่ยวกับทัศนคติของนักเรียนต่อการเรียนการออกเสียง**

## ภาษาอังกฤษ

**คำชี้แจง:** ท่านมีความคิดเห็นเกี่ยวกับกิจกรรมต่างๆในชั้นเรียนรายวิชา อ 42211 ตามหัวข้อต่อไปนี้  
ในระดับใดกรุณาให้เครื่องหมาย (√) ลงในช่องที่ตรงกับระดับความคิดเห็นของท่านที่สุด  
ระดับความคิดเห็นมีดังต่อไปนี้

5 = เห็นด้วยมากที่สุด

4 = เห็นด้วยมาก

3 = เห็นด้วยปานกลาง

2 = เห็นด้วยน้อยมาก

1 = เห็นด้วยน้อยที่สุด

ข้อ	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
1.	ข้าพเจ้าพอใจกับการที่ครูบอควัดอุปประสงค์การเรียนรู้ในแต่ละชั้นเรียนก่อนการสอน					
2.	ข้าพเจ้าชอบฝึกการออกเสียงภาษาอังกฤษในชั้นเรียนที่โรงเรียน					
3.	ข้าพเจ้าคิดว่า การออกเสียงภาษาอังกฤษของข้าพเจ้าดีขึ้นหลังจากได้เรียนการออกเสียงในรายวิชา อ 42211					
4.	ข้าพเจ้ารู้สึกมั่นใจในการพูดภาษาอังกฤษมากขึ้นหลังจากเรียนการออกเสียงในรายวิชา อ 42211					
5.	ข้าพเจ้าเชื่อว่าการเรียนการออกเสียงภาษาอังกฤษในรายวิชานี้จะช่วยส่งเสริมให้การพูดภาษาอังกฤษของข้าพเจ้าคล้ายคลึงกับเจ้าของภาษามากขึ้น					
6.	ข้าพเจ้าเชื่อว่าการฝึกการออกเสียงช่วยส่งเสริมให้การสื่อสารภาษาอังกฤษของข้าพเจ้าดีขึ้นกว่าเดิม					
7.	ข้าพเจ้าเชื่อว่าการรู้ทางสัทศาสตร์ (phonetics) เป็นสิ่งจำเป็นสำหรับการออกเสียงภาษาอังกฤษให้ถูกต้อง					
8.	ข้าพเจ้าเชื่อว่าการเรียนรู้สัทอักษร (phonetic symbols) ช่วยให้ข้าพเจ้าเรียนการออกเสียงได้ดีขึ้น					
9.	ข้าพเจ้าเชื่อว่าการกำกับสัทอักษรที่คำศัพท์ช่วยให้การออกเสียงของข้าพเจ้าถูกต้องและทำให้ข้าพเจ้าจำเสียงของคำศัพท์ได้ดีขึ้น					
10.	ข้าพเจ้าเชื่อว่าการมีความรู้เรื่องสัทอักษรจะเป็นพื้นฐานที่ประโยชน์สำหรับการศึกษาเพิ่มเติมในอนาคต					
11.	ข้าพเจ้าพอใจวิธีการสอนของครูที่ฝึกให้วางอวัยวะการออกเสียงที่ถูกต้องโดยการให้ปฏิบัติจริง					
12.	การใช้กระจกและการเน้นให้หัดสังเกตการวางอวัยวะการออกเสียงของครูและเพื่อน ช่วยให้ข้าพเจ้าจำฐานการออกเสียง (places of articulation) ได้ดีขึ้น					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
13.	ข้าพเจ้าเชื่อว่าความรู้เรื่องฐานที่เกิดเสียง (places of articulation) จำเป็นต่อการออกเสียงคำในภาษาอังกฤษ					
14.	ข้าพเจ้ารู้สึกชอบเมื่อครูสาธิตการออกเสียงภาษาอังกฤษเป็นรายคำอย่างชัดเจน					
15.	ข้าพเจ้ารู้สึกชอบเมื่อครูสาธิตการออกเสียงภาษาอังกฤษเป็นรายประโยคอย่างชัดเจน					
16.	ข้าพเจ้ารู้สึกชอบเมื่อครูผู้สอนเน้นให้นักเรียนออกเสียงคำหรือประโยคเป็นรายบุคคล					
17.	ข้าพเจ้ารู้สึกชอบเมื่อบางครั้งครูผู้สอนเน้นให้ข้าพเจ้าและเพื่อนๆออกเสียงคำหรือประโยคพร้อมกันทั้งชั้นเรียน					
18.	ข้าพเจ้าพอใจในการที่ครูผู้สอนรายวิชานี้เป็นแบบอย่างการออกเสียงที่ถูกต้อง					
19.	ข้าพเจ้าชอบเลียนแบบการออกเสียงคำและประโยคในภาษาอังกฤษให้เหมือนการออกเสียงของครูผู้สอน					
20.	ข้าพเจ้าเชื่อว่าความรู้เรื่องวิธีการเปิดช่องว่างในปากและการบังคับกลุ่มลมขณะเปล่งเสียงแต่ละเสียง (manners of articulation) จำเป็นต่อการออกเสียงคำในภาษาอังกฤษ					
21.	ข้าพเจ้าได้เรียนรู้เกี่ยวกับคุณสมบัติของเสียงก้องมากขึ้น เมื่อครูสอนการทดสอบเสียงก้องโดยการเอาหลังมือแตะที่ลำคอว่าเกิดการสั่นหรือไม่					
22.	ข้าพเจ้าเชื่อว่าความรู้เรื่องเสียงก้องและไม่ก้องจำเป็นต่อการออกเสียงคำในภาษาอังกฤษ เช่น เข้าใจอิทธิพลของเสียงก้องและไม่ก้องต่อเสียงที่ตามมา					
23.	ข้าพเจ้าพอใจในการที่ครูสอนเรื่องง่ายก่อนสอนเรื่องที่ซับซ้อนกว่า เช่น สอนเสียงเดี่ยวก่อน แล้วจึงสอนการนำเสียงมารวมกันเป็นคำ					
24.	ข้าพเจ้าพอใจที่ครูได้ให้ข้าพเจ้าฝึกอ่านออกเสียงต่างๆ เพื่อทดสอบการออกเสียงภาษาอังกฤษของข้าพเจ้าว่าถูกต้องหรือไม่					
25.	ข้าพเจ้าพอใจในวิธีการสอนของครูที่ให้ฟัง สังเกต และเรียนรู้การออกเสียงที่ถูกต้องจากเพื่อนเพื่อพัฒนาการออกเสียงของข้าพเจ้าให้ดีขึ้น					
26.	ข้าพเจ้าพอใจในวิธีการสอนของครูที่เน้นย้ำการสอนโดยการให้เปล่งเสียงเดิมซ้ำๆจนกว่าจะออกเสียงได้ชัดและถูกต้อง					
27.	ข้าพเจ้าพอใจในวิธีการให้กำลังใจของครูเมื่อข้าพเจ้าออกเสียงผิด					
28.	ข้าพเจ้าพอใจในวิธีการชมของครูเมื่อข้าพเจ้าออกเสียงถูกต้อง					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
29.	ข้าพเจ้าคิดว่าครูผู้สอนได้เปิดโอกาสให้ข้าพเจ้าฝึกฝนการออกเสียงภาษาอังกฤษจากกิจกรรมในชั้นเรียนรายวิชา อ 42211 อย่างเพียงพอ					
30.	ข้าพเจ้าพอใจที่ครูได้กระตุ้นให้ข้าพเจ้าประเมินตนเองว่าผ่านวัตถุประสงค์การสอนที่ครูได้แจ้งไว้ตอนต้นชั่วโมงเรียนหรือไม่					
31.	ข้าพเจ้าคิดว่าควรจะมีการเรียนการสอนการออกเสียงในชั้นเรียนภาษาอังกฤษอีกต่อไป					

