A STUDY OF ENGLISH PRONUNCIATION SKILL: A CASE STUDY OF PRIMARY SCHOOL STUDENTS GRADE 4-6 AT WAT MAIYAINUI SCHOOL IN BANGKOK

PHRA SINPHASITH CHANTAPANYO (MEUANGDENXOUM)

A Thesis Submitted in Partial Fulfillment of
The Requirements for the Degree of
Master of Arts
English (International program)

Graduate School
Mahachulalongkornrajavidyalaya University
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Abstract

The purposes of this research study are 1) to study the level of English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok. 2) to study the level of problems in studying English pronunciation skill were found from the language syllabus, textbooks and teaching aids, testing and evaluation systems, and techniques of teaching Primary School students grade 4-6 at Wat Maiyainui School in Bangkok. The study is both quantitative and qualitative. The tool used for collecting was the questionnaires, the interview and testing vocabulary. The target group of this research was 76 students which were the data analyzed by using percentages, means, Averages and standard deviation (S.D).

The result of this research was found that:

1. In conclusion of result from testing pronunciation skills of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok, It found that the level of overall of studying English pronunciation skill was at the level of 2.82.

2. The problems in studying English pronunciation skill were at the moderate level. They were as follow: 1) the problems in studying English pronunciation found of the English courses are contents of English subject. 2) The problems of studying English pronunciation were found from textbooks and teaching aids, which there are 10-30 English lessons in each textbook. 3) The problems in studying English pronunciation were found from testing and evaluation system is students are taught with tool little English pronunciation to be tested. 4) The problems in studying English pronunciation were found from teaching techniques are using of tape, and sound laboratory in teaching English pronunciation.

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S'	=	Singular
'S	=	Plural
,	=	Comma
" "	=	Quotation
%	=	Percent
$\bar{x}$	=	Average
S.D.	=	Standard Deviation

Chapter I

Introduction

1.1 Background and Significance of the Problem

English, the worldwide communication tool, has been gradually taught in Thailand as a foreign language for many decades. Though the language teaching is said to be successful in enhancing student's knowledge of English grammar and usage, it fails, for some reason, in making them communicate fluently in a real situation.

At the present, the world has undergone change rapidly. A lot of people communicate with each other to exchange idea very conveniently as well as experiential importance of language communication the people can share knowledge of language very easily, that is, humans are able to use language as the tool in doing every activity in society. The important factors for the teachers who teach English are to prepare knowledge for teaching students but (for the students) who have to study and learn English in the class and so on.

The first education reform in Thailand was initiated by King Chulalongkorn in 1868-1910 who has been highly respected by Thai people as one of the greatest visionary King in the history of Thailand. The reform of education in Thailand began with the establishment of a Royal primary school in the Grand Palace in 1871. In 1898 the first education plan was promulgate and education was expanded to other province in countryside, education from primary level to during the forty-two years on the throne of King Chulalongkorn. Most school for commoners established in the temple and schools' names morally began with Wat which means Temple.[1]

The Primary School at Bangkok Wat Maiyainui School which is located in Wat Maiyainui provides a dynamic learning environment which is full of energy, enthusiasm, and creativity. The experience, expertise and dedication of teacher highly-qualified staff create a positive atmosphere where students thrive and can achieve their very best as independent learners.

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[1]Sangnapaboworn Waraiporn, "The Development of primary Education in Thailand and Its Present Challenges: From Quality through Effective Management" **Case Studies Southeast Asia**, (Universalization of Primary Education in the Historical and Developmental perspective, Research Report, Institute of Development Economies, 2007); PP. 260-262.

And sometimes they nurture learning through child-centered approaches, technology and a variety of learning styles. We also endeavor to develop within their children thinking skills and strong personal characteristics. In the Primary School which strives to deliver creative and interactive programmers of study that are further enhanced and enriched by a comprehensive programmer of activities which add breadth and depth to their students' learning.

Wat Maiyainui School Located in the grounds of the Wat Maiyainui Number 282/2, Soi Wuttakat 24, Wuttakat Road, Talatphlu sub-district, Thonburi District, Bangkok, 10600, Tel: 0-2465-0424 Started to Establish on May 17th, 2505. The original name was Wat Maiyainui public school and has opened teaching 1-6 grade as the elementary curriculum and regulations of the Ministry of Education (Ministry justified the original). In 2505, Wat Maiyainui got budget for created wooden house two-floor school building 35 meters wide and 12 meters long area of 378 square meters, amounting to 425,000 baht and changed name as Wat Maiyainui School under the Bangkok in 2519.

In 2523, School got budget to build four-floor school building 9 meters wide and 32 meters long in the area of 288 square meters, amounting to 2,650,000 baht, in 2533 blocked the basement as a headmaster office, library room, meeting room, barber room, teacher room, hospital room and storeroom. In 2535 building of multi-purpose two- floors, the upstairs built a library and the downstairs built a cafeteria In 2538 built three half rooms of janitor house the ground floor built toilet 10 rooms and on male urine. In 2553 has donated 720,000 baht statements roof "building merit" flagpole in front of the school in the activities of students and the community.[2]

Since English is used in various contexts by various speakers all over the world, it follows that the pronunciation does vary significantly and the deviation of the 'correct' or standard pronunciation has taken place widely. Since the focus of the thesis is the correct English pronunciation, we should get familiar with the actual meaning of the term 'correct pronunciation' as well as with the cursory divisions of English. Though, what we are doing here might seem as an attempt to perfectly copy certain pronunciation. There are many people among us who may speak with different sounds English is the official language used in the English speaking countries like Great Britain, the United States, Australia and New Zealand or some states of Africa. However, the purpose of the English language usage does not lie solely in its

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[2]Kratjarern Tanavan, "**General background of Wat Maiyainui's history**", (Bangkok: Director of Wat Maiyainui School, 2015); (Document file).

official role but is rather referred to as the second language or foreign language due to the increasing number of nonnative English speakers.[3]

A researcher has the idea here that English language is one of the most important languages for 10 ASEAN countries used to communicate among them. The important factor is that, English teachers should develop their English skills as much as possible, while students should use their ability in learning English to develop English skills such as listening, speaking, reading and writing and so on. I would say that speaking English all the time will help improve learners in a short time undoubtedly. Refer to "The mother tongue influence are factors that language teacher need to take in account they up us explain how our students process the new language and find to help our students come across the barrier in pronunciation. In the next section, the situation of Thai students when they have to learn English pronunciation will be discussed."[4]

Furthermore, English pronunciation seems to be the most important for the speaking skill. Moreover, both speaking and writing skills of English may have the same important role. Sometimes, we use only listening skill, but sometimes we use only speaking skill. When we speak English, teachers cannot understand what the meaning is, so teachers must let students practice writing to show their ability as well, especially for foreign students.

Thus, foreign students who learn English as a second language (ESL) including Thai students also have a big problem in English pronunciation. Grade 4-6 students at the Elementary School level at Wat Maiyainui, have been taught for a long time, the problem of pronunciation of students whose their accent is quite not good and not clear to understand when foreigners speak with them it makes me think of the factor that these students lack of knowledge and experience in listening the foreigners' pronunciation, linguistics. So, solving the problem by focusing on pronunciation of students should be paid attention to it and this matter also arouses me to consider and select this research topic. According to Henna Paakki said: A supportive and somewhat more lenient attitude toward making mistakes or errors was important in encouraging the learners to speak and in improving their self-

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[3]Martina Ambrozová, "English Pronunciation Difficulties among Czech Students: Causes and Compensation Strategies", **Bachelor Thesis**, (Faculty of Humanities: Tomas bata University in Zlin, 2014), P. 17.

[4]Ampawan Imamesup, "The Study of the Effectiveness of Aodioarticalation Model in Improving Thai learners' Pronunciation of Fricative Sounds". **Master of Arts Degree**, (Faculty of Humanities, Major English Teaching: Srinakrinwirot University, 2011), P. 17.

esteem in speaking and they are possible difficulties in speaking English had played an important part in most of the informants' English speech, because it had been really strict and the fear of errors had made speaking a lot more difficult for many of the informants.[5]

Today's teachers encounter a big challenge, which of students from diverse backgrounds bringing language diversity to classrooms. Rather, teaching is no longer simple, but obligates teachers to meet the needs of diverse students in diverse classrooms where differentiated instruction is required. Specifically, variations in pronunciation cause diverse students' difficulties and problems in cross-cultural communication. It is imperative that teachers know about those students' pronunciation variations beyond the border of the standardized English in order to help them move forward in English language learning.

Most foreign language teachers in Thailand have a tendency to instruct their students in the basic interpersonal communication skills that aim at using the functions of language as correctly as possible. The students are, then, able to use English when buying things, asking directions, introducing oneself etc. after studying English of only 2 years. As using correct functions acceptably fulfill the needs in communication, the teachers occasionally have very little regard for correct pronunciation. Contents of what is to be exchanged when speaking, if thoroughly understood, seem to be more important.

English has increasingly become the medium of communication around the world both in local and global contexts. The realization of importance of English highlights the necessity of every country to have its people become better equipped with English performance. Inevitably, this necessity is also applicable to Thailand. In response to the demands for English skills, the Thai government has made constant efforts to improve Thai learners' English performance throughout the history of English language teaching in Thailand in order to improve Thai learners' competence in English, enabling them to obtain job opportunities, promotions or career advancement.

Although research studies on speaking skills and pronunciation are common within English as a second and foreign language, the research of this line with Thai learners seems to be marginalized. Specifically, the area of pronunciation produced by Thai learners of English studying in the field of sciences seems to be

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[5] Henna Paakki, "Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese Adult Learners of English", **Master's thesis**, (Major of English language and culture, School of Humanities: University of Eastern Finland, 2013); P. 86.

relatively less explored, in light of the shortage of this line of research, despite the importance for successful communication.[6]

Although listening and speaking skills are included in almost every English textbook used in schools throughout the country, most of them are listening comprehension activities and conversations to be repeated and practiced English pronunciation, which are the sounds of consonants and vowels, stress and intonation, are seldom found. For example, one of the textbooks containing some of those features mentioned is "English for a Changing World". The book consists of 12 copies in each chapter. Minimal pairs are also arranged for pronunciation practice of theses sounds.

The ultimate goal of most second language learners is to attain native like fluency. They want to be indistinguishable from native speakers. However, for many learners, this dream has remained a dream especially in the area of pronunciation as native speakers usually identify individuals as non-native speakers because of their accent. Moreover, a large number of second language learners believe that the main difficulty they encounter when speaking the second language is pronunciation and consider this difficulty as the main source of their communication problems.

English has developed from a foreign language used between native speakers and non-native speakers to an international language, or a means of global communication, spoken far more often by non-native speakers among themselves than between native speakers. Therefore, it is vital that students learning English for international communication learn to speak it as intelligibly and comprehensibly as possible – not necessarily like native speakers, but well enough to be understood. Moreover, it is equally important that they learn to understand it when spoken by people with different accents speaking in natural conditions.

The importance of investigating pronunciation difficulties stems from the fact that pronunciation stands as an obstacle in communication especially when the meaning of a certain word or an expression is altered because of the incorrect pronunciation of an item as when one says 'pin' for 'pen', or 'ship' for 'chip'.

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[6]Khamkhien Attapol, "Thai Learners' English Pronunciation Competence: Lesson Learned from Word Stress Assignment", **Journal of Language Teaching and Research**, Vol. 1, No. 6, (November, 2010): 758.

However, it is necessary, in this research, to see the factors that have a role to play in the acquisition of the phonological system of any non-native language.[7]

According to this fact, it can be assumed that Thai students have been taught, more or less, correct English pronunciation for at least 6 years of school life. Nonetheless, they still confused and produce wrong sounds, especially the English sounds that do not exist in the Thai sound system.

Study indicates in his study on the relationship between speaking and listening skills that students lack ability to understand spoken English result from insufficient and inappropriate training in the English sound system. Many studies on students' listening ability also stated that students' listening abilities are very low and that makes them hardly able to understand native speakers. Language is a means of communication in everyday life. Common people have little regard the speaking ability as significant as linguists do. They just take it for granted and think that speaking and understanding is as natural as breathing. So many English learners prefer learning "Dumb English" to paying attention on studying English pronunciation, the results being that learners are shocked whenever they meet difficulties in oral communication. Among many other factors, the most prominent is phonetics, which, to a large extent, weakens the learner's confidence both in speaking and listening.

The ability of speaking English embodies the correctness of pronunciation and intonation and directly affects the appropriate communication in conversation. This paper explores some factors influencing English pronunciation from the objective factors and analyzing two sounds systems by comparing English and Chinese pronunciations, and then provides some practical suggestions for teaching and learning it. Pronunciation instruction tends to be linked to the instructional method being used. In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore seldom taught. In the audio-lingual method, learners spent hours in the language lab listening to and repeating sounds and sound combinations. This involved a systematic presentation of the structures of the second language, moving from the simple to the more complex. This approach was strongly influenced by a belief using of a lot of practice mechanically and repeatedly. Nowadays, it would be hard to find a linguist who would agree with the

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[7]Emad M. Al-Saidat, "Phonological Analysis of English Phonotactics: A Case Study of Arab Learners of English", **The Buckingham Journal of Language and Linguistics**, Vol. 3, (17, 2010): 14-15.

statement, yet versions of the audio-lingual method are still very commonly used in language learning.[8]

The inability to distinguish between sounds also appears in written work where spelling or grammatical errors have occurred. The student who writes fist for fish has not only the problem about the meaning of the words but also a pronunciation problem himself. In the same way, the student who says run or ran may have difficulty in understanding English grammar, whereas his trouble is phonetic. The teacher, in this case, should both explain to his students the meaning of the words and improve his pronunciation at the same time. Because English pronunciation is significantly related to other language skills, the ability to produce comprehensible pronunciation will help to increase students' language abilities more effectively.

In 2006, the Ministry of Education of Thailand launched a guidebook for secondary schools telling them how to teach and test students' language abilities. English pronunciation was added in the test of productive skills, speaking skills. The characteristics of good speaking skills are fluency, comprehensibility, amount of communication, quality of communication, and effort of communication.

One of the key requirements for language proficiency is to secure understandable pronunciation for the language learners. Fraser stated that ESL/EFL teachers need to be provided with courses and materials to help them improve their effectiveness in teaching pronunciation.

One of the primary goals of teaching pronunciation in any course is "intelligible pronunciation" – not perfect pronunciation. Intelligible pronunciation is an essential component of communicative competence. The attainment of perfect pronunciation should no longer be the objective. Instead, Morley calls for setting more realistic goals that are reasonable, applicable and suitable for the communication needs of the learner. To her, the learner needs to develop functional intelligibility (ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), increased self-confidence, and the speech monitoring abilities and speech modification strategies.[9]

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[8]Pengpeng Yin, "A Study of Pronunciation Problems of English Learners in China", **Foreign Languages School, Journal of Asian Social Science**, Vol. 5 No. 6 (June, 2009): 414.

[9]Lahijan Branch, "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction Abbas Pourhosein Gilakjani", **International Journal of Humanities and Social Science**, Vol. 2, No. 3, (February 2012): 119.

It is clear that English pronunciation is regarded as an important part of language abilities since two-thirds of each level of scores depends on how well the students produce speech and how well they carry on the conversation, which is directly related to correct pronunciation. Despite the effort of the Ministry of Education, teaching English pronunciation in schools is sometimes neglected.

The negligence comes from both teachers and students themselves. Bright and McGregor write that a lack of experienced teachers and teaching aids makes the students feel uncertain and bored with repeated pronunciation practice and unfamiliar phonetic symbols. Inexperienced teachers avoid teaching English pronunciation since they need a special knowledge of English phonetics and require specific visual aids, phonetic charts and list of keywords, audio aids, tape recorder, textbook, and teaching techniques in order to teach pronunciation most effectively.

As William Littlewood points out in his book named Foreign and Second Language Learning that the interference results from the fact that the learner uses what he already knows about language, in order to make sense of new experience. In the case of mother tongue interference, the learner uses his previous mother-tongue experience as a means of organizing the second language phones. So, the purpose of this paper is intended to look into the phenomenon, discuss the problem of mother tongue interference in English pronunciation, analyze the causes from phonology and then suggest some solutions to solve these problems mentioned above for College English teaching and learning.[10]

According to Saudi students who are learning English as a Second/Foreign Language face different problems with every component of language such as reading, writing, pronunciation, grammar, and vocabulary. Most of the time, the other components are greatly emphasized in classroom teaching, while pronunciation is hardly touched upon. Consequently, the learners come up with faulty pronunciation which creates big obstacles in the process of communication. Though some studies have been conducted in the field of pronunciation, it has often focused on vowel pronunciation, phonological analysis of English phonotactics, English phonetics and

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[10]Jianping Luo, "A Study of Mother Tongue Interference in Pronunciation of College English Learning in China", **Journal of Theory and Practice in Language Studies**, Vol. 4, No. 8, (August 2014): 1703.

orthography, consonant clusters, stress intonation, patterns in spelling mistakes, and intonation analysis etc.[11]

However, the teaching of English pronunciation should not be disregarded because it, in the researcher's opinion, seems to be the main cause of many problems mentioned before. We do not anticipate perfect English pronunciation from Thai students, but at least, pronunciation that is correct and clear enough to avoid confusion when conversing with native speakers and the ability to distinguish the different sounds is expected.

One of the problems that the learner of a foreign language faces is how to utter the speech sounds of a language reasonably accurately. We speak a language in order to be able to communicate with others. But if we cannot use the phonological features used by native speakers of the language, the message will not probably be understood and communication may even break down. Such a situation is often found in Bangladesh and in the Indian subcontinent, as English is spoken here with an accent related to the mother tongue of the speakers concerned which pays little attention to sound patterns of English. As the Chittagonian variety is far different from Standard Bangla, the influence of it has worsened the matter. In spite of being the students of higher institutions, the Chittagonian speakers of English feel shy to communicate and exchange views in English, and whatever is spoken is not free from the influence the Chittagonian variety. Though it is not mandatory to have native like fluency, it is an art to be able to speak in English as good in standard as possible. So in the present day context of the ever expanding globalization, it is being realized by the researcher that the level of speaking skills of the tertiary students should be improved. And being able to avoid the influence of the local varieties is a big thing in this context.

However, most of these were deskwork, mostly carried out on assumption or with reference to others' study without involvement of students or speakers in institutions, whereas this present study aims at settings highlighting the performance effects of strategy in communication, tracing the strategy use in practical life situations which are obviously wider in scope than the previous studies. This may also be considered an overview of current interactional level, difficulty areas and

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[11]Jalal Ahmad, "Pronunciation Problems among Saudi Learners: A Case Study at the Preparatory Year Program", **Journal of Pronunciation Problems among Saudi Learners: A Case Study at the Preparatory Year Program, Najran University Saudi Arabia**, Vol. 11, (July, 7, 2011): 24.

other related issues investigated with a specific group of a community where local variety variable is a presumably affecting factor in communication.[12]

The English Language is used as a foreign language in Ethiopia. Even at that, the teaching of English in schools does not start until grade seven of the education. The language of instruction and communication at all levels is the respective regional language-Amharic in Amhara region and Afan Oromoin Oromia region. Government businesses are mostly conducted in the regional languages. It is observed that circulars are usually written in the native language in the universities. Though stated that the language of instruction from higher grade to the university level is English, most in digenous lecturers still deliver their lectures in their native language. This is because some are not proficient in the English Language having gone through the same system, and the students who all through their lives have been using their native languages are unable to understand lectures delivered in English. This is the shock of most expatriates in Ethiopia who run into the problem of being understood by these students.

Some of the students and teachers who can speak English render some pronunciations inaccurately. This could be attributed to the earlier teachers of English in Ethiopia and the influence of the sound system of the native language which they use for everything. This is possible because a learner may encounter sounds in English that are not part of the sound inventory of the learner's native language. Thirdly, difficulties may also arise because the rules for combing sounds into words are different in the learners' native language. As a result of these difficulties, the native language affects not just the ability of the learners to produce English sounds, but also their ability to hear the sounds.[13]

As expected, this article contributes to teachers working with English language learners in the areas of pronunciation variations. Teachers may adopt specific pedagogical strategies for helping students achieve their highest potential through a well-considerate instructional design that integrates information regarding pronunciation variations facing ESL students. To begin with an understanding of ESL students' pronunciation variations, teachers are capable of dealing with students' difficulties and problems in learning English articulation. Clearly, teachers' knowledge

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[12]Muhammad Azizul Hoque, "Problems of Pronunciation for the Chittagonian Learners of English: A Case Study", **Journal of Education and Practice**, Vol. 2, No. 6, (January, 2011): 1-2.

[13]Ojo, B. J & Umera-Okeke, Nneka, "English Pronunciation Errors: A Case Study of Amhara and Oromia Regions of Ethiopia**", English Pronunciation book**, Vol. 1, No. 1, (May, 1999):160-161.

about pronunciation variations of diverse population has a great impact on ESL students' pronunciation improvement no matter inside or outside the classroom.

Considering the positive effects of understanding ESL students' pronunciation variations, the author recommends teachers to take an in-depth look at differences of sound patterns between standardized English and languages other than English for helping students enhance English pronunciation, further promoting their English instruction. Additionally, the author encourages schools to provide teachers with professional workshops in which teachers are likely to learn how to distinguish between different pronunciation patterns and how to improve ESL students' pronunciation on the target English sounds. As a whole, the exploration of diverse pronunciation variations is expected to move ESL instruction forward to an advanced stage where language diversity is respected and students' language challenges are solved eventually.[14]

To promote the eagerness in teaching and learning English pronunciation in school, a case study is conducted to find out the difficulties teachers and students face in teaching and learning English pronunciation and their wants in teaching and learning English pronunciation. The findings will usefully support the improvement of teaching English pronunciation and encourage students to learn English pronunciation for communicating successfully.

1.2 Objectives of Study

The Objectives of the study are as follows:

1.2.1 To study the level of English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok.

1.2.2 To study of the problems in studying English pronunciation skill were found from the language syllabus, textbooks and teaching aids, testing and evaluation systems, and teaching techniques of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok.

1.3 Statements of Problems needed to Know

1.3.1 How does the Primary School Students grade 4-6 at Wat Maiyainui School in Bangkok study English pronunciation skill?

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[14]Liang-Chen Lin, "Understanding Pronunciation Variations Facing ESL Students", **International Journal of Humanities and Social Science**, Vol. 4, No. 5, (March, 17, 2014): 19.

1.3.2 What are the problems in studying English pronunciation skill resulting from the language syllabus, textbooks and teaching aids, testing and evaluation systems, and teaching techniques of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok?

1.4 Scope of Study

The study is aimed for the research to solve of the English pronunciation skill of Primary School 76 Students grade 4-6 at Wat Maiyainui School, Thonburi, Bangkok. The study is divided into four scopes as the following:

1.4.1 There are 5 key informants of English pronunciation skill.

1.4.2 The scope of the content which focuses on the study of the English pronunciation skill of Primary School Students grade 4-6 at Wat Maiyainui School in Bangkok.

1.4.3 The scope of the area focuses on Wat Maiyainui School, which is located in Thonburi, Bangkok.

1.4.4 The scope of the population focuses on 76 students by using questionnaires and testing vocabulary with 15 students, grade 4-6 at Wat Maiyainui School, Thonburi, Bangkok.

1.4.5 The scope of time focuses on taking time to study within the November 2015-February 2016.

1.5 Definition of the Terms

1.5.1 **English Pronunciatio**n refers to sound of English consonants, vowel, stress and intonation defined as the level of understanding comes from the interaction between the words that they study.

1.5.2 **Primary School students** refer to grade 4-6 means the students at Wat Maiyainui Thonburi, Bangkok.

1.5.3 **Improvement** refers to encourage and enhance the English pronunciation skill to be better and effective correct pronunciation.

1.5.4 **New Express English** refers to textbooks as 4-6 by curriculum of Primary School grade 4-6 at Wat Maiyainui in Bangkok.

1.5.5 Skill refers to the ability; coming from knowledge means students grade 4 – 6 at Wat Maiyainui Thonburi, Bangkok.

1.6 Expected Benefits

The results of find expected to be beneficial for the research are mainly aimed to study of English pronunciation skill of Primary School students, grade 4-6 at Wat Maiyainui School in Bangkok. The obvious expectations of the study can be divided into two major points as the following:

1.6.1 To know the English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok.

1.6.2 To know the problems in studying English pronunciation skill resulting from the language syllabus, textbooks and teaching aids, testing and evaluation systems, and teaching techniques of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok.

Chapter II

Review Literature

This chapter reviews studies of the importance of pronunciation training, awareness raising, positive attitude and motivation that affect learners' acquisition, and discusses how language learning strategies help learners improve their pronunciation in the target language and lead to confidence in speaking. Discussions of English language studying in Wat Maiyainui Primary School are also presented.

This study is an action research investigation to know English pronunciation skill and communicative competence for Wat Maiyainui students who are studying English in School. This study investigated English pronunciation skill and language learning strategies, how they influenced the learning behavior of students studying English and improved their speaking confidence. The purpose of study was to know students' pronunciation and spoken intelligibility. The action phases showed the implications of the importance of pronunciation training in the Thai context and the usefulness of dictionary usage to help learners to improve their competence and to have more confidence to speak English which is the pronunciation learning strategies in this study and those of other researchers.

The Information which will be reviewed literature and search of a study of English pronunciation skill: a case study of primary school students grade 4-6 at Wat Maiyainui Primary School in Bangkok 2016, concerning and following topics that as repeated.

2.1 Research relevant to problems in studying English pronunciation skill

2.2 Approaches in studying English pronunciation skill

2.3 Textbook and studying aids for studying English pronunciation skill

2.4 Testing and evaluation of English pronunciation skill

2.5 Lerner's strategies in studying English pronunciation

2.6 English pronunciation skill syllabus design

2.1 Research relevant to problems in studying English pronunciation skill

A lot of people who researches into concerning with teaching and learning English pronunciation for Thai students, as found out broadly are why the majority of Thai students are often unable to usable to use English effectively. However, I am one in that to be going to research about study the difficulties in teaching and learning English pronunciation.

According to The previous research studies mentioned above confirm the roles of native language, age, experience in studying English, phonetic ability, attitude and identity, and motivation and concern for good pronunciation in studying a language as important factors affecting learners' pronunciation. However, there exists a rigorous on-going debate between scholars and researchers from different context of language learning and teaching, propounding various versions of implications and cautions in teaching pronunciation.

This calls for more studies focusing more specifically on a specific context to support the main tenets of progressive language pedagogy.[1]
Although some researchers believe that all learners have the same capacity to learn a second or foreign language because they have learned their first language, a number of English foreign language teachers have difficulties in improving the students' pronunciation problems.

Based on the observation of the students of Prathom Sueksa 4 at Assumption Convent Lamnarai School, when pronouncing English vocabulary and the research reviewed earlier, the students obviously had a problem of pronouncing of a final /-l/ sound. This study attempted to develop a Computer-Assisted Instruction Program (CAI program) for improving the students' pronunciation ability. Lastly, the students' reactions to the use of CAI were gathered through the interviews.[2]

Although research studies on pronunciation skills and speaking are common within English as a second and foreign language, the research of this line with Thai learners seems to be marginalized.

Pronunciation must be viewed as more than correct production of individual sounds or isolated words. Instead, it must be viewed as a crucial and

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[1]Ibid., Khamkhien Attapol, "Thai Learners' English Pronunciation Competence: Lesson Learned from Word Stress Assignment": 759.

[2]Warisara Yangklang, "Improving English Final /-l/ Pronunciation of Thai Students Through Computer-Assisted Instruction Program", **Degree of Master of English Language Studies**, (Major English Language Studies: Suranaree University of Technology, 2006), P. 10.

integral part of communication that should be incorporated into classroom activities. Teachers can help students by highlighting elements such as sounds, syllables, stress and intonation; they will know what to focus on and can build upon this basic awareness.

Amongst these studies focusing on pronunciation skill is receiving more attention in many EFL classrooms since it is recognized that students should primarily acquire as a fundamental skill because it can affect accuracy and comprehension.

The number of English consonants is a lot great dial of the Thai consonants. Sounds of English which do not exist in Thai are likely to pose a great challenge for Thai learners of English to utter. Possible solutions for the Thai to tackle the difficulty are to use their Thai phonetics in place of the English sounds or to omit the target sounds completely. With careful consideration on the differences between the two sound systems, Thai learners of English can make a lead to a better pronunciation and to successfully speak English with a better confidence.

This section provides a description of factors which contribute to students' pronunciation competence. Studies concerning English pronunciation competence of Wat Maiyainui Primary School students are presented.

The following literature review examines the research regarding the impact pronunciation issues can have in the work place and daily life. Next, the factors that influence a non-native speaker's intelligibility are investigated, followed by an overview of the features of pronunciation.

Research by Derwing and Rossiter indicates a large number of non-native speakers of English may speak in a way that affects intelligibility. Derwing and Rossiter surveyed 100 non-native English speakers, ranging in age from 19-64, and found more than half believed pronunciation contributed to their communication problems, with 42 listing it as the primary cause of their communication problems. In addition, 37 of those surveyed stated that they often had to repeat themselves.

Negative effects on esteem might not be limited to the self: Lack of intelligibility can also negatively influence estimations of a speaker's credibility and abilities. Vitanova and Miller found that lack of confidence, frustration, and even depression, are often the emotions that drive learners to the pronunciation classroom.[3]

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[3]Leah Tweedy, "Discovering Factors Thai Influence English Pronunciation of Native Vietnamese", **Master of degree**, (The faculty of Humanity: Hamline University, 2012), PP. 9-10.

Thai teachers of English view the problems involving themselves, curricula and textbooks, assessment, and other factors supporting teaching success at a moderate level. They see a high level of problems resulting from students' lack of exposure to English and insufficient background of the language. Students' lack of perseverance in practicing or seeking more opportunities to practice the language also contributes to their lack of confidence in using language for communication.[4] To identify the causes of difficulty teaching English the research shows that though English is encouraged at school, is a lack of sufficient support. So teachers have to try their best under these conductions. Moreover, there are also problems of students' low motivation, class size limitation of study hours and of necessary materials. The suggestive statistical is gnificance found between the respondents' age and rating of their teacher training calls for further research on how pronunciation is dealt with in teacher training at present and how it has changed over the years due to curriculum developments in teacher training programmers.[5] The finding about class size and students' motivation is in accordance with research of Arunee Wiriyachitra that shows that over-sized classes do not encourage a learning atmosphere and results in low motivation of students.

In tandem with the growth of English, new varieties of English have sprung up and developed all over the globe. It should be noted that although these new English's differ from the traditional varieties in a number of ways, the difference is most conspicuous in the area of phonology, which maintains distinctive features even in the educated sub-varieties.

Surrounded by various controversies, ESL teachers have often been tempted to take the path of least resistance, dismissing pronunciation as being unimportant or unreachable, paying it mere lip service as attention is diverted to more 'essential' or 'tidy' areas, or dealing with it in a rather ad-hoc and unprincipled manner. In the event that pronunciation is given sufficient emphasis in the curriculum and classroom, it is often taught with a rigid adherence to prescribed norms, which usually means native norms. I would like to briefly examine a couple of these common responses in greater detail, through a consideration of whether pronunciation should be taught, and if we should adhere to a native-speaker model.

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[4] Sripathum Noom-ura, "English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs", **Journal of English Language Teaching**, Vol. 6, No. 11, (October, 10, 2013): 146.

[5] Elina Tergujeff, "The English Pronunciation Teaching in Europe Survey: Finland", **Apples-Journal of Applied Language Studies**, Vol. 6, (July, 2012): 34.

If pronunciation issues are so fraught with controversies, and if there are perhaps aspects of one's accent that are not easily amenable to change, is there any justification to focus on pronunciation in the classroom? Although the effectiveness and benefits of pronunciation teaching have not been conclusively proven, this merely echoes the general pattern for other components of language learning, and may be partly attributed to variations in research, from sampling and settings to mode and focus of instruction.

Today, English is widely regarded as a global or international language, and this undoubtedly implies that there is a need for people to understand each other's English. While pronunciation is admittedly only one of several factors contributing towards intelligible speech, 'error gravity' research, which has attempted to isolate the role of particular linguistic features relative to others in the determination of intelligibility and the interpretation of meaning have consistently pointed to the importance of pronunciation.[6]

Refer the activity-based approach is in a learner-centered classroom, students are actively learning and they have greater input into what they learn, how they learn it, and when they learn it. This means that students take responsibility of their own learning and are directly involved in the learning process.[7] Some researchers have conducted studies about the effect of teaching aids on student's listening and speaking ability. Kriengsukdi Sayanondh's study as cited indicates in his research that student's lack of ability to understand spoken English results from insufficient and inappropriate training in sound system of English. Wanapan Sawangnete quotes the others' research results stating that the problem comes partly from a lack of teaching aids such as cassette players, tape recorders, and sound laboratories.

The pronunciation skills of advanced Finnish learners of English, university students of English) have been recently studied by Lintunen. Lintunen's study, which was restricted to segmentals, reveals that even advanced Finnish learners of English make systematic errors (or, deviations from the standard) in their pronunciation. This result led Lintunen to suggest that pronunciation is not given enough attention in

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[6]Joanne Rajadurai, "Pronunciation Issues in Non-Native Contexts: A Malaysian Case Study", **Ph.D. associate professor**, (The faculty of Humanity: Universiti Teknologi Mara, 2014), PP. 43-45.

[7]Xingxing Li, Patchara Varasarin, Janpanit Surasin, "A study of an activity-based approach to improve student's pronunciation at the tourism cultural Yunnan University, China", **HRD Journal**, Vol. 5, No. 1, (June, 2014): 75.

school teaching. However, this critique aimed at teachers is only based on the learners' pronunciation skills, not on any empirical work on EFL teaching, teacher surveys or the like. Thus, Lintunen's study raises questions regarding how English pronunciation teaching is carried out in Finnish schools if the learning results are found fault with. This paper, part of my ongoing Ph.D. project, aims to shed light on this question and to fill the research gap in English pronunciation teaching in Finland. A special interest is taken in both teaching methods and the contents of teaching.

2.1.1 Classroom Observations

The teachers knew that the classes were observed for research purposes, but the focus of the observations was revealed to them only after the period of observation, in order not to influence their teaching and behavior in class. They did not know whether the focus of the observation was on them or their pupils.

2.1.2 Cases

The teachers were chosen for this study so that they would represent teaching at all school levels from basic education to upper secondary school. I also wanted to observe teachers from both small and bigger schools in terms of teaching group size, as a larger teaching group is sometimes named as a factor that makes pronunciation teaching difficult.

2.1.3 Data Analysis

Analysis of the classroom observations began by excluding material that represented general oral skills teaching instead of specific pronunciation teaching. In drawing the line between these two, the same criterion was used as in the textbook analysis by Tergujeff: specific pronunciation teaching explicitly directs the learners focus towards pronunciation. Due to this definition, recasts see Nicholas, Lightbow & Spada, for example were not counted as pronunciation practice. However, reading aloud tasks were included, as they were not seen to serve any other (e.g. communicative) purpose than pronunciation practice.[8]

Most of the previous studies are based on auditory perception and descriptions on segmental features and supra segmental features. In the production of vowel sounds, the articulators do not come very close together, and the passage of the airstream is relatively unobstructed.[9] These also finds that the most important

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[8]Elina Tergujeff, "English Pronunciation Teaching: Four Case Studies from Finland", **Journal of Language Teaching and Research,** Vol. 3, No. 4, (July 2012): 601-602.