32. ความคิดเห็นของท่านเกี่ยวกับกิจกรรมการสอนการออกเสียงภาษาอังกฤษในรายวิชา อ 42211

ตอนที่ 1: ข้อดี

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

ตอนที่ 2: ข้อควรปรับปรุง

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**APPENDIX F**

**Lesson Plans**

**Lesson Plan 1**

- Topic : Consonant sound production
- Student : Mattayom Suksa 5 female students
- Objectives : Students must be able to understand the five basic factors used in consonant sound production ; airstream, states of glottis, states of the velum, places of articulation and manners of articulation.
- Materials : Audio-CD, diagram (see Appendix 1) and handout (see Appendix 2)
- Teaching aids : CD player, whiteboard and markers
- Allocated time : 120 minutes (2 phases, 60 minutes per each)

TIME	STAGE	PROCEDURE	
20 mins	Warm-up	- The teacher asks the students to listen to consonant sounds and brainstorms ideas as to whether they know how the consonant sounds are produced.  Ex. [p], [f], [θ], [n], [j] and [g]	
		Questions	Possible answers
		1. Do you know when the consonant sounds are produced?	1. They are produced when we breathe out.
		2. Do you know why each sound is produced when we breathe out?	2. Because we need the air in producing each sound.
		3. How do you move your lips when you pronounce the sound [p]?	3. Our lips are brought together.
		4. How do you move your lower lip when you pronounce the sound [f]?	4. The lower lip is raised against the upper teeth.
		5. How do you move your tongue when you pronounce the sound [θ]?	5. The tongue is moved close to the upper teeth.
		6. Which part of the tongue is raised against the alveolar ridge when you	6. The tip of the tongue is raised against the alveolar ridge.

		pronounce the sound /n/?	
		7. Which part of the tongue is raised towards the hard palate when you pronounce the sound /j/?	7. The front of the tongue is raised towards the hard palate.
		8. Which part of the tongue is raised towards the velum when you pronounce the sound /g/?	8. The back of the tongue is raised towards the velum.
40 mins	Presentation	<p>- The teacher gives the students the handouts ( see appendix 2) and asks them to take note of the five basic concepts.</p> <p>- The teacher shows the students the diagram of speech production (see appendix 1) in order to explain the five basic factors of consonant sound production through diagram.</p> <p>- The teacher shows them the examples of consonant sounds.</p> <p>Ex. 1. All consonant sounds are made by the airstream when we breathe out. [<b>p, t, k, g, v, z, ʃ, ʒ, dʒ, θ, ð...</b>]</p> <p>2. State of the glottis: Voiced sounds are made by the vibration of the vocal folds [<b>b, d, g, v, ð, z, ʒ, dʒ, m, n, ŋ, l, r, w, j</b>], and voiceless sounds are made by no vibration of the vocal fold [<b>p, t, k, f, θ, s, ʃ, tʃ</b>].</p> <p>2. State of the velum: Nasal sounds are made by the raised velum [<b>m, n, ŋ</b>].</p> <p>3. Places of articulations: The sounds made by both lips are called bilabial [<b>p, b, m, w</b>], the sounds made by lower lip and the upper teeth are called labio-dental [<b>f, v</b>], the sounds made by the tip of tongue with tooth ridge are called alveolar [<b>t, d, n, s, z, l, r</b>], the sounds made by blade of tongue with hard palate are called alveo- palatal [<b>ʃ, ʒ, tʃ, dʒ, j</b>], and the sounds made by back of tongue with soft palate are called velar [<b>k, g, ŋ</b>].</p>	

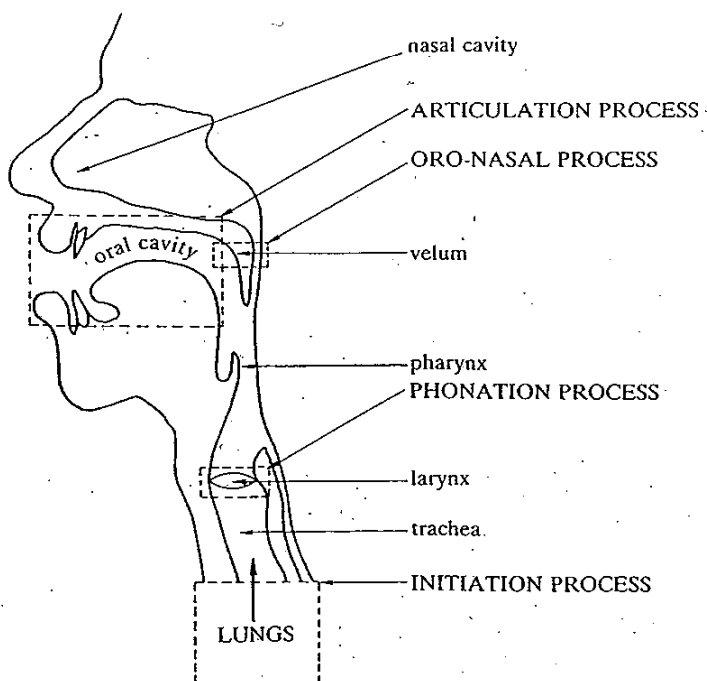
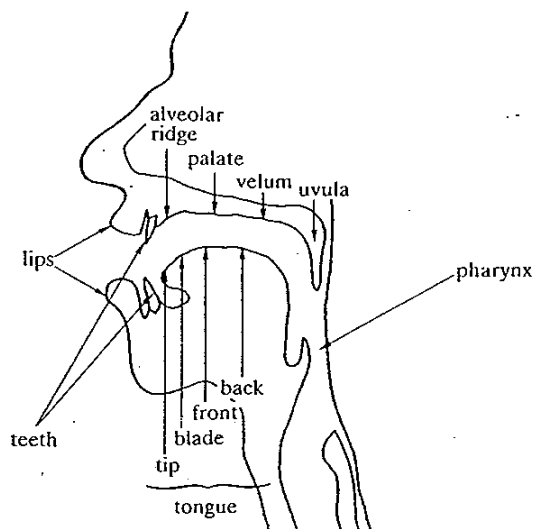


		<p>4. Manners of articulation: The sounds made by the complete obstruction of the air stream are called stops [ <b>p, b, t, d, k, g, m, n, ŋ</b> ], the sounds made by the partial obstruction of the air stream are called [ <b>f, v, θ, ð, s, z, ʃ, ʒ</b> ], the sounds made by the combination of stop and fricative characteristics are called affricates [ <b>tʃ, dʒ</b> ], the sounds made by the obstruction of the air stream at a point along the centre of the oral tract, but with the incomplete closure between one or both sides of the tongue and the roof of the mouth are called lateral [ <b>l</b> ], and the sounds made when one articulator approached toward another, but without the tract being narrowed are called approximants [ <b>w, r, j</b> ].</p>	
20 mins	Practice	<ul style="list-style-type: none"> <li>- The teacher divides the students into 5 groups and asks each group to be responsible for explaining five the basic concepts to the class.</li> <li>- The students in each group prepare, discuss and practice for presentation.</li> </ul>	
20 mins	Production	<ul style="list-style-type: none"> <li>- The teacher randomly chooses 1-2 groups to present one of five factors of speech sound production in front of the class.</li> <li>- The teacher gives the students comments and suggestions after their presentation.</li> </ul>	
20 mins	Evaluation	<ul style="list-style-type: none"> <li>- Teacher asks the students questions about the production of the consonant sounds they have produced while doing the last activity (creating words) in order to check their understanding of the consonant sound production.</li> </ul>	
		<b>Question</b>	<b>Possible answer</b>

		1. What is the place of articulation?	1. The place of articulation is where the sounds are produced.
		2. What is the manner of articulation?	2. The manner of articulation is how the sounds are produced.
		3. What are the active articulators?	3. The active articulators are the moveable parts/organs in the mouth.
		4. What are the passive articulators?	4. The passive articulators are the unmovable parts/organs in the mouth.
		5. What is the place of articulation of [b] in <u>b</u> ee?	5. Bilabial
		6. What is the place of articulation of [k] in <u>k</u> ey?	6. Velar
		7. What is the manner of articulation of [ʃ] in <u>sh</u> op?	7. Alveo-palatal
		8. What is the manner of articulation of [v] in <u>v</u> an?	8. Labio-dental
		9. What is the manner of articulation of [dʒ] in <u>j</u> ob?	9. Alveo-palatal
		10. What is the air stream?	10. The air stream is the air moving out from the lungs used as the initiator in the speech sound production.
		11. Which organ causes voiced and voiceless sounds?	11. Vocal folds
		12. Which organ causes nasal sounds?	12. Velum

**APPENDIX 1 (Lesson Plan 1)**

**Diagram of Speech Sound Production**



## **APPENDIX 2 (Lesson Plan 1)**

### **The Production of the Consonant Sounds**

The speech sounds are made by air moving outward from the lungs through the mouth or nose, and different speech sounds result when the air stream is altered in some way by the positioning of various parts of the mouth. The movable parts of the mouth that are involved in the production of speech sounds such as the bottom lip, the bottom teeth, the tongue and the jaw are referred to as the articulators, and the unmovable parts of the mouth involved in the production of the speech sounds are referred to as places of articulation.

The consonant phonemes can be distinguished along three main dimensions: places of articulation (places in the mouth where the airstream is obstructed), manners of articulation (the way in which the airstream is obstructed), and voicing (whether the vocal folds are vibrating). However, there are some other factors which directly concern human sound production. The five basic concepts of speech production according air stream mechanism, state of glottis, state of velum, places of articulation and manners of articulation are described as follow:

#### **1. Air stream mechanism**

Generally, there are three types of air stream mechanism which are the pulmonic air stream mechanism, glottalic air stream mechanism and velaric air stream mechanism.