[9]Kang Shi-hui, Zhang Hong-Zhen, "Differences of Vowel Pronunciation in China English and American English: A Case Study of [i] and [i]", **Ph.D. associate professor**, (Humanities and Development Studies: China Agricultural University, 2013), P. 155.

teaching aid is visual instruments and quotes two research results to support these ideas. The first research, find that the use of visual teaching aids obviously improved the students' learning and the second research finds that pictures greatly encourage students to study language skills. This is really important and is consistent with this topic.

Teaching pronunciation is fundamental to teaching speaking. Therefore, it is necessary that teachers pay a good attention to pronunciation. To be effective in teaching pronunciation, a teacher needs to have a good knowledge about the sound system of the language, good background knowledge about the pedagogy of pronunciation, and some information about his learners and their backgrounds.

Adults learning a second language tend to have a foreign accent while children succeed in most cases to achieve a native-like pronunciation. This is explained by the Critical Period Hypothesis, "which explains how languages are learned differently by children and adults as a result of the maturation of the brain."[10]

Patchara Varasarincoduted research on the learner perception was that the training had improved their pronunciation and increased overall their self-confidence in speaking English. Mentioned he said: "I continued teaching pronunciation as my second job after I finished my Master's degree, which was in the area of English language teaching. I found that students were happy to learn about the articulation of sounds and symbols. Staff reports were positive though they claimed that they needed more practice and I agreed that practice was the way to improve."[11] A lot of these are the things support to be perfect on my research.

The first cause of problems they present is the direct cause of the physical and relational differences between the learner's native language and the target language. The speaker faces the demanding task of learning the actual allophonic realizations of sounds though articulator processes and connecting the phonemes according to the rules of the target language rather than the learner's native one. As

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[10]Hamada Hacene, Dr. "Pronunciation Practice and Students' Oral Performances A Case Study of Second Year English Students at the University of Constantine", **Dr. Language Teaching and Methodology**, (Applied Linguistics and language Teaching: University of Constantine, 27, 2014), PP. 42-43.

[11]Patchara Varasarin, "An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence", **Degree of Doctor of Education**, (Faculty of Arts, Education and Human Development: Victoria University, 2007), PP.4 - 197.

many of the fricative sounds are absent in Finnish a second language learner has to begin his or her pronunciation training by learning the missing sounds.

The second set of problems is created by the interrelationship between the spelling and the pronunciation of the words in English. This issue arises from the written form but is actually morphophonemic: the wrong phonemic interpretation is given to the orthographic form; this problem is shared by all foreign language speakers of English and is due to the nature of language learning: learning from books rather than auditory input.[12]

There are types in communication by following Jack C. Richards' research "Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require different kinds and levels of preparation and support, and different criteria must be used to assess how well students carry them out."[13]

It can show by using the following way:

1. [Listeners take] in raw speech and hold a phonological representation of it in working memory.

2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.

3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.

4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning. A thing they make communicative activities ten to be more effective in teaching these four skills since mean scores of the experiment group and controlled group are significantly different.

Shaw's study used a questionnaire to investigate the attitudes of 170 Singaporean, 342 Indian and Thai students to the four language skills: reading, writing, listening, and speaking as following data compared their attitudes to the four skills.

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[12]Minna Marika Timonen, "Pronunciation of the English Fricatives: Problems Faced by Native Finnish Speakers", **B.A. Essay**, (The faculty of humanities: University of Iceland, 2011), P. 10.

[13]Jack C. Richards, "Eaching Listening and Speaking From Theory to Practice**", Book layout services: Page Designs International**, (Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo , First published, Cambridge University Press, 2008); P. 39.

Pronunciation includes features such as stress, rhythm and intonation (aspects of prosody). These features need to be taken into account when it comes to looking at the learning outcome. However, this degree paper will not focus on stress and intonation, as the aim is to pinpoint certain English speech sounds/phonemes that seem to pose a problem for Swedish students learning English.

So why teach pronunciation? The goal in the L2 classroom has to be to help students in their English language development so that they will be prepared and comfortable in an English-speaking environment. For students to gain a level of language proficiency where they are communicative and can participate in conversations as well as be able to take in information in the L2 language, students need to be aware of pronunciation. The ultimate goal therefore should, according to us, be native-like pronunciation, although this goal is most likely impossible to reach and is not in effect a realistic result. [14]

According to Shaw, most Thai students realize that speaking skill which includes oral fluency and pronunciation is their worst skill but still they want this skill to be their best skill.

The thing can confirm this research as Kanjana Jongutsah and Suleerat Pattranon's studies. These tokens are then embedded into a carrier phrase that alternates in language. The carrier phrase is generally referred to as the "base language" or "precursor language" and the embedded token as the "guest language"; Examples from the literature. [15] States that speaking skills of secondary school and high school students countrywide is at a very low level due to the use of Thai language in teaching English; some research which conducts researching in the area of the language syllabus.

"Pronunciation is becoming increasingly recognized as a crucial area for language learners. Comprehensibility from speaker to listener has the power to build confidence and can influence others perceptions of the speaker's credibility." [16]

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[14]Mathias Börjesson, "The Pronunciation of English by Somali L1 students in Sweden Testing indications of phonetic transfer through Error Analysis and Contrastive Analysis", **Bachelor's Degree Essay Project**, (Departments: Dept of Languages and Literatures/English: University of Gothenburg, 2013), P. 12.

[15]Barbara E. Bullock, Almeida Jacqueline Toribio, Verónica González, and Amanda Dalola, "Language Dominance and Performance Outcomes in Bilingual Pronunciation", **M.A. Cascarilla Proceedings Project**, (Proceedings of the 8th Generative Approaches to Second Language Acquisition Conference, the Pennsylvania: State University, 2016), P. 10.

[16]Ibid., Leah Tweedy, "**Discovering Factors Thai Influence English Pronunciation of Native Vietnamese**" (The faculty of Humanity: Hamline University, Vietnam, 2012), P. 1-2.

Namtip Aksirnkool's study states that the failure of English as a foreign of English as a foreign language instruction in Thailand is the result of unrealistic goals that are not relevant to students' needs, inefficiently trained teachers and in teacher and in teacher training, over-emphasis on achievement tests, and the failure to recognize the relationship between skill in the mother tongue and those and those of foreign language and the fast research as Xu Chongning "English pronunciation and intonation are vital basic skills that remain hard to master."[17] He show in his research that the inability of students in using English is because of an absence of agreed objectives or a planned program, uncertainty about teaching methods, and inadequate teaching materials, all of each researches which is collected to be an information uses writing the thesis go on.

2.2 Approaches in studying English pronunciation skill

A lot of teachers come to teaching English to foreign students; one of the burning issues is what variety of English. Many educational institutions use student books that rely heavily on receive pronunciation (RP) there are both British and American English which match with my research study about the difficulties in teaching and learning English pronunciation partly arise from inappropriate teaching approaches and techniques, teaching approaches used in pronunciation as teaching are necessarily discussed. English as a foreign language (EFL) id studied as one of many foreign languages and serves little communicative function for students. They have few chances to use or practice English in real situations and if they have, they, mostly, are unsuccessful in communicating what is necessary in the future.

Accounting to The process of learning English is interconnected. This means that each area of the language that is being taught helps improve other aspect of the language. Pronunciation and listening comprehension are linked together by a unified system within which individual sounds are systematically related. Students need this sense of a system in order to make sense of the separate pieces (Gilbert, 1984). If the students' English pronunciation skills are improved, clearly their listening skills and speaking skills become more refined. Spelling skills are also improved when the knowledge of English pronunciation has been increased.

The argument that learning strategies are teachable also helps to break the myth that some learners have an aptitude for languages and thus achieve high

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[17]Xu Chongning, "Studentts Feedback to Their Pronunciation Learning", **Teaching English in China-Celea Journal**, Vol. 32 No. 5 (Oct. 2009): 38.

language proficiency without too much effort. This preconceived notion may demotivate underachieving learners so much that they give up learning and teachers seem not to play a significant part in the language classroom.

Pronunciation practice is also important for the students who plan to study abroad or are currently living abroad. Increasing their pronunciation skills beforehand can build confidence and make them feel less reluctant to venture out to speak English. Students' personal attitude and self-esteem are major factors in improving English pronunciation. It is not merely exposure that matters, but how the students respond to the opportunities of listening to English spoken by a native speaker or of speaking themselves of Ken worthy.[18]

The importance of English as a world language and the advance of technology and education reform envisaged by the Thai Constitution are the key determinants for new developments in English language teaching and learning in Thailand in this decade.

Another approach in teaching English pronunciation is the communicative approach that has been applied in teaching English for many years. Annette Dowd, John smith and Joe Wolfe's study "we stress that these are not measurements of formants. The resonances are thought to be responsible for the formants and so considerable similarities are expected, but the frequency values need not be the same."[19] Propose the way to successfully applied communicative approach to pronunciation teaching that pronunciation must be presented to students beyond the individual sound and word levels and linked to meaning at the discourse levels through tasks or through tasks or communication activities.

Teaching English pronunciation covers a range from basic sounds (vowel and consonant), syllable structure, word-accent, to stress, intonation pattern, and rhythm etc. In the present study, the participants' problems with English consonant sound production were the only area investigated.

Based on the findings of the research, some suggestions are given below which may help teachers and students in reducing student difficulties in pronouncing problematic consonant sounds:

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[18]Ibid., Patchara Varasarin, "An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence", PP. 12-18.

[19]Annette Dowd, John Smith and Joe Wolfe, "Learning to pronounce vowel sounds in a foreign language using acoustic measurements of the vocal tract as feedback in real time", **B.A, Research School of Physical Sciences and Engineering**, (Department of Electronic Materials Engineering: Australian National University, 28, 2052), P. 8.

1. Awareness is the first step of learning.

Teachers should make learners aware of the importance of English pronunciation within English language learning programmers, as well as in English language communication. The learners should be given a basic knowledge of sound system of English, phonetics and phonology, IPA symbols, etc. If the learners have phonetic and phonological awareness of English, they will be able to guide themselves towards correct pronunciation of a particular sound or word.

2. The teacher should conduct a students' needs analysis test regarding pronunciation.

According to the needs of the learners, the teacher should develop some appropriate materials and strategies to practice in the class to reduce the learners' problem(s).

3. Unfamiliar sounds

Unfamiliar sounds-which do not exist in the learners' mother tongue-should be identified and practiced in the classroom.

4. A systematic practice

There should be a systematic practice of IPA symbols.

5. Minimal pair drills should be used to distinguish between similar or problematic sounds in the target language.

This is a technique introduced during the Audio-Lingual period to help the students differentiate between the similar or problematic sounds in the target language through listening discrimination, and aural practice.

6. The teachers

The teachers can also use tongue twisters-a technique from speech correction strategies. (e.g., "she sells seashells by the seashore")

7. The students

The students can be provided a listening model by the teacher or some electronic devices, such as a tape-recorder or CD, and then asked to repeat or imitate it. This is a technique introduced in the Direct Method.

8. Learn pronunciation

The students should be given enough instructions or opportunities to learn pronunciation within English language courses. Finally, it is suggested that the students listen to or watch recorded English materials such as recorded talks,

speeches, news, movies etc. They should always try to communicate in English with friends, teachers and relatives without any hesitation.[20]

Very often communication uses speaking as the tool for transferring information, ideas and attitudes to the listener. To build up students' speaking abilities, Muhammad Akram said "English has forty four phonemes; twenty four consonants, twenty vowels and diphthongs. English has twenty six letters used to represent all the forty four phonemes."[21] Suggest that on-going attention usually be given to pronunciation rather than devoting a specific lesson to it. As cite some information the following way: John Levis Kimberly LeVelle "Reverse linguistic stereotyping is the complementary process: listeners attribute a speech style to a speaker based not on what they hear, but on what they believe is the speaker's social identity"[22], in addition, recommend teachers to give little attention to pronunciation in the main course but mark down significant problem areas to forewarn them what they need to concentrate on with regard to pronunciation.

The two smallest meaningful segments that can be contrasted in English are vowels and consonants. I will first examine and contrast the learners' vowel segments with General American pronunciation and afterwards I will do the same with the consonants.

9. Segmental Features: Vowels

A vowel is an unobstructed sound produced by unimpeded airflow that moves up from the larynx and out through the lips. Two important features of English vowels are that they are voiced and they also have length. Jones established eight reference points called "Cardinal Vowels", which are based on the distinct vowel sounds produced depending on the position of the tongue, the rounding of the lips and the "openness" of the jaw.

The learners consistently preferred to use /u:/ in place of /ʊ/ throughout the dialogue. For example, in Appendix B line 2, Learner A pronounces "good" and

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[20]Jalal Ahmad, Dr. Mohammad Muhiburrahman, "Teachers' Perspectives on Errors in English Consonant Sounds by Saudi EFL Learners", **Asian Journal of Humanities and Social Sciences (AJHSS)** Vol. 1, Issue 3 (November. 2013): 160–162.

[21]Muhammad Akram, Abrar Hussain Qureshi, "Problems in Learning and Teaching English Pronunciation in Pakistan", **Ph.D. Scholar Linguistics & Lexicography**, (Department of English: Bahauddin Zakariya University, 2012), P. 45.

[22]John Levis, Kimberly LeVelle, "Proceedings of the 3RD Annal Pronunciation in Second Language Learning and Teachinhg Conference", **M.A. Pronunciation in Second Language Learning & Teaching**, (Department of English: Iowa State University, September, 2011), P. 12.

"would" as /gu:d/ and /wu:d/ in the second line of the dialogue. The /u:/ is a high close back and rounded cardinal vowel while the /ʊ/ is slightly more towards the front and slightly less rounded (usually termed a "near-close near-back vowel"), with a tongue and mouth articulation somewhere between a schwa and the long vowel /u:/. The Japanese learners are probably unable to pronounce the /ʊ/ sound due to the absence of a similar /ʊ/ sound in the Japanese language. The relative lack of high central vowel sounds in the Japanese language means that the learners are faced with one of two options when trying to pronounce this phoneme. They may move the tongue to the high back position and pronounce a /u:/ or they could drop the tongue and open the mouth slightly more and pronounce a schwa. Since the /ʊ/ sound is slightly closer in position to the /u:/ (And therefore approximates the /ʊ/ sound slightly better) the learner chooses the /u:/ sound.

10. Segmental Features: Consonants

Many of the consonants in Japanese are produced in the same manner as in English; there are key differences in terms of aspiration and tongue position that result in some significant points of contrast between standard American English versus Japanese pronunciation of English. The recorded dialogue highlights the results of these differences in the expression of plosives and in the expression of /l/ and /r/.

The students' use of plosives in the final word position differed significantly from that of native speakers, most notably in the case of /d/ and /t/ as well as /k/. For example, Learner B pronounced "bad" as "bæt" and missed the final "t" in "just" by pronouncing it "dʒəs". Learner B pronounces the final "d" in "good" as a "t", thus giving us "gu:t". He also fails to pronounce the final /k/ sound in "like" when asking, "Would you like something to drink?" This problem likely stems from interference from the L1. Although Japanese shares similar plosive sounds as English /t/ and /d/, aspiration for these plosives is typically only weakly made in word- initial positions and aspirated elsewhere. Another significant factor is that consonants, /d/, /t/, and /k/ are never found in the final position in Japanese, which would instead be followed by a vowel. Without any vowel sound to follow these plosives, however, the students must work extremely hard to halt their speech and for this reason, they may be exaggerating aspiration or stifling it.

For teaching word and sentence stress, a multitude of approaches are available. Discusses how stress can be integrated into overall course material by showing how native speakers use stress to provide contrast or for agreeing or disagreeing. Showing examples of how different placements of stress can convey or

confuse meaning might also help motivate students to examine this issue independently. Students might also be tasked with identifying stress in recordings of native speakers in order to contrast and analyze their own speech. Hahn (ibid) also recommends using longer discourse recordings than those normally given in textbooks, which will also help learners understand how to de-stress old information.[23]

To each pronunciation communicatively, refer some Researchers as Huang Jianbin and Yuan Fang at home and abroad regard phonetics as an important part of speaking, reading, writing and listening experiences; an essential system that learners use along with other kinds of information."[24] Points out that clarity which refers to the care with witch which sounds are articulated, might not be the desirable goal in pronunciation teaching. Despite the fact that the pronunciation is less clear and less deliberate, it is more natural and no less comprehensible. According to Brown's suggestion, many teaching approaches and techniques are adopted. The English education in Japan still remains very grammar oriented. This also makes Henna Paakki said "the comparison interesting, as it is possible to compare the effect of change in the Finnish education system on the language learner."[25] As cited, however, gives a different view on pronunciation teaching. He writes that pronunciation, though, always be integrate into all aspects of language, should be given a separate class or it does not to get taught at all, because many teachers leave it to the end or totally neglect it. Once pronunciation is given its own class and taught communicatively, it can be, for teachers, easily taught; for students, they found that it is important for their language learning no limit.

In looking at recommendations for teaching pronunciation, the researcher describes them within the context of the communicative method of teaching English that is employed in most ESL/EFL classrooms.

11. Curriculum design

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[23]Brad Smith, "Pronunciation Patterns of Japanese Learners and their Implications or Teaching", **Ph.D. English Program**, (Faculty of Humanities, Department of English: Oxford University, 2000), PP. 200-203.

[24]Huang Jianbin and Yuan Fang, "An Analysis and Evaluation of Two Pronunciation Textbooks", **Journal of English Pronunciation and Phonetics for Communication and English Phonology**, Volume 25, (October, 2013): 2.

[25]Henna Paakki, "Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese Adult Learners of English", **Master's thesis**, (English language and culture School of Humanities: University of Eastern Finland, 2013), P. 3.

Referring to curriculum and syllabus designs, Morley submits that English language programs should start by "establishing long range oral communication goals and objectives" that help identify pronunciation needs as well as speech functions and the contexts in which they might occur.

12. Focus on the sup rages metals

Several teachers/theorists took a stand by suggesting that at a very basic level if communicative competence was the goal of language learning, then it would have as one of its essential components, intelligible pronunciation. Intelligibility rather than the native-like competence valued in traditional approaches became the goal of phonological instruction. We can say that curriculum and syllabus designers need to focus on the suprasegmental features of pronunciation.