In English, all speech sounds require a pulmonic air stream for their production; alternative means of producing an airstream are occasionally used in certain language. Besides, the air stream used for speech sounds in English is always aggressive, that is, moving around the lungs and up the trachea.

In the production of sounds, air from the lungs passes through one or both passageways: the oral cavity (mouth) or the nasal cavity (nose), depending on whether the nasal passageway is blocked off. It is useful to differentiate between

the articulator and the point or place of articulation, which is where the contact with the articulator occurs.

## 2. States of the glottis (voicing)

The way in which consonants differ from each other is voicing. Voicing can be referred to as the audible vibration with the voiced sound caused by the vocal folds. The sounds produced with the vibration of the vocal folds are called voiced sounds, as opposed to the sounds produced with no vibration of vocal folds which are called voiceless sounds. The voiceless sounds are [ p, t, k, f, θ, s, ʃ, tʃ ], and the voiced sounds are [ b, d, g, v, ð, z, ʒ, dʒ, m, n, ŋ, l, r, w, j ].

<b>Voiceless consonant sounds</b>	They are produced without the vibration of the vocal folds	p, t, k, f, θ, s, ʃ, tʃ
<b>Voiced consonant sounds</b>	They are produced with the vibration of the vocal folds	b, d, g, v, ð, z, ʒ, dʒ, m, n, ŋ, l, r, w, j

## 3. States of the velum

It was stated that after the air stream has passed through the larynx and the pharynx, it can go either into the nasal tract or into the oral tract depending on whether velum is raised against the back of pharynx. The air stream within the vocal tract can be divided into the oral tract within the mouth and the pharynx, and the nasal tract within the nose. Oral sounds occur when the raised velum prevents the entry of the air into the nasal tract, so the air stream emerges through the oral tract. The nasal sounds occur when the velum is not raised, so the air stream has accessed the oral cavity.

#### 4. Places of articulation

Avery and Ehrlich (1992) explained that there are six places of articulation in English in which sounds are made: both lips called bilabial [ p, b, m, w], lower lip with upper teeth called labio-dental [f, v ], tip of tongue with teeth called interdental [θ, ð], tip of tongue with tooth ridge called alveolar [ t, d, n, s, z, l, r ], blade of tongue with hard palate called alveopalatal [ ʃ, ʒ, tʃ, dʒ, j ], and back of tongue with soft palate called velar [ k, g, ŋ].

<b>Active articulators</b>	bottom lip, bottom teeth, tongue and the jaw, etc.
<b>Passive articulators</b>	upper lip, upper teeth, hard palate, etc.

#### 5. Manners of articulation

In English, there are five manners of articulation ; 1) stop consisting of oral [p, b, t, d, k, g,] and nasal [m, n, ŋ ], stops in which the air stream is completely obstructed due to the complete closure of the articulators 2) fricatives in which the airstream is partially obstructed and the turbulent airflow is produced due to the close approximation of the articulators [ f, v, θ, ð, s, z, ʃ, ʒ ], 3) affricates in which the consonant sounds are complex due to the combination of stop and fricative characteristics [tʃ, dʒ ], 4) lateral which involves the obstruction of the air stream at a point along the centre of the oral tract, but with the incomplete closure between one or both sides of the tongue and the roof of the mouth [l], and 5) approximants in which one articulator approaches another, but without the tract being narrowed to such an extent that a turbulent airstream is produced [w, r, j].

For the manners of articulation, three main areas will be focused on as follows:

- 1) Stops: The airstream is blocked or stopped completely before its release, so the consonants are formed when the airstream is stopped by the two lips, causing pressure to build slightly before being released through the mouth.
- 2) Fricatives: the air passage from lungs is not always completely stopped. In this case, the air moves through a narrow passageway created when the articulatory organs approach but do not touch each other. Thus, the air is forced through this passage caused friction.
- 3) Affricates: The sounds are a combination of a stop and a fricative. In the production of these sounds, air pressure is first built up. Rather than being released freely as in the production of a stop, the air is released through a narrow passageway like a fricative.

<b>Manners of articulation</b>					
<b>Stop</b>	<b>Fricative</b>	<b>Affricate</b>	<b>Nasal</b>	<b>Lateral</b>	<b>Approximant</b>
p, b, t, d, k, g,	f, v, θ, ð, s, z, ʃ, ʒ	tʃ, dʒ	m, n, ŋ	l	w, r, j

## Lesson Plan 2

- Topic : The phonetic symbols of consonant sounds
- Student : Mattayom Suksa 5 female students
- Objectives : Students must be able to relate the consonant sounds with the phonetic symbols.
- Materials : Audio-CD, chart (see appendix 1) and handouts (see appendix 2, 3, 4)
- Teaching aids : CD player, whiteboard and markers
- Allocated time : 90 minutes

TIME	STAGE	PROCEDURE
10 mins	Warm-up	- The teacher asks the students to listen and repeat the words they heard. (e.g. garage, gear, music, zoo, father, mother, three, Thursday, live, love, shop, shock, job, bridge)
20 mins	Presentation	- The teacher shows the students the chart of phonetic symbols to test their background knowledge of English pronunciation. - The teacher gives the students the IPA chart ( see appendix 1) and asks the students to take note of it. - The teacher demonstrates how to pronounce each symbol in the IPA chart and asks the students to repeat them. - The teacher gives the students the handout of phonetic symbols and examples ( see appendix 2) demonstrates how to pronounce the examples of each sound and asks them to repeat them.
25 mins	Practice	- Teacher gives the students exercise 1 (see appendix 3) and asks them to write down the symbols of the underlined consonants. - Teacher writes down all symbols on the blackboard and asks the students to pronounce each symbols.
20 mins	Production	- The teachers gives the students exercise 2 (see appendix 4)and asks them to give one or two examples for each symbol and demonstrate the pronunciation of each symbol in front of the class.