13. Academic research and classroom experiments

One particular area that needs attention is in the area of assessing ESL/EFL pronunciation. Without reliable assessment and diagnosis tools, it is very hard to quantify the effectiveness of methods or materials and get beyond opinion-based debate. Teachers are always experimenting with a variety of teaching methods and adapt, improvise and even improve on previous techniques. This tradition has to continue especially in relation to teaching pronunciation.

14. Methods and materials development

Teachers need a greater appreciation of the pronunciation difficulties faced by learners of ESL/EFL and the reasons for these difficulties, and a simple framework for understanding the situation of the second language learner.

15. Teacher training

Most teachers have been equipped with information about English phonemics: the IPA symbols, the articulation of English phonemes and sometimes with some Basic English intonation patterns. However, what is much more useful some understands of the psycholinguistics of speech perception and production, and the effects of a person's native language and literacy on their interpretation of speech.[26]

Pronunciation must be viewed as more than correct production of individual sounds or isolated words. Instead, it must be viewed as a crucial and integral part of communication that should be incorporated into classroom activities. Teachers can help students by highlighting elements such as sounds, syllables, stress and intonation. They can also improve their self-confidence in daily encounters in

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[26]Abbas Pourhossein Gilakjani, A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms, **Journal of Studies in Education**, Vol. 1, No. 1, (December, 1, 2011): 10-12.

and outside the classroom with native (and non-native) speakers by gradually building skills in listening and speaking in both formal and informal situations.

In English foreign language (EFL) situation, the disadvantage of the explicit teaching is the teachers who share the same mother tongue with their students feel extremely uncomfortable teaching pronunciation so it is safer for them more accurately to produce sound features of a foreign language by mimicry alone. This ability tends to decrease with age so that older learners gain more formal intellectualized teaching methods.

The theory's research, Luu Trong Tuan "Having been a teacher of English for several years and from my own experience of teaching English pronunciation, phonology, listening and speaking skills, public speaking subject and so on, the author of this thesis has found that students usually have difficulty to pronouncing a certain number of the English consonants since the students' English accent has been strongly affected by Vietnamese. When they encounter the English consonants, they tend to substitute the Vietnamese consonants for the English ones.[27] In teaching and learning has to practice and strategy.

In addition to Naiman, Celce-Murxia's study gives the guidelines for the communicative pronunciation teaching as follows:

1. Identify the students' problem areas

2. Find lexical/grammatical contexts with many natural occurrences of the problem sound(s).

3. Develop communicative tasks that incorporate the word.

4. Develop three or four exercises for the target sound (s).

"Researches that evaluated the effectiveness of using minimal pairs to improve the pronunciation of children, second language learners, and speakers with difficulties such as apraxia were examined in the literature."[28]

Although When identifying the students' problem areas in the first stage, contrastive analysis may then be used for predicting learners' difficulties in mastering the second language in mastering the second language or foreign language phonology. It describes the inverted two-value of two languages at all level with the assumption that significant differences between them, including sound systems, will

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[27]Luu Trong Tuan, "Vietnamese EFL learners' Difficulties with English Consonants", **Master of teaching and learning**, (Department of Linguistic: Hanoi University, 2011), P. 56.

[28]Ali K. Altamimi, "Improving English Pronunciation A mong Arabic EFL School-Age Students Using Minimal Pairs", **Master of Science in Education**, (Department of Language, Learning, & Leadership, State: University of New York at Fredonia, 2015), P. 23.

constitute major problems for the language learner, and should therefore be a major focus of attention for the language teacher and syllabus designer.

Firstly, they can improve student motivation, particularly in the monolingual environment. Secondly, they can increase learner autonomy and allow for self-assessment. Using speech analysis software to analyses student recordings can further aid the improvement of pronunciation. For example, in Dolores Ramirez Vertigo's study this software was used to provide comparative auditory and visual displays of pitch contours of both native-speakers and individual ESL students. With this, participating students were able to understand and better address their own intonation problems.

The participants were also required to listen to and provide online feedback to their peers' recordings. The study found that both the students' attitudes and pronunciation abilities improved during the course of the study. However, the participants commented that they would have liked to have had the opportunity to listen to recordings of native speakers completing the same tasks so that they could have compared them to their own.

They can be listened to wherever and whenever the student wishes, the recordings can be started and stopped to allow for listening and repeating, and sometimes transcripts are made available with the recordings. Finally, not only are podcasts a great resource for practicing pronunciation, but they can also improve listening skills, vocabulary and cultural awareness.[29]

Three primary models of action research define the steps similarly. These models of action research incorporate a process of five steps. While the models have a variety of differences, they share the steps of data collection and analysis, and taking action on an identified focus. As noted in Table 1, the Sagor Model, Kemmis and Mc Taggert Model, and Calhoun Model each are a unique variation of a four-step process.

    1. Problem Formulation
    2. Data Collection
    3. Data Analysis
    4. Action Planning

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[29]Keren Stead, "How best can pronunciation best be integrated into existing curricula?". **Master of English Project**, (Department of Centre for English Teaching: Sydney University, 2009), PP. 2-5.

Although each of the above models uses different words, in essence, they each include using data to act or react to a defined problem or area of concern.[30] According to the above models, action research can be summarized as a spiraling process that facilitates planning, acting, collecting, observing, reflecting, analyzing, reacting, and evaluating in a manner that is systematic but flexible in nature.

16. Pronunciation instruction and teachers' beliefs

For over a decade, researchers have identified a need for more teacher training opportunities in pronunciation, as many instructors do not feel completely comfortable teaching it in the English as a second language (ESL) classroom. Yet some studies suggest that ESL teachers' beliefs and practices are generally in line with current pronunciation research, at least in North America and in the UK. These teachers tended to prioritize prosodic features, according to what they had learned in their graduate education programs.

Similarly, British teachers questioned by Burgess and Spencer reported making use of a number of strategies to deal with pronunciation problems, including the phonemic alphabet, drills, chanting, drama, and role-play. Suprasegmental features like intonation and stress were seen as highly important, as well as certain segmental aspects (e.g., voicing, schwa, clustering, and linkage phenomena) and their relationship to suprasegmentals. Stress, rhythm, and intonation were regarded as main areas of difficulty for students. The main activities used by the four instructors observed were listen and repeat tasks, and teachers often corrected their learners or pointed out the correct pronunciation of words. Read-aloud tasks and phonemic script were sometimes used by two of the teachers, but other types of activities were rare.[31]

The investigator stated the objectives of keeping diaries for students were to:

1. Record students' experiences, problems and suggestions in language learning

2. Negotiate learning activities to be done in the following week

The investigator set guidelines for students to write as follows:

1. What did you study this week?

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[30]Beth Lynne Brown, "Improving Teaching Practices through Action Research", **Doctor of Philosophy**, (the Virginia Polytechnic, Professional Development: State University, 2002), P. 11.

[31]Larissa Buss, "Pronunciation from the Perspective of Pre-Service EFL Teachers: An Analysis of Internship Reports", **Ph.D. Research**, (Department of English Pronunciation in Learning and Teaching: Concordia University, 2012), P. 256.

2. What activities did you do?

3. What activities do you like and dislike? Why?

4. What problems and difficulties did you find?

5. What activities would you like to do next time?

These guidelines were used throughout the study in order to maintain consistency of format.[32] All of activities they use for interesting issue suggested by students.

If teachers are asked to implement change, they may suffer cognitive and emotional strain because it moves away from what they are accustomed to doing. If they attempt to change their methods, they are required to persuade students, colleagues, parents, and school boards to accept new behavior as normal and desirable. To avoid complete refusal to change, Tyack and Tobin advise that reform efforts be designed according to local needs and knowledge[33]

When differentiating the Thai sound system, as the first language or L1, and English sounds system, as the second language or L2, CA descriptions can be referred to consider which sounds are relevant for pronunciation teaching. For instance, the /b/, /d/, /g/, and /l/ sounds, which are relevant for pronounced only in the initial position in Thai but both in initial and final position of English, should be taught. In addition, new consonant sounds such as θ ð ʃ tʃ and English vowel sounds, which are a little bit different in the height of the tongue position and the state of the lips, should be presented, too.

The description task followed a completely spoken format, whereas the reading activity represented a written text that had to be interpreted orally. It was believed that the results obtained in these two tasks would support and complement each other, in that they differed in several ways. On the one hand, the photo description task was of a more spontaneous nature, as the subjects had no time for planning and had to improvise; also, in this activity affective factors played an important role, as signs of anxiety and hesitation more naturally occur in this kind of production. On the other hand, the reading task was of relatively controlled in nature; the students were able to see the written version, although the written text,

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[32]Boonchiyo Maneerat, "The Effect of Negotia of Learning Activities in the English Class on M. 4 Students' Motivation to Learn English", **Master's thesis**, (Department of English Teaching: Mahidol University, 2005), P. 25.

[33]Brigid Moira Burke, "Rituals and Beliefs Ingrained in World Language Pedagogy: Defining Deep Structure and Conventional Wisdom", **Journal of Language Teaching and Research**, Vol. 2, No. 1, (January, 2011): 4

in addition to potentially offering help in pronunciation, may also have had an adverse effect here, given the lack of transparency between spelling and pronunciation in English.[34]

In reference to Amanda A. Baker, John Murphy said: "Studies of second-language (L2) teacher cognition contribute to an expanding and vibrant domain of contemporary applied linguistics research. Central to teacher cognition research are investigations of "the thought processes of teachers."[35]

"Turki A. Binturki's study which is important to highlight the difficulties in pronunciation that are specific to Arabic speakers and to not assume they will make the same errors as other English learners from other L1's which this study will attempt to accomplish."[36] suggests a teacher, if deciding the learners can benefit from acquaintance with the phonetic systoles, to present them in their class. Individual teachers should also decide of specialized terminology (such as voiced/unvoiced sounds, weak forms, stressed syllables) is essential for learners. If the student is going to study phonology in any depth, the time spent on learning such technical terms should be justified.

According to Carina Bauman said, the Asian immigrant who comes to this country with nothing and achieves success by dint of intelligence and hard work is the archetypal American success story, and 'this miracle is the standard depiction of Asian Americans in fact and fiction, from the news media to scholarly books to Hollywood movies'. Of course, the Model Minority stereotype ignores the long history of vicious and demeaning stereotypes of Asians in America, and the negative stereotypes that still co-exist with the Model Minority image.[37]

No matter what the selected teaching approach is, activities that be used in teaching pronunciation are listening activities. Listening activities, listening comprehension generally goes along with teaching English pronunciation, as it is the perceptive process of the productive process respectively and correspondingly.

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[34]Yolanda Joy CalvoBenzies, "Advanced Spanish University Students' Problems with the Pronunciation of English Vowels. Identification, Analysis and Teaching Implications", **B.A. of Language Teaching**, (Department of English Practice: Universidad de Santiago de Compostela, 2014), P. 41

[35]Amanda A. Baker, John Murphy, "Knowledge base of pronunciation teaching: staking out the territory", **TESL Canada Journal**, Vol. 28, No 2, (August, 29, 2011): 29.

[36]Turki A. Binturki, "Analysis of Pronunciation Errors of Saudi ESL Learners", **Master of Arts Degree**, (Department of Linguistics: Southern Illinois University, 2008), P. 16.

[37]Carina Baunman, "Social Evaluation of Asian Accented English in the United States", **Bachelor of Arts Degree**, (Department of Linguistics: New York University, 2002), P. 25.

Abdul Qadir Khan and Tayyeba Khanum Qadir "As pronunciation is very important in communication, many Pahari learners of English want to develop their English pronunciation."[38] Study states that listening exercises will help students to realize what has to be accomplished in the production of English sounds. Therefore, logically, in attempting to achieve oral accuracy id a con consideration of the learners' ability listen.

Other than listening activities, drill or remedial action can be applied. Teachers of pronunciation teaching use a drill for purpose of correction, though it is considered boring and has very limited value for genuine language use. To strengthen teaching and learning of English pronunciation, teachers can consider if phonetics should be introduced into class or not.

By following Liang Enli's study write "English learners whose first languages are Asian language tend to show phonetic inaccuracies in their learning of English as second or foreign language.[39] In teaching and learning teachers have to advice their students step by step.

Because of the difficulty of "transferring the matched guise technique from a monolingual to a multilingual context," the speech sample stimuli were similar to matched guise techniques, but were "watered down" to include different speakers, replicating similarly constructed studies.

Recordings selected by various language-specific variables such as particular phonemes would have been a more preferable selection process because it would have rendered more accurate and focused stimuli upon which to base listener responses. However, compiling such recordings was not plausible within the scope of the current study; this leaves this possibility open for further research. The results of this study will therefore be to find qualitative generalizations that provide a broad foundation upon which to develop more concrete research for future investigations.[40]

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[38]Abdul Qadir Khan and Tayyeba Khanum Qadir, "English Pronunciation Problems for Pahari Learners: An Acoustic Study", **International Journal, Soc. Sci. & Education**, Vol. 2 Issue 2, (April, 2012): 39.

[39]Liang Enli, "Pronunciation of English Consonants, Vowels and Diphthongs of MandarinChinese Speakers", **Studies in Literature and Language**, Vol. 8, No. 1, (January, 2014): 62.

[40]Sarah Ashley Episcopo, "Non-native speaker attitudes toward non-native English accents", **Degree of B.A of Arts**,(Presented to the Faculty of the Graduate School: at Austin, University of Texas, 2009), PP. 16-18

Pronunciation is an integral part of speaking a language. After all, without being able to speak a language properly, communication may suffer, and an L2 speaker may experience difficulty in conveying his or her meaning. Yet, when watching typical Hollywood blockbusters, one often encounters stereotypical villains, mostly from non-English speaking nations, who's pitch-perfect English is betrayed by a thick foreign lilt.[41] Phonetic symbols may cause difficulty in teaching pronunciation but it is useful if students are familiar with them. They are used in modern dictionaries to indicate pronunciation including English sounds that are very difficult to explain in words. The student can find the pronunciation for an unfamiliar word by referring to phonetic symbols. They are also beneficial in illustrating the same spelling which represents different sounds through series.

Although there are approaches and activities suggested as an appropriate teaching method in teaching English pronunciation, there is no apparent practical application and systematic of the whole area of philology and the second unfamiliarity of pronunciation teaching when a trainee teacher is undergoing teachers' initial training.

English pronunciation is considered to be one of the most difficult skills to acquire and develop. This may be due to a number of factors, e.g. the irregular correspondence between spelling and pronunciation and the impact on the learning process of factors such as age, motivation and amount of exposure to the L2.[42]

2.3 Textbook and studying aids for studying English pronunciation skill

Part of teaching uses books and communication tool of What Maiyainui Primily School, and each book by appropriating of classes. Sometimes use words, sentences are writing on papers and show to my students practice utter together, use computer in learning of phonetics as listen and repeat following sounds.

Language as an object of investigation should be realistically perceived from an eclectic point of view consisting of both the view of language as an abstract system and language as a social phenomenon.

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[41]Meike Wouters, "Selling Seashells: English Pronunciation Training in Secondary Schools in The Netherlands", **Master Thesis English**, (Faculty of Education and Communication: secondary school in Zeist, 2009), P. 4.

[42]C. Ciarlo and D.S. Giannoni, "Spanish EFL University Students' Views on the Teaching of Pronunciation: A Survey-Based Study**", Language Studies Working Papers**, Vol. 5, (February, 2013): 42.

The two broad views of language are unquestionably a simplification of a quite complex cline of beliefs and approaches in current applied linguistics, the two views can be observed operating dialectically, creating a tension that occasionally surfaces in debates between strong advocates of one line or the other.

Specifically, in communication, "accommodation" refers to the means we adopt to adjust our way of interacting with people of different cultures in order to facilitate communication. "An individual is said to accommodate if s/he meets his/her interlocutors on their cultural grounds by such means as adopting their phonological systems, using their habitual turn-taking procedures and observing their genre constrictions."[43]

The large number of published textbooks available has caused some difficulties in selecting appropriate choices for the class. Furthermore, none of them perfectly fulfills all of the course objectives. Selection of textbooks, then, aims to find the most suitable textbook that can be worked with supplementary materials where it is inadequate or inappropriate. Textbooks can serve as a reference source for learners on grammar, sentence, and vocabulary and especially as pronunciation, for syllabus that have already been set according to my students or learners need.

The analysis and the descriptive statistics of the test scores from the word stress assignment task showed that, in general, the mean score is 16.84. The highest score is 26, while the lowest score is 9, and the S.D value is 3.35. In this regard, it was found that Thai learners had a difficulty with pronouncing five syllable words most, and two-syllable words least. Based on these results, given that the words covered in the test were taken from the textbooks they must study in the classroom, it is clear that the relatively low mean score of 16.84 demonstrates that their performance on word stress assignment test is far from satisfactory.[44] For pronunciation part in textbook, emphasis should be both on weak forms, stress and rhythm and on individual sounds because the speaker needs the ability to handle the sentence stress and intonation of English with some degree of appropriateness to produce natural sounding connected speech.

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[43]Ubong Josiah, Helen Bodunde, Esther Robert, "Patterns of English Pronunciation amo Nigerian University Undergraduates: Challenges and Prospects", **International Journal of Business**, Humanities and Technology, Vol. 2 No. 6; (October, 2012): 111-112.

[44]Ibid., Khamkhien Attapol, "Thai Learners' English Pronunciation Competence: Lesson Learned from Word Stress Assignment", **Journal of Language Teaching and Research**, Vol. 1, No. 6, (November, 2010): 761.

Some research "This paper presents the results of a study of the production of L2 high vowels and attempts to show how the articulation of L1 high vowels interferes in this process and affects the acquisition of L2 high vowels."[45]

Propose the use of multimedia in the teaching of pronunciation, making full use of sight, sound, and verbal explanations. Animated pictures help students understand what the articulator organs are doing during the production of the sounds. By studying an inside view of the action of the vocal organs of a given a sound and of closely related sounds, hearing the sounds produced and the accompanying explanations, the student is able to learn pronunciation in a better way.