<b>TIME</b>	<b>STAGE</b>	<b>PROCEDURE</b>
15 mins	Evaluation	<ul style="list-style-type: none"><li>- The teacher gives the students comments and suggestions after their presentation.</li><li>- The teacher lists the symbols which the students have mispronounced the and models them again.</li></ul>

## Appendix 1 ( Lesson Plan 2)

### IPA Chart

Places of Articulation  Manners of Articulation	Bilabial	Labio dental	Inter dental	Alveolar	Alveo - palatal	Velar	Glottal
<b>Stop</b>	/p, b/			/t, d/		/k, g*/	/ʔ/
<b>fricative</b>		/f, v*/	/θ*, ð*/	/s, z*/	/ʃ*, ʒ*/		/h/
<b>Affricate</b>					/tʃ, dʒ*/		
<b>Nasal</b>	/m/			/n/		/ŋ/	
<b>Lateral</b>				/l/			
<b>Approximant</b>	/w/			/r/	/j/		

\* = Sounds not existing in Thai phonology

## Appendix 2 (Lesson Plan 2)

### Phonetic Symbols and Examples

<b>IPA: English Consonants</b>				
<b>Phonetic symbol</b>	<b>Example</b>	<b>Transcription</b>	<b>Position</b>	
			<b>Initial</b>	<b>Final</b>
<b>p</b>	<b>pen,</b>	pen		✓
<b>b</b>	<b>web</b>	web		✓
<b>t</b>	<b>bet</b>	bet		✓
<b>d</b>	<b>do</b>	du:	✓	
<b>tʃ</b>	<b>chip</b>	tʃɪp	✓	
<b>dʒ</b>	<b>bridge</b>	brɪdʒ		✓
<b>k</b>	<b>cat</b>	kæt	✓	
<b>g</b>	<b>get</b>	get	✓	
<b>f</b>	<b>full</b>	ful	✓	
<b>v</b>	<b>have</b>	hæv		✓
<b>θ</b>	<b>thing</b>	θɪŋ	✓	
<b>ð</b>	<b>that</b>	ðæt	✓	
<b>s</b>	<b>see</b>	si:	✓	
<b>z</b>	<b>zoo</b>	zu:	✓	
<b>ʃ</b>	<b>shop</b>	ʃɒp	✓	
<b>ʒ</b>	<b>garage</b>	gə 'rɑ:ʒ		✓
<b>h</b>	<b>ham</b>	hæm	✓	
<b>m</b>	<b>man</b>	mæn	✓	
<b>n</b>	<b>tin</b>	tɪn		✓
<b>ŋ</b>	<b>sing</b>	sɪŋ		✓
<b>l</b>	<b>land</b>	lənd	✓	

<b>IPA: English Consonants</b>				
<b>Phonetic symbol</b>	<b>Example</b>	<b>Transcription</b>	<b>Position</b>	
			<b>Initial</b>	<b>Final</b>
<b>r</b>	<b>run</b>	<b>rʌn</b>	✓	
<b>w</b>	<b>we</b>	<b>wi:</b>	✓	
<b>j</b>	<b>you</b>	<b>ju:</b>	✓	

## Appendix 3 ( Lesson Plan 2)

### Exercise 1

**Direction: Transcribe the words with the underlined consonants by consulting monolingual dictionaries.**

#### Let's go to England

Next month, I will fly to London because Mandy who is my best friend there wants me to be her bridesmaid at her wedding ceremony. London is the city where I used to live a long time ago, so I have a lot of good friends there. I was born in England and then moved to Thailand where my father works. Also, I plan to visit my younger sister who is studying at the University of London. I also plan to visit my friends in Liverpool. We plan to attend a big match between the Liverpool and the Manchester United that will be held at Anfield stadium next month. So, I am looking forward to my trip to England. I wish to have a lot of fun there.

Word	Transcription
1. month <u>th</u>	/mʌnθ/
2. Lond <u>o</u> n	
3. <u>b</u> est	
4. <u>th</u> ere	
5. <u>w</u> edding	
6. <u>c</u> ity	
7. li <u>v</u> e	
8. <u>g</u> ood	
9. <u>En</u> gland	
10. <u>t</u> o	
11. fa <u>th</u> er	
12. <u>p</u> lan	
13. <u>y</u> ounger	
14. <u>U</u> niversity	
15. vi <u>s</u> it	
16. mat <u>ch</u>	
17. <u>L</u> iverpool	
18. <u>h</u> eld	
19. <u>m</u> onth	
20. look <u>ing</u>	
21. wi <u>sh</u>	

## Appendix 4 (Lesson Plan 2)

### Exercise 2:

**Direction:** Write down three examples for each phonetic symbol by consulting monolingual dictionaries.

IPA: English Consonants	
Phonetic symbol	Example
p	<b>p</b> ool, <b>p</b> ot, to <b>p</b>
b	
t	
d	
tʃ	
dʒ	
k	
g	
f	
v	
θ	
ð	
s	
z	
ʃ	
ʒ	
h	
m	
n	
ŋ	
l	
r	
w	
j	

### Lesson Plan 3

Topic : Voicing

Student : Mattayom Suksa 5 female students

Objectives : Students must be able to distinguish between the voiced and the voiceless consonant sounds.