In addition to textbooks, teaching aids are necessary in teaching pronunciation. Visual aids such as head diagrams and mirrors are also useful to illustrate the place and manner of articulation of certain sounds. Diagrams of different place of articulation are used particularly to demonstrate the place of articulation of sounds which cannot be seen by looking at the mouth. Small pocket mirrors can help to increase students' awareness of the production of by noting the position of their lips and tongues while looking at their mouths in a mirror. For the pronunciation of sounds that can be demonstrated visually, exaggerating articulation which involves the lips, teeth, and tip of the tongue can be explained to students since all of these sounds are easily seen as well as being easily felt, however, when applying the cassettes that accompany pronunciation–teaching material, which is an important tool for teachers who teaches English pronunciation.

2.4 Testing and evaluation of English pronunciation skill

This test was used to evaluate participants' English speaking proficiency in the five speaking components: grammatical accuracy, vocabulary, pronunciation, fluency, and comprehension. For reasons of convenience, raters assessed the participants' English speaking proficiency with speaking proficiency checklist that was provided for them. The scale includes five speaking components in both the independent and integrated speaking sections.

There are some to ways minimize the interference of Javanese pronunciation in speech: (1) studying harder they force themselves to be better in

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[45]Biljana Cubrovic, Tatjana Paunovic, "Focus on English Phonetics", **Cambridge Scholars Publishing book**, British Library Cataloguing in Publication Data , A catalogue record for this book is available from the British Library , This book first published, Vo. 1, No. 1, (July, 2013): 31-14.

speech; (2) They broaden their knowledge and try to overcome. By doing this, they have courage to speech in their daily activity.

Vowel interference when the students pronounce /ʌ/, /u:/, /ɪ/, /ɑ:/ and /æ/ vowel, for example : /blood/, /new/, /meal/, /prophet/, /work/, and /bad/. Because they never found that vowel in Javanese pronunciation, so they pronounce that vowel use short vowel like /u/, /o/, and /a/. Consonant interference when the students pronounce plosive sounds especially /p/, /t/, and /k/ in initial position. For example: /page /, /time/, and /knife. Diphthong interference, in Javanese pronunciation there are no diphthongs, this is the biggest problem of Javanese students in pronouncing English words. For example: /make/, /save/, /learn/, /island/, /write/, /go/, /date/, and /where/.[46]

The three levels, beginner, intermediate, and advanced, were used to measure each participant's English speaking abilities. The students' English speaking proficiency was measured according to the scores range in the participants' English speaking measurement scale.[47] After found concerning with pronunciation problems, the participants pronounced some words using wrong mouth, tongue, and lip position.

An obstacle in testing pronunciation is determining a practical method for evaluation. Human judgment is not only time consuming and expensive, but it sometimes can be difficult for raters to be consistent and to agree with others. An appealing alternative would be to let ASR provide an objective measure for a pronunciation test. Since ASR is better at quantifying deviation than providing corrective feedback, pronunciation evaluation is a natural application. ASR can also be used to determine whether a student has given the correct answer to a simple question.[48] It would be helpful if speech technology could fill the gaps and support the learning of pronunciation.

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[46]Phopy Chandradewi, "An Analysis of Javanese Pronunciation Interference in Speech of the Fifth Semester English Students of Muhammadiyah University of Purworejo in The Academic Year 20 12/2013", **B.A. English Program**, (English Education Study Program, Teacher Training and Education Sciences Faculty: Muhammadiyah University of Purworejo, 2013), P. 4.

[47]Numpoon Paweena, Chumpavan Saiwaroon, and Srinaowarat Sirinan, "Thai Students' Performance in English Independent and Integrated Speaking Tasks", **International Multidisciplinary e-Journal**, Vol. I, Issue-3, (October, 3, 2012): 15

[48]Rebecca Hincks, "Computer Support for Learners of Spoken English", **Doctoral Thesis** (Department of Speech, Music and Hearing: Stockholm University, Sweden, 2005), P. 22.

Thammasat University's graduate degree programs, other people may choose to take the test as a measure of their advanced competency in the English language. The exam consists of three sections: writing ability, vocabulary and reading comprehension. The writing ability section involves sentence completion and error identification. The vocabulary section asks students to match synonyms and to fill the gaps in larger texts. The reading comprehension section has five passages that the student must first read, and then choose the correct answer from four options. There are 100 multiple choice questions with a total of 1000 marks. The reading comprehension section accounts for 50% of the overall score.[49] This study aimed to investigate the effects teaching techniques.

2.4.1 Key properties of Russian

Much of the work studying probabilistic pronunciation variation has focused on Germanic languages - in particular, English and Dutch. It is therefore worth briefly outlining the important properties of Russian that will come into play in this experiment.

1. Phonology

Russian phonology is characterized by a palatalization contrast that affects most consonants, and a robust system of stress-dependent vowel reduction. In stressed syllables, the language has a system that is alternately described as containing five vowels or six vowels: [i, (1), e, a, o, u]

2. Morphology

Russian has a much richer system of inflectional morphology than English has. Nouns have six cases with both singular and plural forms, and a given adjective agrees with nouns not only in case and number, but also in one of three genders.

3. Syntax

Russian's inflectional system serves a pervasive system of syntactic agreement in all areas of the grammar. Determiners and adjectives agree with nouns in gender, number and case.[50]

As good pronunciation depends much on listening skill, hearing identification, which combines pronunciation and meaning, it can also be used as

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[49]Phoocharoensil Supakorn, Dr. "International Graduate Conference Proceedings by LITU", **Doctor English Language Research**: Professional Use and Pedagogy, (Thammasat University, Bangkok, Thailand, 2013), P. 4.

[50]Clara Cohen, "Contrast-dependent pronunciation variation: A case study of Russian", **Dr. Thesis**, (Department of Speech Public Speaking: University of California, Berkeley, 2012), PP. 2-4.

one kind of pronunciation test. The student have to identify various sounds and match them to the right picture or to discriminate whether two sounds are the same or different. Students who can read some English can be test by using multiple-choice hearing identification, they are asked to make the best choice of what they heard. However, it is difficult for teacher to prepare suitable distracters.

One way to test a student's pronunciation is to have them read something aloud. The sentences used should be natural language and evaluate only one or two points of pronunciation feature per sentence and should not signal the students which pronunciation point is tested. Reading aloud can test almost all pronunciation features, is easy to prepare, and provide good control though it is limited to those who can read.

2.5 Lerner's strategies in studying English pronunciation

The term 'learners' strategies' refers to language learning behavior learners actually engage in to learn and control the learning of a foreign language there is some study as cited : The results also show the importance of all four metacognitive processes in learning English independently. That is, when learning, the effective control and regulation of learners' metacognitive knowledge when listening or reading through Planning, Monitoring, Problem-solving and Evaluating strategies encouraged most Agricultural Science and Communication Arts learners and developed their confidence to take charge of their own learning.[51] For training students in the two disciplines was derived from the findings and complemented with those deemed successful in FL/SL learning in previous research.

At the first stage called concrete experience learners use pronunciation learning strategies concerned with input and practice. At the second stage called reflection on observation learners use strategies connected with noticing and feedback. At the third stage called abstract conceptualization learners form hypotheses about the pronunciation of the target language.

The pronunciation was irrelevant, direct method, focused on imitation of a model in other words drill, to the arrival of notional-functional approach focused on communicative purposes of the target language, which pushed mechanical drills to

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[51]Danuwong Chayada, "The Role of Metacognitive Strategies In Promoting Learning English as a Foreign Langue Independently", **Doctor of Philosophy**, (Faculty of Education and Arts: University, 2006), P. 45.

the margins. When learning pronunciation we use different strategies in order to achieve comprehensible pronunciation.[52]

In a research has found: To be successful English language learner students need to be in control of the way they learn by considering the procedure and strategies that most effective to use. Students who emphasized the importance of using the English language would often consider which strategies are appropriate to use with them in different learning situation. Each strategy may not be appropriate in all language learning skills; listening, speaking, reading and writing.[53] As one research which to supporting for my study.

There are a significant number of strategies for English pronunciation instruction that can help learners meet their personal and professional needs. They are as follows:

1. Identify specific pronunciation features that cause problems for learners

2. Make learners aware of the prosodic features of language (stress, intonation, rhythm)

3. Focus on developing learners' communicative competence

Pronunciation can be one of the most difficult parts of a language for EFL learners to master and one of the least favorite topics for teachers to address in the EFL classroom. All learners can do well in learning the pronunciation of a foreign language if the teacher and learner participate together in the total learning process. Success can be achieved if each has set individual teaching and learning goals.[54]

The previous research studies mentioned above confirm the roles of native language, age, experience in studying English, phonetic ability, attitude and identity, and motivation and concern for good pronunciation in studying a language as important factors affecting learners' pronunciation. However, there exists a rigorous on-going debate between scholars and researchers from different context of

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[52]Bc. Eva Macháčková, "Teaching English pronunciation to secondary school students with focus on "th" consonants.", **Diploma Thesis**, (Department of English Language and Literature, 2012), P. 18.

[53]Ms. Pawapatcharaudom Ratana, "An Investigation of Thai Students' English Language Problems and Their Learning Strategies in The International Program At Mahidol University", **Bachelor's Degree English**, Major Field English for Business and Industry: Mahidol University, 2007), P. 18-19

[54]Abbas Pourhosein Gilakjani, "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction", **International Journal of Humanities and Social Science**, Vol. 2 No. 3, (February 2012): 125-127.

language learning and teaching, propounding various versions of implications and cautions in teaching pronunciation.[55]

Attention is very important since language learning is a function of memory. Good learner has to open to input if they do not clear understand. Successful speaker are willing to talk and talk every days, times, and everywhere.

2.5.1 Researchers' views on Contents of Pronunciation Instruction

The older pronunciation textbooks usually focused on sound discrimination, so in a pronunciation class, what we need to cover are intonation, stress (word level stress, sentence level stress, linking), rhythm, consonants (substitution, omission, articulation, clusters and linking) and vowels (substitution, articulation, length, reduction and linking).

2.5.2 Researchers' Perceptions on Pronunciation Teaching Strategies

Scarcely and Oxford made an excellent comparison of research-based approach and traditional approach for pronunciation instruction:

Research-based approach	Traditional approach
The goal is to gain sufficient pronunciation skills so that the quality of pronunciation will not inhibit communication.	The goal of instruction is to acquire native like pronunciation.
Instead of putting the emphasis on sounds, teachers concentrate on stress and intonation.	The primary emphasis is teaching sounds.
The emphasis of instruction is on teaching pronunciation communicatively.	Sound segments are taught non-communicatively through drills of isolated words.
The student's motivation is seen as central to successful language instruction. The student plays a primary role in improving pronunciation. Self-monitoring skills and awareness strategies are taught.	Students do not take responsibility for improving their own pronunciation.

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[55]Ibid., Khamkhien Attapol, "Thai Learners' English Pronunciation Competence: Lesson Learned from Word Stress Assignment", **Journal of Language Teaching and Research**, Vol. 1, No. 6, (November, 2010): 759-760.

Research-based approach	Traditional approach
Affect is critical in pronunciation instruction. Students learn specific relaxation activities to lower anxieties and resistance to improving pronunciation.	Affect is not viewed as important in instructional activities.

The followings are the techniques that are used in the research-based approach for pronunciation instruction.[56] When students can begin to monitor and correct each other's pronunciation, they are communicating pronunciation by commenting on it. Not only do they develop an awareness of their own pronunciation and others' but also strategies in learning outside the classroom. English sounds make them can understanding in listening to different accents.

2.6 English pronunciation skill syllabus design

The teachers' mere conception of a language syllabus and undefined position for using textbook in classroom instructions could reflect two major implications. Firstly, the students did not seem to have more access and exposure of the syllabus they had been using at their work place. Even, the graduate course (syllabus design and material development part I) they took previously did hardly expose them the major tenets of language syllabus and materials design. Nevertheless, on the contemporary conception of language syllabus, the most important element is learning objectives; and if teachers have the capacity to design their own strategies and evaluation mechanisms, mere lists of learning objectives could be a meaningful syllabus of a language education program. That is, in order to achieve the required or stated objectives in the syllabus.[57] Education organizations have been forced by that issue to seek out an approach for designing a new curriculum is interesting for teachers and learners.

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[56] Michael Wei, "A Literature Review on Strategies for Teaching Pronunciation", **Ph.D**. (Faculty of Humanity, English Program: University of Maryland at College Park, 1994), PP. 7-10.

[57] Birhanu Simegn Chanie, "Conceptions about Language Syllabus and Textbook Based Instructions: TEFL Graduate Students in Focus", **Online Journal of Education Research**, Volume 2, Issue 4, (October, 2013): 70.

Two teachers who taught the same OC (Out of Control) course in an Intensive English Program in the USA participated in this study 2. The two teachers, Abby and Ginger (pseudonyms), were both experienced ESL teachers with six and 14 years teaching experience respectively, and both had taught this course at least three times in past semesters. In addition, Abby was bilingual in Portuguese and English, having grown up in Brazil.

This intermediate-level EAP (Employee Assistance Program) course focused on teaching listening, speaking and pronunciation skills using content and task-based instruction with American History serving as the subject matter for the course. The course consisted three, 50-minute lessons/week over a 14-week period. The course followed a mainly fixed, structured curriculum based on an in-house study guide plus additional content and activities developed by the individual teachers.[58]

The participation of teachers and learners in designing curriculum has created the curriculum that designed for participants by transferring their experiences as members of the curriculum design team. According to the system approach, however, school administrators and teacher have little chance to participate in designing curriculum and generate lessons. They merely review materials already produced elsewhere. The strict instructional strategy for teaching and learning and the stated learning objective may obstruct the creativity may obstruct the creativity of both teachers and learners. When the students have not mastered content sufficiently, then it is the teachers' responsibility for the students' failures.

There are two ways in which the teacher's proposal, dynamic and creative contributions can be explored: first, at the level of participation in imcro-intertractions in the classroom, and, second in terms of constructing a whole program- syllabus design, which I will return to in 3.3 below. In relation understanding classroom interpretation from a teaching perspective, there studies in particular suggest that teacher's interpretations are central in the enterprise of understanding the potential of the programmer as a central experience[59] both two ways that they used teaching for develop program-syllabus design as well as.

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[58]Amanda Baker, "Integrating fluent pronunciation use into content based ESL instruction: Two case studies", **B.A. English Major**, (Department of improving learner: University of Wollongong, 2012), PP. 247-247.

[59]Miroslaw Pawlak, "Investigating English Language Learning and Teaching", **B.A. English Education**, (Faculty of Pedagogy and Fine Arts in Kalisz: Adam Mickiewicz University, 2008), P. 15-16.

The collection and diagnosis of speech samples is related to learner variables. In diagnosing speech samples, teacher should focus on aspects of English pronunciation which according to the students' need and which effect comprehensibility. For instance, the student who uses English for communication does not require a very detailed analysis and individual sounds appear to be less critical to successful communication than stress, rhythm, and intonation.

2.6.1 Methodological and pedagogical choices

Methodological choices focus on employing several sensory channels in order to support various types of learners. Hence, the core topics and objectives of the material are:

1. Individual goal-setting and assessment

2. Focus on perception and listening in addition to production

3. Use of multisensory and metacognitive methods to respond to different learners' needs

2.6.2 Teaching English as an international language

1. Normalizing (also non-native) variation and thus supporting learner identity

2. Acknowledging language attitudes

3. Practicing accommodation skills for real life speaking situations

2.6.3 Individual sounds

1. Consonants: sibilants, aspiration of /k/, /p/ and /t/, /w/ and /θ/ vs. /ð/

2. Vowels: regional variation in vowels, vowel length, unstressed vowels and the schwa /ə/

3. Highlighting the difference between spelling and pronunciation

2.6.4 Prosody

1. Sentence stress

2. Connected speech phenomena such as weak forms and blending with focus on receptive skills

3. Word stress

4. Intonation

On the contrary, and as was stated above, choices have been made as to which consonants are considered more important than others on the account of prioritizing content. It has to be pointed out, however, that while any choices have been made based on research from several sources, teachers might still have

different perceptions of what is more important than something else in teaching pronunciation.[60]

In this acoustic study, we found it strong visible evidence that the Chinese EFL students pronounce Chinese vowels and English vowels almost in the same way. They have the tendency of moving vowels higher and closer to the front positions.

Therefore, we believe speech spectrographic devices hold much promise for the teaching of pronunciation. When combined with traditional classroom instruction, they may provide the key for working with learners whose pronunciation is severely fossilized and who thus need special instruction in how to adjust their speech habits and fine-tune their vocal apparatus to make their speech more intelligible to other English speakers.[61] The survey results showed that an explicit approach to pronunciation teaching was valued.

In the first phase, the problem should be defined clearly in order to reflect the in order to reflect the needs of participants which are school administrators, teachers, parents, student, politicians, academicians, sociologists, and communities agencies and then identify a purpose of curriculum. If the purpose is not entirely apparent, the need assessment, a public process, should be made to obtain the participant's opinions.

In the second phase is content selection which includes the selection of con tent outlined through research, theory, expert help, or needs assessment and the learners' goal developed from the identified content. Content selection can be done through research, with an expert in the field. by the participants themselves. Unfortunately, because the results in difficulties in teaching, learning and producing materials. Sometime the teachers are required to teach new lessons for their students who have no previous knowledge about lessons at all.

The final phase is evaluation which can be carried out in different ways depending on the nature of learning activities and feedback which is continued throughout the process but is particularly relevant to the process where new materials and strategies may be introduced to cope with problems that have arisen.

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[60]Hilla Hietanen, "Teaching the Pronunciation of English as an International Language", **Master's Thesis**, (Department of Languages English, University of Jyväskylä, 2012), PP. 53-54.

[61]Hsueh Chu Chen, Dr., Wang, Mei Jung, Dr. "An Acoustic Analysis of Chinese and English Vowels", **Dr. Education thesis**, (Department of English, Department of Applied English: National Kaohsiung College, Hong Kong University, 2008), PP. 10-13.

The role of English in Thailand is important at all levels of Thai society, with this study particularly interested in education and tourism. Since the current national curriculum and national education plan of Thailand places a strong emphasis on lifelong learning, learner- centered approaches and communicative competence in the meaningful use of the target language, it is vital to investigate a change in the way English is taught and how students can learn English more effectively, especially at university where English for Tourism has been introduced for Thai EFL students.[62]

A syllabus will then be designed influenced by the result of this diagnosis as well as the learner variables. The teacher may wish to discuss the syllabus with the students before the actual syllabus is designed. Points to be considered are time available for students' overall English proficiency, the effect of pronunciation items on students' comprehensibility, and the relative difficulty of items and their frequency of use. For example, general speaking habits should be worked on in every class then intonation patterns can be practiced. The focus can also be shifted from more controlled practice or specific problems to more communicative works in accordance with the zoom principal.

Careful teaching and appropriate feedback is the last stage in designing a syllabus. Self-monitoring and self-correction are essential strategies for students in learning English pronunciation. To develop these strategies and to gradually become independent from the pronunciation teacher, the students require adequate feedback and errors, correct the error, evaluate their own performance, and measure their progress in pronunciation themselves. All of that has to focus on weakness for developing well; the English pronunciation teacher is enough ability answer when the students require feedback.

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[62]Simpson Jantima, "Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University", **Doctor of Philosophy**, (School of Education, Faculty of Education: Australian Catholic University, 2011), P. 21.

Chapter III

Research Method

This is a case study to investigate the effectiveness of the problems in studying English pronunciation of grade 4-6 students at Wat Maiyainui Primary School, Which description of the methodology of data collection methods and analyses for discussion on the use of multiple data sources to gain a deeper understanding and a more complete picture of the issue being investigated.

About research methodology, it is mainly related to the element of observation, interviewing people, description and the analysis of what the researcher has found from the survey. Therefore, this present research is focused on English pronunciation skill of Primary School student's grade 4-6 at Wat Maiyainui Primary School, namely; New Express English 4-6 by curriculum of Primary School.

Also included the population and sample are details of the data collection instruments, data collection procedures, and data processing, the participants, and data analysis for the present study.

3.1 Research Design
3.2 The population
3.3 Research Tools
3.4 Data Collection
3.5 Data Analysis

3.1 Research Design

The current research is both qualitative research and quantitative research procedures. Thus, the way of data collection mainly emphasized on the result of making a survey by designing questionnaire, interviewing people, participant. Every stage of data collection is performed step by step to make things easier and useful to value the study.

Quantitative data to provide the participants' attitudes towards the reading aloud, the information obtained from the questionnaire was analyzed by mean and standard deviation (S.D), and then it was interpreted. The data obtained

from the questionnaire was tallied for frequency and calculated for the mean. This mean showed how they felt about reading-aloud.

Qualitative data to determine the improvement of the participants' pronunciation, the scores were obtained from the practicing pronunciation by testing vocabulary with reading aloud. Then, the scores were analyzed by be mean, standard deviation.

Percentages, average mean, and standard deviation are employed to provide the level and extent in studying English pronunciation of the students in the areas of the language syllabus, textbooks, teaching aids, and teaching techniques.

Therefore, research design is the most important part of data collection methods that benefit the study and help the study succeed in terms of data collection.

3.2 The population

The participants of this study were 76 Primary School students of Wat Maiyainui School in Thonburi district, Taladplu province, Bangkok. They were the members of Wat Maiyainui School and participated in this study. The subjects in this study consist of a Thai teacher and 76 students of grade 4, 5, and 6 of Wat Maiyainui Primary School in the academic year 2016.

Primary school was divided into 3 groups as grade 4, 5, and 6 which study English pronunciations. Although they study difference classes, every student has to Fundamental English for many periods a weak. Among 76 students of grade 4, 5, 6 a lot of subjects were randomly selected by means of a simple random technique

All of subjects belong to Wat Maiyainui Primary School, one of the leading Primary School in Bangkok Thailand. The school has put English courses in the curriculum at all levels from kindergarten to Primary School, In agreement with the National Education which states that English content and teaching processes should be emphasized on four skills as well as usage of language in accordance with the suitability and locality of learners, the school has adopted integrative teaching. In addition, grammar usage is given a special class for academic reasons.

The textbook chosen from primary school levels are conversationally developed textbook: New express English book of grade 4, 5, and 6 which the textbooks contain pronunciation activities in "speech work" parts accompanied with tapes. The contents vary from English consonant sounds, vowel sounds, stress to

intonation. Phonetics symbols appear for the speech work activities and also in the appendix at the end of the books.

There is a study as cite these changes include a move any way from formal, textbook-based curricula towards the use of authentic materials and context, together with the striking of a new balance between teacher-centered and student-centered studying. All of teacher and students should cooperate for improving and developing English teaching.

The school also encourages every teacher to find a suitable additional textbook, produce his or her own supplementary documentary documents and materials that match the students' needs, and find out problems in studying fundamental English.

3.3 Research Tools

There are three main research tools used for this study namely; interview, questionnaire, and testing vocabulary.

3.3.1 Interview

Researcher aims to interview people that are directly related to this research study namely; 5 English scholars.

3.3.2 Questionnaire

Questionnaire will surely be used for this research study. It can be divided into four parts:

Part 1 is about general background information (age, gender, educational level, English learning experiences, students' purpose in learning English, the most wanted English language skill, the most used English skill status, etc.).

Part 2 is about question design which includes pronunciation attitude, pronunciation comprehension, wording comprehension.

Part 3 is about opinions and suggestions on textbooks and teaching aids headlines of English pronunciation skills.

Part 4 English pronunciation skill resulting from testing and evaluation system.

3.3.3 Testing Vocabulary

Testing vocabulary in three classes have 15 students is used a Canon Camera video recording.

In part of questionnaire design, questions will be designed which is based on literature review and research works concerned.

The subjects were asked to answer the questionnaires which were divided from the real studying situations of Wat Maiyainui Primary School, and relevant documents such as English syllabus and textbooks. Level of score is ranged in accordance Likert Scale as following:

5 means cause very much difficulty

4 means cause much difficulty

3 means cause fairly difficulty

2 means cause little difficulty

1 means cause very little difficulty

3.4 Data Collection

The data were collected during the first semester of the academic year 2016. First, the scores of the pronunciation test administered to the participants before and after practicing pronunciation. After that, the results of the questionnaire administered to the students after practicing pronunciation by using reading aloud dominoes were obtained in order to find out the attitudes of the participants towards pronunciation.

The research reviewed related literature and documents and attended the English class and observed the studying situations of Wat Maiyainui Primary School, in order to obtain real information for making the questionnaires. To minimize the problem of misinterpretation by the subjects, the research decided to have the questionnaires in Thai though the English teachers have a good command of English and the Primary School students have quite a good command of English. The researcher asked the English teachers to distribute 76 questionnaires to the students in the students in the classes. The students were given some time to complete the questionnaires before the teachers collected them and gave them back to the researcher. The questionnaires used two versions as Thai and English, these whole for convenience in collection's information's this research.

The instruments used questionnaires, specially, designed for the purposes of this research, thus, there are one version for collecting data about the students' opinions. The one version are similar in organization and different in details of questions on the problem of the English pronunciation in the areas of language syllabus, textbooks and teaching aids, testing and evaluation system, and teaching techniques.

The first part surveys the general background of the respondents concerning their age, educational background of study level of the students, studying experiences or expectations in learning English language, experience and exposure to English language, and general knowledge about English pronunciation.

The second part surveys about the respondents' opinions about in studying English pronunciations in the area of the language syllabus. The respondents expressed their opinions towards cause objectives, cause contents, and time allotment.

The third part surveys the respondents' opinions about in studying English pronunciation in the area of testing and evaluation system. The respondents expressed their opinions towards varieties of specific topics.

The fourth part surveys the respondents' opinions about in studying English pronunciation in the area of textbooks and teaching aids. The respondents expressed their opinions towards a variety of specific topics.

The fifth part surveys the respondents' opinions about in studying English pronunciation in the area of teaching techniques. The respondents expressed their opinions towards varieties of specific topics.

Resultant's finding, a lot of students could understand clearly the questionnaires, especially, grade 5 and 6, but some student quite little confuse about the questionnaires. The information obtained from the students in the English teaching field will be used to revise the next questionnaires.

3.5 Data Analysis

Statistical procedures used to analyze the processed data are descriptive statistics, percentages, and analytical statistics. It can be described as follows:

3.5.1 Exploring a variety of related documentary researches that help to analyze and synthesize the data.

3.5.2 Analyzing the data from questionnaire on Studying of English pronunciation skill directly from the levels of Primary School 76 Students Grade 4-6 at Wat Maiyainui Primary School which is consisted of respondents' general background, opinions and research suggestions.

3.5.3 Analyzing the data from in interview and note-taking about improving English Pronunciation because this study is only a case study of English Pronunciation Skill of Primary School 15 students Grade 4-6 at Wat Maiyainui Primary School in Bangkok.

3.5.4 For statistical method, researcher used the method of Mean, Percentage, and Frequency, S.D, computer using the Statistical Package for Social Science (SPSS program) and Excel program. In order to analyze the data, calculate the data, and conclude the data, and criteria analysis on studying English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok is divided 5 levels:

The results of average means are classified into 5 levels:

1. Average 4.50-5.00 means students have very high

2. Average 3.50-4.49 means students have high

3. Average 2.50-3.49 means students have moderate

4. Average 1.50-2.49 means students have low

5. Average 1.00-1.49 means students have very low

Chapter IV

Results of the Data Analysis

The results of the study, according to the research hypotheses expressed Chapter One. The findings are presented in statistical tables features accompanying descriptive statistics as follows:

Part 1 General background information of population

Part 2 Result in studying of English pronunciation skill from testing vocabulary

Part 3 The problems in studying English pronunciation skill in the areas of:

1. The language syllabus

2. Textbooks and teaching aids

3. Testing and evaluation system

4. Teaching techniques

Part 4 Interview teacher and scholars concerning English pronunciation skill

All of parts which the findings are presented in statistical tables feature accompanying descriptive statistics.

4.1 General Background Information of Population

This part is showed general background information of population namely ages, classes; English study experiences, the most wanted English language skill, and the most used English language skill, purposes of studying English, and previous knowledge of English pronunciation as follow:

Table 1: Gender of Population

gender	Frequency	Percentage
female	43	56.58
male	33	43.42
total	76	100

Gender, it mainly presents the information on gender, referring to the students those who study at Wat Maiyainui Primary School in Bangkok. About gender of students, there are all 76 students of Primary School grade 4, 5, and 6: female

there are 43 students with 56.58%, and male have 33 students with 43.42%. It can present in the table 1 respectively.

Table 2: Age of population

Age	Frequency	Percentage
5-7 years	1	1.32
8-10 years	21	27.63
11-13 years	52	68.42
More than 13 year	2	2.63
Total	76	100

According to, it mainly presents the information on age, referring to the students those who study from grade 4-6. About age of student, there are all 76 students of Primary Wat Mayainui Primary School. Most student are at the age 11-13 years have 52 students with 68.42%, age of 8-10 years with 27.63% so who as age of more than 13 years there are 2 students with 2.64% there are 43 students with 56.58%, and male have 33 with 43.42%. It can explain in the table 2.

Table 3: Classes of present level

Present study level	Frequency	Percentage
Grade 4	22	28.94
Grade 5	30	39.48
Grade 6	24	31.58
Total	76	100

The most of classes to study, it mainly presents the information on classes, referring to the students those who study at Wat Maiyainui Primary School in Bangkok. About study of students, there are all 76 students divided into 3 grades of Primary School which as grade 5 are 30 students with 39.48%, at grate 6 have 24 students, and grade 4 as most of 22 students with 28.94% respectively. It can present in the table 3 step by step.

Table 4: English study experiences

English study experiences	Frequency	Percentage
1-3 years	9	11.84
6-10 years	58	76.32
11-15 years	9	11.84
Total	76	100

When comparing the students' time periods of English instruction with their ages, which range 6-10 years old with 76.32%. at the of 9 students have been studying between 11-15 years with 11.84% and one group of 9 students who have been studying English for 1-3 years with 11.84%. This information from time of English study experiences. It is presented in the table 4.

Table 5: The most wanted language skill

Most wanted English language skill	Frequency	Percentage
Listening skill	9	11.85
Speaking skill	35	46.05
Reading skill	19	25.00
Writing skill	13	17.10
Total	76	100

This table can explain thing of the students' study purposes are speaking skill are still especially in demand. 35 students with 46.05% want to speak skill and 19 students with 25.00% want reading skill. Surprisingly, the demand is less than writing skill of 13 students with 17.10% and students wanted Listening skill with 11.85% of 9 students, contrary to their own requirements.

Table 6: The most used English language skill

Most used language skill	Frequency	Percentage
Listening skills	15	19.73
Speaking skills	26	34.21
Reading skills	24	31.57
Writing skills	11	14.47
Total	76	100

The all of students' study purposes are reading skill are still especially in demand. 26 students with 34.21% wanted to use speaking skill and 24 students with 31.57% wanted to use reading skill. Surprisingly, the 15 students who wanted to use listening skill with 19.73%, and 11students want to reading sill with 14.47%.

Table 7: purposes of studying English

Students' purposes in studying English	Frequency	Percentage
Educational purposes	31	40.48
Communication purposes	21	27.62
Entertain purposes	19	25.00
Other	5	6.57
Total	**76**	**100**

The most students study the language for many purposes can present in table 7. There are 31 students with 40.48% which nearly half of them take English for educational, while 21 students take English for communication with 27.62%, student take English for entertainment 19 with 25.00% and 5 students who take it for other with 6.57%. Noticeably, no one studies English for only educational purposes.

Table 8: previous knowledge of English pronunciation

previous knowledge of English pronunciation	Frequency	Percent
Have previous knowledge of English pronunciation	44	57.89
No previous knowledge of English pronunciation	32	42.10
Total	**76**	**100**

To effectively master English speaking and listening skills, English pronunciation knowledge and practice are important. Unfortunately, only 44 students with 57.89% seem to understand what pronunciation is whereas other students do not realize the existence of it at all or replace pronunciation with speaking. 32 students with 42.10% admit that they do not have previous knowledge of English pronunciation. Other students have been taught stress and intonation, pronunciation of consonant sounds, pronunciation of consonant sounds at the final position, and pronunciation practice. The rest of them state something related to

pronunciation knowledge such as reading aloud, conversation, speaking with foreigners, and make to use of English as a medium of communication.

4.2 Studying of English pronunciation skill was found

Table 9 Studying of English pronunciation skill were found from test vocabulary

No.	vocabulary	$\bar{x}$	S.D	Level
1	busy	2.93	0.88	Moderate
2	effect	2.93	0.70	Moderate
3	debt	3.00	0.71	Moderate
4	Value	2.80	0.86	Moderate
5	Education	2.87	0.87	Moderate
6	error	2.93	1.05	Moderate
7	history	3.07	1.26	Moderate
8	honor	2.87	1.51	Moderate
9	Island	2.93	1.65	Moderate
10	hour	2.87	1.86	Moderate
11	juice	2.73	2.17	Moderate
12	sword	2.73	2.39	Moderate
13	vegetable	2.93	2.53	Moderate
14	comfortable	2.87	2.79	Moderate
15	salmon	2.80	3.07	Moderate
16	every	2.80	3.30	Moderate
17	chaos	2.73	3.56	Moderate
18	schedule	2.80	3.77	Moderate
19	receipt	2.80	4.00	Moderate
20	leopard	2.87	4.21	Moderate
No.	vocabulary	$\bar{x}$	S.D	Level
Total		2.82	0.97	Moderate

Note. The results of average means are classified into 5 levels:

1) Very high 4.50-5.00, 2) High 3.50-4.49, 3) Moderate 2.50-3.49, 4) low 1.50-2.49, 5) very low 1.00-1.49

Out of all vocabularies, the overage mean of students who can pronounce clearly and correctly. Word /busy/ with 2.93, /effect/ with 2.93, /debt/ with 3.00, /value/ with 2.80, /education/ with 2.87, /error/ with 2.93, /history/ with 3.07, /island/

with 2.93, /hour/ with 2.87, /juice/ with 2.73, /sword/ with 2.73, /vegetable/ with 2.93, /comfortable/ with 2.87, /salmon/ with 2.93, /every/ with 2.80, /chaos/ with 2.73, /schedule/ with 2.80, /receipt/ with 2.80, /leopard/ with 2.87. Conclusion of result from testing of pronunciation skill, refer to table 13, as a result of the level of overall of studying of English pronunciation skill were found in this topic is moderate level with 2.82.

4.3 The problems in studying English pronunciation were found from the language syllabus

Table 10: The problem in studying English pronunciation was found from the language syllabus

No	Questions	$\overline{x}$	S.D	Level
1	Contents of English subject	3.16	0.85	Moderate
2	Objective of English subject is to train the students to pronounce correctly according to English pronunciation	3.08	0.96	Moderate
3	Time allotments for English subject	2.75	1.07	Moderate
	Total	3.00	0.11	Moderate

Note. The results of average means are classified into 5 levels:

1) Very high 4.50-5.00, 2) High 3.50-4.49, 3) Moderate 2.50-3.49, 4) low 1.50-2.49, 5) very low 1.00-1.49

Out of 3 questions, the average mean of question 3 (Time allotments for English subject) with 2.75, question 1 (Contents of English subject) with 3.16 and while question 2 (Objective of English subject is to train the students to pronounce correctly according to English pronunciation) with 3.08. Refer to table 9, as a result of the overall of the level the problems in studying English pronunciation were found from the language syllabus is moderate level with 3.00.