Materials : Audio-CD, diagram (see appendix 1 of lesson plan1) and handout (see appendix 1, 2, 3)

Teaching aids : CD player, whiteboard and markers

Allocated time : 90 minutes

TIME	STAGE	PROCEDURE
10 mins	Warm-up	<ul style="list-style-type: none"> <li>- The teacher asks the students to listen to the consonant sounds and asks them whether they can distinguish between the voiced and the voiceless consonant sounds.</li> <li>(Ex. <u>back</u>/<u>bag</u>, <u>fan</u>/<u>van</u>, <u>love</u>/<u>laugh</u>, <u>through</u>/<u>though</u>, <u>sue</u>/<u>zoo</u>, <u>sat</u>/<u>sad</u>)</li> </ul>
25 mins	Presentation	<ul style="list-style-type: none"> <li>- The teacher asks the students to see the diagram of speech sound production given in the first class (see appendix 1 of lesson plan 1).</li> <li>- The teacher shows the students the diagram of speech production and points out where in the diagram the voiced and the voiceless sounds are produced.</li> <li>- The teacher shows the students the chart of the voiced and the voiceless consonant sounds (see appendix 1) in order to be clear which consonant sound is voiced or voiceless.</li> <li>-The teacher pronounces each sound and asks the students to repeat.</li> </ul>
20 mins	Practice	<ul style="list-style-type: none"> <li>- The teacher gives the students exercise 1 (see appendix 2) and asks them to write down whether the underlined consonants are voiced or voiceless.</li> </ul>



<b>TIME</b>	<b>STAGE</b>	<b>PROCEDURE</b>
		- The teacher writes down the symbols on the blackboard and asks the students to pronounce each symbol one by one.
20 mins	Production	<ul style="list-style-type: none"> <li>- The teacher gives the students exercise 2 (see appendix 3) asks them to look for the words from each voiced and voiceless sound from dictionaries.</li> <li>- The teacher asks the students to pronounce the words they gave in front of the class.</li> </ul>
15 mins	Evaluation	<ul style="list-style-type: none"> <li>- The teacher gives comments and suggestions after their presentation.</li> <li>- The teacher lists the symbols which the students have mispronounced the most and models them again.</li> </ul>

## Appendix 1 (Lesson Plan 3)

### Voiceless Consonant Sounds and Examples

<b>Voiceless Consonant Sounds</b>				
<b>Phonetic symbol</b>	<b>Example</b>	<b>Transcription</b>	<b>Position</b>	
			<b>Initial</b>	<b>Final</b>
p	<b>pen</b>	pen		✓
t	<b>bet</b>	bet		✓
k	<b>cat</b>	kæt	✓	
h	<b>ham</b>	hæm	✓	
f	<b>full</b>	ful	✓	
θ	<b>thing</b>	θiŋ	✓	
s	<b>see</b>	si:	✓	
ʃ	<b>shop</b>	ʃɔp	✓	
tʃ	<b>chip</b>	tʃɪp	✓	

### Voiced Consonant Sounds and Examples

Voiced Consonant Sounds				
Phonetic symbol	Example	Transcription	Position	
			Initial	Final
b	web	web		✓
d	do	du:	✓	
dʒ	bridge	bridʒ		✓
g	get	get	✓	
v	have	hæv		✓
ð	that	ðæt	✓	
z	zoo	zu:	✓	
ʒ	garage	gə 'rɑʒ		✓
m	man	mæn	✓	
n	tin	tin		✓
ŋ	sing	siŋ		✓
l	land	lænd	✓	
r	run	rʌn	✓	
w	we	wi:	✓	
j	you	ju:	✓	

## Appendix 2 (Lesson Plan 3)

### Exercise 1

**Direction: Transcribe the words with the underlined consonants.  
Identify whether they are voiced or voiceless.**

#### The Wolf in Sheep's Clothing

A Wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs. But one day it found the skin of a sheepp that had been flayed and thrown aside, so it put it on over its own pelt and strolled down among the sheep. A lamb that belonged to the sheep whose skin the wolff was wearing began to follow the Wolf in sheep's clothing. So, leading the lamb a little apart, he soon made a meal off her - and for some time he succeeded in deceiving the sheep, and enjoying hearty meals.

Word	Transcription	Voicing	
		Voiced	Voiceless
1. <u>w</u> olf	/w/	✓	
2. <u>sh</u> ee <u>p</u>			
3. shepher <u>d</u>			
4. <u>b</u> ut			
5. <u>th</u> e			
6. shee <u>p</u>			
7. <u>th</u> rown			
8. o <u>v</u> er			
9. <u>am</u> ong			
10. belo <u>ng</u> ed			
11. wol <u>f</u>			
12. be <u>g</u> an			
13. <u>l</u> amb			
14. <u>h</u> e			
15. <u>t</u> ime			
16. <u>i</u> n			
17. de <u>c</u> eiving			
18. en <u>j</u> oying			

### Appendix 3 (Lesson Plan 3)

#### Exercise 2:

**Direction 1: Write down three examples for each voiced consonant sound.**

Voiced Consonant Sounds	
Phonetic symbol	Example
b	<u>b</u> oy, <u>b</u> ee, <u>b</u> ear
d	
dʒ	
g	
v	
ð	
z	
ʒ	
m	
n	
ŋ	
l	
r	
w	
j	

### Lesson Plan 4

- Topic : Plural and past morphemes
- Student : Mattayom Suksa 5 female students
- Objectives : Students must be able to pronounce the plural and past morphemes clearly and correctly.
- Materials : Audio-CD, diagram (see appendix 1 of lesson plan 1) chart (see appendix 1 of lesson Plan 3 ) and handout (see appendix 1, 2, 3, 4)
- Teaching aids : CD player, whiteboard and markers
- Allocated time : 90 minutes

TIME	STAGE	PROCEDURE
10 mins	Warm-up	- The teacher asks the students to read sentences which contain plural and past morphemes (see appendix 1) in order to test their pronunciation of plural and past morphemes.
25 mins	Presentation	<ul style="list-style-type: none"> <li>- The teacher asks the students to see the diagram of the speech sound production (see appendix 1 of lesson plan 1) in order to review their voicing knowledge.</li> <li>- The teacher shows the students the chart of the voiced and voiceless consonant sounds again (see appendix 1 of lesson plan 3) in order to introduce the students the plural and past morphemes.</li> <li>- The teacher gives the students handout (see appendix 2), demonstrates the example of plural and past morphemes given in the handout and asks them to repeat them. (e.g. jobs, cats, rooms, guns, rings, balls, and etc.) (e.g. looked, fished, lived, scored, needed, wanted, and etc.)</li> </ul>
20 mins	Practice	<ul style="list-style-type: none"> <li>- The teacher gives the students exercise 1 (see appendix 3) and asks them to write down the plural morphemes of each word and the past morphemes of each verb.</li> <li>- The teacher writes down the answers on the blackboard and asks the students to repeat the words one by one.</li> </ul>

<b>TIME</b>	<b>STAGE</b>	<b>PROCEDURE</b>
20 mins	Production	<ul style="list-style-type: none"> <li>- The teacher gives the students exercise 2 (see appendix 14 ) and asks them to create words from each voiced and voiceless sound.</li> <li>- The teacher asks the students to pronounce the words in front of the class.</li> </ul>
15 mins	Evaluation	<ul style="list-style-type: none"> <li>- The teacher gives comments and suggestions after their presentation.</li> <li>- The teacher lists the symbols which the students have mispronounced the most and models them again.</li> </ul>



## Appendix 1 (Lesson Plan 4)

### Warm-up: Read aloud activities

1. Columbus discovereded U.S.A. more than 400 yearss ago
2. My brotherss traveleded to China last year.
3. Jenny talkeded to the Brownss two dayss ago.
4. Lilly walked to school with her friendss this morning.
5. Max retireded from the army the last two monthss
6. Mike visited his grandparentss two monthss ago.
7. Two dogss barked at me last night
8. Jane borrowed my new jeanss yesterday.
9. Jack has stayed in Chiang Mai for two weekss.
10. My twin brotherss graduated from high school last month.

## Appendix 2 ( Lesson Plan 4)

### Charts of Plural and Past Morphemes

#### 1. Plural morphemes

Plural morpheme /-s/		
Preceding sound	Word	Transcription
p	cup <u>s</u>	/kʌps/
t	cat <u>s</u>	/kæts/
k	rock <u>s</u>	/rɔks/
θ	month <u>s</u>	/mʌnθs/

Plural morpheme /-z/		
Preceding sound	Word	Transcription
b	job <u>s</u>	/jɔb <u>z</u> /
d	kid <u>s</u>	/kid <u>z</u> /
g	dog <u>s</u>	/dɔg <u>z</u> /
v	knife <u>s</u>	/naɪv <u>z</u> /
ð	breath <u>s</u>	/bri:ð <u>z</u> /
m	room <u>s</u>	/ru:m <u>z</u> /
n	gun <u>s</u>	/gʌn <u>z</u> /
ŋ	ring <u>s</u>	/rɪŋ <u>z</u> /
l	ball <u>s</u>	/bɔl <u>z</u> /
r	car <u>s</u>	/kɑ:(r) <u>z</u> /
w	grow <u>s</u>	/grou <u>z</u> /

<b>Plural morpheme /-iz/</b>		
<b>Preceding sound</b>	<b>Word</b>	<b>Transcription</b>
s	glass <u>ess</u>	/glæs <u>iz</u> /
z	ros <u>es</u>	/rouz <u>iz</u> /
ʃ	dish <u>es</u>	/dɪʃ <u>iz</u> /
ʒ	**	
tʃ	wat <u>ches</u>	/wɒtʃ <u>iz</u> /
dʒ	bridg <u>es</u>	/brɪdʒ <u>iz</u> /

\*\*the words ending with this sound rarely appear in English

## 2. Past Morphemes

<b>Past morpheme /-t/</b>		
<b>Preceding sound</b>	<b>Word</b>	<b>Transcription</b>
p	stop <u>ped</u>	/stɒp <u>t</u> /
k	look <u>ed</u>	/lʊk <u>t</u> /
θ	**	
s	pass <u>ed</u>	/pæs <u>t</u> /
ʃ	fish <u>ed</u>	/fɪʃ <u>t</u> /
tʃ	wat <u>ched</u>	/wɒtʃ <u>t</u> /
f	laugh <u>ed</u>	/læf <u>t</u> /

\*\*the words ending with this sound rarely appear in English

<b>Past morpheme /-d/</b>		
<b>Preceding sound</b>	<b>Word</b>	<b>Transcription</b>
b	grab <u>bed</u>	/græb <u>d</u> /
g	drag <u>ged</u>	/dræ <u>gd</u> /
v	live <u>d</u>	/li: <u>vd</u> /
ð	**	
m	scream <u>ed</u>	/skri: <u>md</u> /
n	learn <u>ed</u>	/lə:(r) <u>nd</u> /
l	call <u>ed</u>	/kɔ <u>ld</u> /
r	score <u>d</u>	/skɔ <u>rd</u> /
w	bow <u>ed</u>	/ba <u>ud</u> /

\*\*the words ending with this sound rarely appear in English

<b>Past morpheme /-id/</b>		
<b>Preceding sound</b>	<b>Word</b>	<b>Transcription</b>
t	want <u>ed</u>	/wɔ <u>ntid</u> /
d	need <u>ed</u>	/ni: <u>did</u> /

### Appendix 3 (Lesson Plan 4)

#### Exercise 1

**Direction:** Transcribe the words with the underlined consonants.

**Identify whether they are plural or past morphemes.**

#### The Two Frogs

Two frogss were friendss and neighborss. One inhabiteded a deep pond, far removed from people' s viewss; the other lived in a gully containing little water, and traverseded by a country road. The frog that liveded in the pond warneded his friend to change his residence and entreateded him to come and live with him, saying that he would enjoy greater safety from dangerss and more food. The other refuseded, saying that although there were many comfortable placess to live, he felt it so very hard to leave a place to which he had become accustomed. A few dayss afterwards two wagons passeded through the gully and crusheded him to death under theirs wheelss. Finally, two snakes passed by and ate his dead body.