4.4 The problems in studying English pronunciation were found from textbooks and teaching aids

Table 11: The problems in studying English pronunciation was found from textbooks and teaching aids

No	Questions	$\overline{x}$	S.D	Level
1	There are 10-30 English lessons in each textbook	3.17	0.97	Moderate
2	There are pronunciation activities, in some lessons	3.16	0.80	Moderate
3	There are phonetic symbol in the textbooks	2.92	1.00	Moderate
4	There are listening and speaking activities, in textbooks	3.13	1.08	Moderate
5	Sound laboratory is provided	2.89	1.07	Moderate
6	Others teaching aids such as tape recorder and microphone are provided	2.91	0.90	Moderate
	Total	**3.03**	**0.97**	**Moderate**

Note. The results of average means are classified into 5 levels:

1) Very high 4.50-5.00, 2) High 3.50-4.49, 3) Moderate 2.50-3.49, 4) low 1.50-2.49, 5) very low 1.00-1.49

Out of 6 questions, the average mean of question 1 (There are phonetic symbols in the textbooks) with 3.17, while those of question 2 (There are listening and speaking activities in the textbooks) with 3.16, question 4 (There are listening and speaking activities, in textbooks) with 3.13, question 3 (There are phonetic symbol in the textbooks) with 2.92, question 6 (Others teaching aids such as tape recorder and microphone are provided) with 2.91, and question 5 (Sound laboratory is provided) with 2.89. Refer to table 10, as a result of the level of the problems in studying English pronunciation were found from textbooks and teaching aids is moderate level with 3.03.

4.5 The problems in studying English pronunciation were found from testing and evaluation system

Table 12: The problems in studying English pronunciation were found from testing evaluation system

No	Questions	$\overline{x}$	S.D	Level
1	English pronunciation is not take as language proficiency indicator	3.13	0.88	Moderate
2	English exam aims at testing knowledge of English language and grammar	2.83	0.79	Moderate

No	Questions	$\bar{x}$	S.D	Level
3	Students are taught tool little English pronunciation to be tested	3.37	0.84	Moderate
4	Pronunciation evaluation system is not reliable	3.05	0.91	Moderate
5	Time and tape recorder are needed when testing Pronunciation	2.89	0.92	Moderate
	Total	**3.06**	**0.87**	**Moderate**

Note. The results of average means are classified into 5 levels:

1) Very high 4.50-5.00, 2) High 3.50-4.49, 3) Moderate 2.50-3.49, 4) low 1.50-2.49, 5) very low 1.00-1.49

Out of 5 questions, the average mean of question 3 (Students are taught too little English pronunciation to be tested) with 3.37, question 1 (English pronunciation is not take as language proficiency indicator) with 3.13 and while question 4 (Pronunciation evaluation system is not reliable) with 3.05, question 5 (Time and tape recorder are needed when testing Pronunciation) with 2.89, and question 2 (English exam aims at testing knowledge of English language and grammar) with 2.83 respectively. Refer to table 11, as a result of the level of the overall the problems in studying English pronunciation were found from testing evaluation system is moderate level with 3.06.

4.6 The problems in studying English pronunciation was found from teaching techniques

Table 13: The problems in studying English pronunciation were found from teaching techniques

No	Questions	$\bar{x}$	S.D	Level
1	Teachers' techniques when teaching pronunciation	2.89	0.93	Moderate
2	Teachers' ability and proficiency of using teaching techniques	3.08	0.93	Moderate
3	Teachers' making use of tape, and sound laboratory in teaching English pronunciation	3.13	0.73	Moderate
4	Teachers' manage teaching time and rearrange the classroom when teaching English pronunciation	2.87	0.99	Moderate

	Total	2.99	0.90	Moderate

Note. The results of average means are classified into 5 levels:

       1) Very high 4.50-5.00, 2) High 3.50-4.49, 3) Moderate 2.50-3.49, 4) low 1.50-2.49, 5) very low 1.00-1.49

       Out of 4 question, the average mean of question 3 (Teachers' make use of tape, and sound laboratory in teaching English pronunciation) with 3.13, question 2 (Teachers' ability and proficiency of English pronunciation) with 3.08, question 1 (Teachers' techniques when teaching pronunciation) with 2.89, and question 4 (Teachers manage teaching time and rearrange the classroom when teaching English pronunciation) 2.87.Refer to table 12, as a result of the level of overall of the problems in studying English pronunciation were found from teaching techniques is moderate level with 2.99.

4.7 Conclusion from interviewed people concern with pronunciation skill and other points that are related with this topic

       Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected voice quality and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

       The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect such as learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation which many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher or experienced person.

       The information all of collection, it mainly presents the results from interviewing people who is involved about ideas, suggestions, and opinions on

English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok, and other points that are related.

The most of people needed for an interview, it is mainly composed of 4 scholars, and an English teacher of Primary School at Wat Maiyainui which can be explained and respectively presented.

4.7.1 Results from interviewing four people concerning pronunciation skill and other points that are related with this topic

Asst. Prof. Dr Veerakarn Kanokkomalade (2016) who is a teacher states to view on English pronunciation, in teaching pronunciation. The realization of importance of English highlights the necessity of every country to have its people become better equipped with English performance. Inevitably, this necessity is also applicable to Thailand. In response to the demands for English skills, the Thai government has made constant efforts to improve Thai learners' English performance throughout the history of English language teaching in Thailand in order to improve Thai learners' competence in English, enabling them to obtain job opportunities, promotions or career advancement. With the rise in the number of English users, English language teaching professionals has increased worldwide. The importance of English has also sparked a growing interest in the teaching of English as a foreign language, for pronunciation teaching students is problems for teacher, Thai teachers try to teach pronunciation but students cannot follow pronunciation, I think consonant letter r and letter l which is problems for students.

For the technique I used to teach students for pronunciation, for technique usually I try to let students to practice to follow from BBC and CNN pronunciation, because students follow to that pronunciation. In Thailand, to meet the demands of global economics and to cope with the growing local and national demands for English skills, new initiatives have been launched in all aspects of the Thai educational system, including curriculum, materials, facilities, and professional development for teachers. However, a number of studies reported that the four skills of listening, speaking, reading, and writing are far from satisfactory. The best way to practice pronunciation to practice again and again follow from native speaker and listen from BBC, CNN, radio, television, this way to teach, we should have some audio vision let them follow, Study which reported that Thai learners' English performance was somewhat limited, compared to that of other ASEAN country members. To improve Thai learners' English proficiency, among all the four skills, speaking seems intuitively the most important because speaking includes all other

skills of knowing that language. For myself I try to let students to follow to phonetics, how to read phonetics, symbols from dictionary but the mostly students cannot read it, if they have background linguistic they can read phonetics, alphabet and you have to see phonetics from dictionary, but we have to teach student to know how to read phonetic symbol. I accept with his opinion, why because study of pronunciation has to practice from many ways such as BBC, CNN and how to read phonetics, symbols.[1]

According to Phra Seth Abhijato (2016) who is a teacher and scholar has work experience of teaching English for over six years said: my students have a lot of problems on English pronunciation maybe difficult for them to pronounce; the vowels define a vowel as any sound that occurs in the middle of a syllable and is produced by nothing restricting the breath stream. However, in English vowels usually provide the first clue in recognizing different accents, and it is virtually impossible to describe the vowel system of English at any general level that would minimize regional variation. Consonants are usually classified by using three criteria: promoters status or voicing, place of articulation, and manner of articulation. In short, these categorizations tell us whether the consonant is produced with the vocal cords vibrating or not, where the sound is made and how the breath stream is restricted in the vocal tract. For example, the consonant sound /b/ at the beginning of ball can be described as a voiced bilabial stop in contrast with the /p/ sound at the beginning of Paul, which is a voiceless bilabial stop.

Prosody is a term that covers the use of intonation, volume, tempo and rhythm in speech, word boundaries and as features of longer stretches of speech. Stress in language can concern stress within a word or within a sentence, sometimes referred to as stress and accent, respectively. Word stress regards the stress patterns of individual words, that is, which syllables are the most emphasized. Length, loudness and pitch can all be manifestations of word and stressed syllables are thus pronounced with more energy.

The rhythm of English is a product of word stress and sentence stress. English is often described as a stress-timed language, which means that the time between stressed syllables is always somewhat the same. Intonation regards the pitch patterns of speech that, in English, can convey syntactic, semantic or attitudinal information. As a feature of pronunciation, intonation is highly context-dependent, and the pitch pattern of any given utterance is directly connected to the situation it

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[1]Interview with Asst. Prof. Dr Veerakarn Kanokkomalade Scholar of Mahachulalongkornrajavidyalaya University, 19 January, 2016.

occurs in and to the intentions of the speaker. For them may be more difficulty to pronounce English correctly, I consider my problems in teaching I have seen my students don't have the skill of pronunciation in English why most of them study grammar they know grammar but difficult for them to pronounce. Why because most of them increase English grammar. I have to let them practice in pronunciation very often, they will speak English in very otherwise they cannot pronounce why because they lack practice of pronunciation. So we have to try and make them speak English very often and repeat again and again otherwise maybe difficult for them to pronounce correctly, the big problems their tongue so I let them to try and practice, how to train how to control their tongue correctly in pronunciation that is problem.

Usually I let my students speak English very often and try to read try to speak again and again repeat again and again; they can speak English in another way.[2]

Dr. Janya In-Ong who is a teacher who teaches English Literature shows his opinion on pronunciation follow English pronunciation is every good. Anyone who speaks another language will know it can be difficult to produce certain sounds that we do not use in our first language. Many international students are nervous about speaking and believe their pronunciation of the sounds of English is an obstacle to effective communication. The factors which turn out to be important for accurate pronunciation are those which teachers have the least influence on. Native language, the most important factor, results from historical accident. Similarly, the learner's ability to imitate foreign sounds is beyond the control of the instructor similarly, length of residence in a country where the second language is spoken natively is largely beyond the instructor's control. Finally, the learner's concern for pronunciation accuracy is often the result of personal motivations and attitudes established well before the student enters the classroom.

The key to making yourself comfortably intelligible to other people in English is to make sure you put the main stress on the correct syllable of word. Although we have a wide variety of accents in the British Isles, but-with one or two regional exceptions - everyone uses the same pattern of word stress. British listeners are quite used to understanding the different sounds–especially vowels-produced by native and non-native speakers of English. But if a speaker changes the word stress, their listeners can have great problems in understanding what was said.

Knowing how a word is stressed is essential when you use it yourself for the first time. Even if your pronunciation of the sounds is accurate, you will often be

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[2]Interview with Phra Seth Abhijato Scholar of Mahachulalongkornrajavidyalaya University, 19 January, 2016.

misunderstood if you place the stress on the wrong syllable. In English it is possible to put the main stress on more or less any word in a sentence. Where the speaker places the main stress reflects the meaning they intend the listeners to understand. We use a dictionary to check the stress pattern of new and important words that you come across in your reading. If you are not sure how word stress is marked in your dictionary, check the user's guide. If you are not familiar with the phonemic symbols used to show pronunciation, your dictionary will provide a guide explaining which sound each symbol represents, with words illustrating each sound.[3]

Refer to Dr. William Yaryan B.A. (Philosophy), M.A. & Ph.D. (History) has experience 8 years teaching at Mahachulalongkornrajavidyalaya University, explained on pronunciation I think my students must hear English before they can say English and so many students have difficulty understanding English pronunciation so don't say correctly, but I think some word can be miss pronounce and at no problem and English speaker understand you, but other word is pronounced Problem, my students our say Obama and I say no Obama they over say Computer but over say no native speaking people say Computer, but if you say Obama, Computer I understand you.

When I talk English pronunciation last term; I showed any videos is very important information about how to pronounce difference kinds of English words but the most important way to teach pronunciation is practiced, so I must hear my students speech and I must hear what they say correctly or not. So you can learn pronunciation from reading you must practice.

I have a very good call clear speech and use exercise is in at book and, so sometime I have a hole class together say an ancient word kinds of word of English of English other time I go around to each students and I can you say this, can you say this and listen each of them, so that one another technique I play video for them students have to teach themselves pronunciation I can open your head so I have to here English spoken you have hear it again and repeat it.[4]

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[3]Interview with Dr. Janya In-Ong Scholar of Mahachulalongkornrajavidyalaya University, 26 January, 2016.

[4]Interview with Dr. William Yaryan Scholar of Mahachulalongkornrajavidyalaya University, 26 January, 2016.

4.7.2 Results from interviewing one people concerning pronunciation skill and other points that is related with this topic

Miss. Charoononwit Amonrat who is a teacher for 8 years at Wat Maiyainui School show her idea and view on pronunciation can be followed Students' pronunciation, Thai children there are character of pronunciation is different with native speaker children, it is no shame in speaking such as, it has problems of pronouncing letter /th/, /sh/, /ch/ which there are similar to sounds so sometime we teach them have to find some technique some video or find sound from native speaker to show them give them know principles or techniques of pronunciation.

The teaching problems as children pronunciation sometime children used to without pronouncing S sound without pronouncing /X/ sound or sometime similar to sound, children pronounce /S/ is long sound but /X/ is short sound something like that, sometime children used to pronounce a troll sound like that try to step by step for practicing, by how to let them read as word, sentence and emphasize that, if you see letter S have to pronounce /S/ sound.

I used a lot of medium and let children listen from native speaker sound as music, movies, and cartoon or find from website on YouTube that has teaching many things as let them to watch and practice to pronounce follow by we use often some medium and let children train to speak and we help to solve what they speak wrong or speak not clear and emphasize at that time they learn to read by emphasis, if they read wrong we help them to solve at that time for them remember this letter how to pronounce.[5]

The most of people needed interview, it is mainly composed of 4 scholars from Mahachulalongkornrajavidyalaya University, and an English teacher of Primary School at Wat Maiyainui which can be explained and respectively presented.

I accept with Asst. Prof. Dr. Veerakarn Kanokkomalade, refer to he said: I think consonant letter r and l it is problems for students, for the technique I used to teach students for pronunciation, for technical usually I try to let students to practice to follow from BBC and CNN pronunciation. I agree with Phra Seth Abhijato because he let his student try pronounce and practice to speak again and again. According to he said: I let them to try and practice, how to train how to control their tongue correctly in pronunciation that is problem. Usually I let my students speak English very often and try to read try to speak again and again repeat again and again; they can speak English in another way. I accept with Dr. Janya In-Ong, refer to him said: if

[5]Interview Amonrat Charoononwit, English teacher at Wat Maiyainui School, 18 January, 2016.

you don't have knowledge of basic phonetic your pronunciation is not so good and you must read English word by phonetic no by letter. We use a dictionary to check the stress pattern of new and important words that you come across in your reading. If you are not sure how word stress is marked in your dictionary which will provide a guide explaining which sound each symbol represents, with words illustrating each sound. I agree with Dr. William Yaryan because when he teaches his student as showed any video and he told you can practice pronunciation by reading, according to he said: I showed any videos is very important information about how to pronounce difference kinds of English words but the most important way to teach pronunciation is practiced, so you can learn pronunciation from reading you must practice. And I accept to Miss. Charoononwit Amonrat she explained how to teach English pronunciation for children, sometime children used to produce without /S/ sound without /X/ sound or sometime similar to sound, children pronounce S is long sound but /X/ is short sound something like that, sometime children used to pronounce a troll sound like that try to step by step for practicing, by how to let them read as word, sentence and emphasize that, if you see letter S have to pronounce S sound. And she used a lot of medium and let children listen from native speaker sound as music, movies, and cartoon or find from website on YouTube that there are a lot of teaching techniques and she have many things let them to watch and practice to pronounce follow by she used often some medium and let children train to speak and we help to solve what they speak wrong or speak not clear.

The results of all suggestions which are very important and good information for improving knowledge of pronunciation skill because it is factors that how to development for every skill go on. In studying pronunciation English we can study from many way, one in all as trying to practice again and again by intension which are advised from everyone who are interviewed in this research study.

Chapter V

Conclusions, Discussions and Suggestions

Chapter five which is the final chapter presents the summary of the research, which research questions used to guide the study, the summary and discussion of the findings, implications of the information, and suggestions for further studies this chapter presents discussions on the findings, conclusion of the study, general recommendations and suggestions for future research.

In terms of the method used in data collection, it is mainly composed of literature review, group discussion, questionnaire, and testing vocabulary with reading word by word, by using all of 76 questionnaires with 18 questions which divide 4 parts, testing 20 vocabularies with 15 students concerning English pronunciation skill, and final point as interview.

This chapter can be divided into three points which each one is explained respectively as the following:

5.1 Conclusions

5.2 Discussions

5.3 Suggestions

5.1 Conclusions

The purpose of this research is conducted to examine English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok. The popular of the research study has 76 students. The tools for questionnaires were divided into 2 parts resulted from chapter 4 as the following:

Part one conclusion of studying of English pronunciation skill was found

Part two conclusion of the problems in studying English pronunciation skill as the following:

1. The problem in studying English pronunciation were found from the language syllabus

2. The problems in studying English pronunciation were found from textbooks and teaching aids

3. The problem in studying English pronunciation were found from testing and evaluation system

4. The problem in studying English pronunciation were found from teaching techniques

After having collected the data of all the problems are calculated in order to give the level and extent of their attitudes in studying English pronunciation which are analyzed the SPSS program and Excel program come to be percentages, frequency, average means and standard deviation. The results of average means are classified into 5 levels:

1. Average 4.50-5.00 means students have very high

2. Average 3.50-4.49 means students have high

3. Average 2.50-3.49 means students have moderate

4. Average 1.50-2.49 means students have low

5. Average 1.00-1.49 means students have very low

5.1.2 Conclusion of studying of English pronunciation skill was found

As a result of the level of testing English pronunciation skill of Primary School grade 4-6 at Wat Maiyainui are 15 students is tested 20 vocabularies. Out of all vocabularies, the overage mean of students who can pronounce clearly and correctly. Word /busy/ with 2.93, /effect/ with 2.93, /debt/ with 3.00, /value/ with 2.80, /education/ with 2.87, /error/ with 2.93, /history/ with 3.07, /island/ with 2.93, /hour/ with 2.87, /juice/ with 2.73, /sword/ with 2.73, /vegetable/ with 2.93, /comfortable/ with 2.87, /salmon/ with 2.93, /every/ with 2.80, /chaos/ with 2.73, /schedule/ with 2.80, /receipt/ with 2.80, /leopard/ with 2.87. Conclusion of result from testing of pronunciation skill, refer to table 13, as a result of the level of overall of studying of English pronunciation skill were found in this topic is moderate level with 2.82.