Word	Transcription	Morphemes	
		Plural	Past
1. frog <u>s</u>	/-z/	√	
2. friend <u>s</u>			
3. neighbor <u>s</u>			
4. inhabit <u>ed</u>			
5. view <u>s</u>			
6. travers <u>ed</u>			
7. liv <u>ed</u>			
8. warn <u>ed</u>			
9. entreat <u>ed</u>			
10. danger <u>s</u>			
11. refus <u>ed</u>			
12. plac <u>es</u>			
13. day <u>s</u>			
14. wagon <u>s</u>			
15. pass <u>ed</u>			
16. wheel <u>s</u>			
17. snakes			

## Appendix 4 (Lesson Plan 4)

### Exercise 2

**Direction 1: Give eight examples for each plural morpheme.**

Plural morphemes		
<i>/-s/</i>	<i>/-z/</i>	<i>/-iz/</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

**Direction 2: Write down eight examples for each past morpheme.**

Past morphemes		
<i>/-t/</i>	<i>/-d/</i>	<i>/-id/</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

### Lesson Plan 1 (Speed up)

Topic : English worldwide

Target sounds : Phonemes not existing in Thai phonology [θ], [ð], [ʃ],  
Phonemes representing plural morphemes [s], [z], [ɪz]  
Phonemes representing past morphemes [ɪd]

Student : Mattayom 5 female students

Objectives : Students must be able to pronounce the target sounds clearly and correctly

Materials : Audio-CD and handouts (see appendix 1, 2, 3)

Teaching aids : CD player, whiteboard and markers

Allocated time : 90 minutes

TIME	STAGE	PROCEDURE
10 mins	Warm-up	-The teacher gives the list of words and reading text (see appendix 1) to the students.  -The teacher asks the students to listen to the tape and read the reading text aloud along with the CD.
20 mins	Presentation	-The teacher gives the reading text with phonetic symbols to the students (see appendix 2).  -The teacher reads the text and emphasizes the target sounds while reading.
25 mins	Practice	-The teacher divides the students into small groups and gives each group one paragraph with exercise sheets (see appendix 3).  -The teacher asks the students to practice reading and brainstorm ideas to answer the questions for each paragraph.
25 mins	Production	- The teacher asks the students in each group to read aloud and explain the given paragraphs to the class.  - The students share their answers to the questions of each paragraph.



TIME	STAGE	PROCEDURE
10 mins	Evaluation	<ul style="list-style-type: none"><li>- The teacher lists the words which the students have mispronounced on the blackboard.</li><li>- The teacher pronounces the listed words and asks the students to repeat each word one by one.</li><li>- The Teacher explains the reading text and pronunciation of the target words.</li></ul>

## Appendix 1 (Speed up)

## Sheet 1

Lists of words containing the target phonemes:

- <u>th</u> ree	- <u>th</u> e	-English <u>h</u>	-scientist <u>s</u>	-speaker <u>s</u>	-language <u>s</u>	-estimated <u>ed</u>
- <u>th</u> ird	-mo <u>th</u> er	-Spanish <u>h</u>		-quarter <u>s</u>		
-for <u>th</u>	- <u>th</u> ere	-Bristish <u>h</u>		-third <u>s</u>		
- with <u>h</u>	-o <u>th</u> er	- <u>Sh</u> akespeare		-country <u>es</u>		
- <u>th</u> ousand		- communication		-know <u>s</u>		
-south <u>h</u>				-word <u>s</u>		

Reading Text: Languages of the world

The language with the most mother-tongue speakers in the world is Mandarin Chinese with th an estimated ed one thousand million speakers. English is second with 350 million, Spanish is third with th 250 million speakers, mainly in Latin America. Hindi is forth with th 200 million.

When Shakespeare wrote Romeo and Juliet, there were only about 5 million English h speakers, mostly British h people. Now there are around 350 million English speakers in the USA, Canada, Britain, Australia, Ireland and other countryes. About 400 million other people speak English h as a second language, for example, in India, Kenya and South h Africa.

English h is used worldwide for business, communication and entertainment. Over  $\frac{2}{3}$  of the world's scientists write in English, and more than  $\frac{3}{4}$  of the world's mail and computer data is in English h. Almost everyone knows a few words in English h, for example, cowboy, passport, and bar.

## Appendix 2 (Speed up)

## Sheet 2

Reading Text : Languages of the world  
[iz] [ð]

Paragraph 1: The language with the most mother-tongue speakers in  
[ð] [θ][ð] [ð] [z]  
the world is Mandarin Chinese with an estimated one thousand million  
[ð] [θ] [-id] [θ]  
speakers. English is second with 350 (three hundred and fifty) million,  
[z] [ʃ] [θ] [θ]  
Spanish is third with 250 million. speakers, mainly in Latin America. Hindi is  
[ʃ] [θ] [θ] [z]  
forth with 200 million.  
[θ] [θ]

Paragraph 2: When Shakespeare wrote Romeo and Juliet, there were only  
[ʃ] [ð]  
about 5 million English speakers, mostly British people. Now there are around  
[ʃ] [-z] [ʃ] [ð]  
350 (three hundred and fifty) million English speakers in the USA, Canada,  
[θ] [ʃ] [-z]  
Britain, Australia, Ireland and other countries. About 400 million other people  
[ð] [-z] [ð]  
speak English as a second language, for example, in India, Kenya and South  
[ʃ] [θ]  
Africa.

Paragraph 3: Englishh is used worldwide for business, communicationtion  
 [ʃ] [ʃ]  
 and entertainment. Over 2/3 (two thirds) of the world's scientists write in  
 [θ] [z] [ð] [s]  
 Englishh, and more than 3/4 (three quarters) of the world's mail and computer  
 [ʃ] [θ] [z]  
 data is in Englishh. Almost everyone knows a few words in Englishh, for  
 [ʃ] [z] [z] [ʃ]  
 example, cowboy, passport and bar.

## Appendix 3 (Speed up)

### Sheet 3

Exercise: Answer these questions.

- Questions for paragraph 1

1. Which four languages have the most mother tongue speakers?
2. Which language is mainly used in Latin America?

- Questions for paragraph 2

3. In which countries is English the first language of most people?
4. In which countries is English an important second language?

- Questions for paragraph 3

5. What is English used for around the world?
6. Which English words do most people in your country know?

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