5.1.2 Conclusion of the problems in studying English pronunciation were found from the language syllabus

According to the previous chapter in table 9, the average mean of question 3 with 2.75, question 1 with 3.16 and while question 2 with 3.08. As a result of the overall of the problems in studying English pronunciation were found from the language syllabus is moderate level with 3.00.

5.1.3 Conclusion of the problem in studying English pronunciation were found from textbooks and teaching aids

According to the previous chapter in table 10, the average mean of question 1 with 3.17, question 2 with 3.16, question 4 with 3.13, question 3 with 2.92, question 6 with 2.91, and question 5 with 2.89. As a result of the problems in studying English pronunciation were from textbooks and teaching aids is moderate level with 3.03.

5.1.4 Conclusion of the problem in studying English pronunciation were found from testing and evaluation system

According to the previous chapter in table 11, the average mean of question 3 with 3.37, question 1 with 3.13 and while question 4 with 3.05, question 5 with 2.89, and question 2 with 2.83 respectively. As a result of the overall the problems in studying English pronunciation were found from testing evaluation system is moderate level with 3.06.

5.1.5 Conclusion of the problems in studying English pronunciation were found from teaching techniques

According to the previous chapter in table 12, the average mean of question 3 with 3.13, question 2 with 3.08, question 1 with 2.89, and question 4 with 2.87. As a result of overall of the problems in studying English pronunciation were found from teaching techniques is moderate level with 2.99.

Conclusion concerning the research study of the English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok was derived from finding of many parts which were showed abilities of students can be produced correctly and clearly moderate level.

5.2 Discussions

The results of the analysis of some problems on the English pronunciation skill of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok. This study aimed at assessing English pronunciation of Wat Maiyainui.

5.2.1 General background information

Gender; female with 56.58%, and male with 43.42%. Age; 11-13 years with 68.42%, 8-10 years with 27.63%, more than 13 years with 2.64%. Class; grade 5 with 39.48%, grate 6 with 31.58%, and grade 4 with 28.94%. The students' time periods of English instruction with their ages, 6-10 years with 76.32%, 11-15 years with 11.84%, and 1-3 years with 11.84%. Skills what the students wanted to study especially,

speaking skill with 46.05%, reading skill with 25.00%, writing skill with 17.10%, and skill with 11.85%. Students wanted to use speaking skill with 34.21%, reading skill with 31.57%, listening skill with 19.73%, and reading sill with 14.47%. The most students study the language for purposes. English for educational with 40.48%, English for communication with 27.62%, English for entertainment with 25.00% and English for other with 6.57%. Students have pronunciation knowledge with 57.89% Students with 42.10% do not have previous knowledge of English pronunciation.

5.2.2 To study the level of English pronunciation skill of Primary School students grade 4 – 6 at Wat Maiyainui School in Bangkok.

Researcher took vocabulary from New Express English book of 4-6 is concerned with   curriculum of Primary School grade 4-6 at Wat Maiyainui. The population there are 15 students are tested 20 Vocabularies and as a result of the level of overall of testing vocabulary, students of English. The results of this study, generally, showed that these students' English pronunciation as a result of the level of overall of studying of English pronunciation skill were found in this research study is moderate level with 2.82. The results of the current study can shed light onto some practical suggestions and implications on studying pronunciation. If the students were not able to perform or pronounce English words correctly, they might have difficulties when listening, speaking, reading and writing English textbooks, leading to serious problems in response to the needs of international demands. The test scores by vocabulary of studying English of the participants, it can be said that, even though some of the students had more experience in studying English, but while some of students cannot produce correctly the result maybe derive general factors as syllabus, education systems, students' attention and teaching and learning. Moreover, teachers they should possess knowledge of instruction, knowledge of context, and expertise related to the subject matter, word stress assignment because the teachers' pronunciation is the major input that the students are exposed to. Therefore, to improve the practices in the subject matter, educational administrators should take some initiatives to improve the teacher preparation program to introduce and adequate skills to cope with the expected role of a resource person. Teachers themselves should be provided with the opportunities to acquire practical skills and knowledge needed to function as an effective teacher. Meanwhile, these teachers and the students should be fostered to understand their own experience when stresses are misplaced in words. Finally, these teachers should be cautioned

that pronunciation should not be overlooked since it had an impact on teachers' performance and subsequently their students' performance.

According to the research findings, among the five areas that affects the students' difficulties in learning English pronunciation, only testing and evaluation system is voted at a high level for causing problems in the students' pronunciation learning. Language syllabus, textbooks and teaching aids, teaching techniques and the students' attitudes toward the teachers, which also influence the students' attitudes, are vote at a moderate level.

The difficulties in successfully teaching and learning English pronunciation derive from many factors. The most influential factor is the testing and evaluation system. After graduating from high school, almost all students have to take the university entrance examination to be admitted into a Public University in which is country. Each year the competition is very high since Thai society values and honors the students who graduate from a public university more than those who graduate from a private university. As a result, the students aim their study at entrance examination which focuses on grammar usage, reading and writing skills not listening and speaking skills.

Any solutions taken on the factors other than testing and evaluation system may help enhance the teaching and learning of English pronunciation but an attempt will fail if the language syllabus design, contents of textbooks and availability of teaching aids, proper teaching techniques, and the students' attitudes do not mesh along with testing and evaluation system. Nonetheless, an introduction of pronunciation test into schools' testing and countrywide entrance examination, which should also be correlative, is not as easy in practice as in theory. A pronunciation test could be conducted at school, however, due to the complication in making a good and speaking and it is a time-consuming process both in testing and evaluating. The students' pronunciation ability cannot be judged within 3 hours exam where ever language skill test is included.

Furthermore, due to the limitations of teaching, testing and evaluating English pronunciation such as a cassette player, a tape recorder, specific teaching aids, English pronunciation contents in the textbooks, experienced teachers, and the students themselves which differ greatly in each high school throughout the county, a standard test and evaluation method are difficult to conduct. An adjustment of the present testing and evaluation system may be a concrete trial to persuade the students to learn English pronunciation under the condition that they need this knowledge to pass an entrance examination. In addition, an abstract factor that is the

students' attitudes should be gradually changed. They should not only learn to pass the test but also learn to know every aspect of the subject. In order to do so, the students need support from societies, who honor all bachelor degree holders equally, Ministry of Education, who must launch a practicable language syllabus, who believe in their children, and friends, who jointly shape proper beliefs and attitudes during their school life.

All aspects causing the difficulties in learning English pronunciation are linked together. The problem solving should be done of every aspect no matter which aspect is approaches in teaching English pronunciation, textbooks and teaching aids, testing and evaluation procedure, learners' strategies in learning English pronunciation, and pronunciation syllabus design composed in Chapter II would be, more or less, useful for those who want to intensify the pronunciation teaching and learning in a school.[1]

5.2.3 To study of the problems in studying English pronunciation skill were found from the language syllabus, textbooks and teaching aids, testing and evaluation systems, and teaching techniques of Primary School students grade 4-6 at Wat Maiyainui School in Bangkok.

As a result of problems in studying English pronunciation were found from the language syllabus are contents of English subject, students have problems for the language syllabus from the curriculum of Wat Maiyainui Primary School and it is a part of Thai education, result concerning of finding; their satisfaction is moderate level.

As a result of the problems in studying English pronunciation were found from textbooks and teaching aids, there are 10-30 English lessons in each textbook. The students have problems for textbooks and teaching aids from the curriculum of Wat Maiyainui Primary School and it is a part of Thai education, result concerning of finding; their satisfaction is moderate level.

As a result of the problems in studying English pronunciation were found from testing and evaluation system is students are taught tool little English pronunciation to be tested. The students have problems for testing and evaluation system were found from the curriculum of Wat Maiyainui Primary School and it is a

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[1]Tawonwong Maetrawee, The Difficulties in Teaching and Learning English Pronunciation in Rajini Bon School, 2011, **Master of Art in Teaching English as a Foreign Language**, (Language Institute, Thammasat University, Bangkok, Thailand, 2003), PP. 73-75.

part of Thai education, result concerning of finding; their satisfaction is moderate level.

As a result of the problems in studying English pronunciation were found from teaching techniques are teachers' making use of tape, and sound laboratory in teaching English pronunciation. The students have problems for teaching techniques from the curriculum of Wat Maiyainui Primary School and it is a part of Thai education results concerning of finding; their satisfaction is moderate level.

5.3 Suggestions for further studies

On the basis of this research, as this study has been conducted with some limitation in scope and procedure, the further study needs to be continued on the following suggested topics:

5.3.1 Teachers and learners should be aware of the necessity of being exposed to the target language by making full use of video shows, films, radio or TV programs, computer assisted language teaching programs in teaching and learning English to help boost their pronunciation competence. Classroom instructor of English can help language learners enhance their sensitivity to stress pattern in a number of ways.

5.3.2 Students' requirements would like to studying English pronunciation too much. It is necessary to look at some related factors from the language syllabus, textbooks and testing and evaluation system, and teaching techniques. The assigned contents in the language syllabus rarely have pronunciation contents, teaching time allotment is the textbooks' contents are too much.

5.3.3 This research is focused on a study of English pronunciation skill grade 4-6 students at Wat Maiyainui School, there are several aspects concerned with the scope of this research which is covered not enough and it is not large which only primary School, populations and progresses of data collections have not much but researcher think of other research in next time would hope to research study upper more than this research, such as someone maybe research high School, University and so on.

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Dr. william Yaryan Scholar of Mahachulalongkornrajavidyalaya University, (26, January, 2016)

Dr. Janya In-Ong Scholar of Mahachulalongkornrajavidyalaya University, (26 January, 2016)

Phra Seth Abhijato Scholar of Mahachulalongkornrajavidyalaya University, (19 January, 2016)

Appendices

Appendix A
Research Questionnaire

Research Questionnaire

Thesis title: A Study of English Pronunciation Skill: A Case Study of Primary School Students Grade 4 – 6 at Wat Maiyainui School in Bangkok

Instruction

The main objective of this research is a study of English pronunciation skill of Primary School Students grade 4 – 6 at Wat Maiyainui School. Questionnaire and interview are used in this research study.

Questionnaire have 6 sections

Part 1: General background information of the respondents

Part 2: The problem in studying English pronunciation was found the language syllabus

Part 3: The problems in studying English pronunciation was found textbooks and teaching aids

Part 4: The problems in studying English pronunciation were found from testing evaluation system

Part 5: The problems in studying English pronunciation were found teaching techniques

Part 6: Testing Vocabularies about pronunciation

Interview

The respondents' opinions and suggestions on solving a study of English pronunciation skill: a case study of Primary School students grade 4 – 6 at Wat Maiyainui School in Bangkok.

(Phra Sinphasith Chantapanyo)

Researcher

Appendix B
Questionnaires

Questionnaires

A Study of English Pronunciation Skill: A Case Study of Primary School Students Grade 4–6 at Wat Maiyainui School in Bangkok

Instruction:

1. The purpose of questionnaires is to survey in a study of English pronunciation skill of Primary grade 4-6 students at Wat Maiyainui Shool were found from the language syllabus, textbook and teaching aids, testing and evaluation system, and teaching techniques.

2. Questionnaire has 6 sections

Part 1 General background information of the respondents

Part 2 The problem in studying English pronunciation was found from the language syllabus

Part 3 The problems in studying English pronunciation was found from textbooks and teaching aids

Part 4 The problems in studying English pronunciation were found from testing evaluation system

Part 5 The problems in studying English pronunciation were found from teaching techniques

Researcher really thanks you for your kindness for cooperation; at this opportunity.

Part 1 General background information

Instruction: please mark ✔ the boxes ☐ defined by the fact of you.

1. Gender ☐ Female   ☐ Male

2. Age

☐ 5-7years   ☐ 8-10 years

☐ 11-13 years   ☐ More than 13 years

3. Present study level

☐ Grade 4   ☐ Grade 5   ☐ Grade 6

4. English studying experiences

☐ 1-3 years)   ☐ 4-6 years

☐ 7-9 years   ☐ More than 9 years

5. Students' purposes in studying English

☐ Educational purposes

☐ Communication purposes

☐ Entertain purposes

☐ Other...

6. Most wanted English language skill (Please choose one)

☐ Listening skill   ☐ Speaking skill

☐ Reading skill   ☐ Writing skill

7. Most wanted language skill and the most used language skill (Please choose one)

☐ Listening skill   ☐ Speaking skill

☐ Reading skill   ☐ Writing skill

8. Do you have any previous knowledge on English pronunciation?

☐ Yes (Please specify)..

☐ No...

Instruction: Please use the following on your opinion when answering Part 2 – Part 6

Instruction: Please mark ✔ the gaps defined by the fact of you.

5 very much difficulty

4 much difficulty

3 fairly difficulty

2 little difficulty

1 very little difficulty

Part 2 The problem in studying English pronunciation was found from the language syllabus

Questions	Degree of difficulties				
	Very much	Much	Fairly	Little	Very little
	5	4	3	2	1
1. Contents of English subject					
2. Objective of English subject is to train the students to pronounce correctly according to English pronunciation					
3. Time allotments for English subject)					

Part 3 The problems in studying English pronunciation was found from textbooks and teaching aids

Questions	Degree of difficulties				
	Very much	Much	Fairly	Little	Very little
	5	4	3	2	1
1. There are 10-30 English lessons in each textbook					
2. There are pronunciation activities, in some lessons					
3. There are phonetic symbols in the textbooks					
4. There are listening and speaking activities, in textbooks					
5. Sound laboratory is provided					
6. Others teaching aids such as tape recorder and microphone are provided					

Part 4 The problems in studying English pronunciation were found from testing evaluation system

Questions	Degree of difficulties				
	Very much	Much	Fairly	Little	Very little
	5	4	3	2	1
1. English pronunciation is not take as language proficiency indicator					
2. English exam aims at testing knowledge of English language and grammar					
3. Students are taught tool little English pronunciation to be tested					
4. Pronunciationevaluation system is not reliable					
5. Time and tape recorder are needed when testing Pronunciation					

Part 5 The problems in studying English pronunciation were found from teaching techniques

Questions	Degree of difficulties				
	Very much	Much	Fairly	Little	Very little
	5	4	3	2	1
1. Teachers' techniques when teaching pronunciation					
2. Teachers' ability and proficiency of using teaching techniques					
3. Teachers' make use of tape, and sound laboratory in teaching English pronunciation					
4. Teachers' manage teaching time and rearrange the classroom when teaching English pronunciation					

Please comment and suggestion on a study of English pronunciation skill

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The Research Interview

A Study of English Pronunciation Skill: A Case Study of Primary School Students Grade 4–6 at Wat Maiyainui School in Bangkok

Opinions and suggestions on solving pronunciation

Instruction: Please answer the questionnaires and give some suggestions.

1. What is your view on English pronunciation?

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2. What are your problems in teaching English pronunciation?

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3. What techniques do you use the most in your teaching English pronunciation?

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Thank you very much for your kind cooperation

Appendix C

Assessors of the Research Questionnaire

Assessors of the Research Questionnaires

1) Assoc. Prof. Dr. Preecha Kanetnog, instructor of English language and English linguistic subject, department of foreign languages, faculty of humanities, MCU.

2) Asst. Prof. Dr. Veerakarn Kanokkomalade, instructor of English linguistic subject and English language, department of foreign languages, faculty of humanities, MCU.

3) Assoc. Prof. Nilratana Klinchan, instructor of English structure and English language, department of foreign languages, faculty of humanities, MCU.

Appendix D

Result of the Index Objective Congruence (IOC)

Result of the Index Objective Congruence (IOC)

Questions The problems in studying English pronunciation were found from the language syllabus	The Committee of Research Tool Evaluation			IOC	Note (If any)
	1	2	3		
1. Contents of English subject	+1	+1	+1	1	useable
2. Objective of English subject is to train the students to pronounce correctly according to English pronunciation	+1	+1	+1	1	useable
3. Time allotments for English subject	+1	+1	+1	1	useable

Questions The problems in studying English pronunciation were found from textbooks and teaching aids	The Committee of Research Tool Evaluation			IOC	Note (If any
	1	2	3		
1. There are 10-30 English lessons in each textbook	+1	+1	+1	1	useable
2. There are pronunciation activities, in some lessons	+1	+1	+1	1	useable
3. There are phonetic symbol in the textbooks	+1	+1	+1	1	useable
4. There are listening and speaking activities, in textbooks	+1	+1	+1	1	useable
5. Sound laboratory is provided	+1	+1	+1	1	useable
6. Others teaching aids such as tape recorder and microphone are provided	+1	+1	+1	1	useable

Questions The problems in studying English pronunciation were found from testing evaluation system	The Committee of Research Tool Evaluation			IOC	Note (If any)
	1	2	3		
1. English pronunciation is not take as language proficiency indicator	+1	+1	+1	1	useable
2. English exam aims at testing knowledge of English language and grammar	+1	+1	+1	1	useable
3. Students are taught tool little English pronunciation to be tested	+1	+1	+1	1	useable
4. Pronunciation evaluation system is not reliable	+1	+1	+1	1	useable
5. Time and tape recorder are needed when testing Pronunciation	+1	+1	+1	1	useable

Questions The problem in studying English pronunciation were found from teaching techniques	The Committee of Research Tool Evaluation			IOC	Note (If any)
	1	2	3		
1. Teachers' techniques when teaching pronunciation	+1	+1	+1	1	useable
2. Teachers' ability and proficiency of using teaching techniques	+1	+1	+1	1	useable
3. Teachers' making use of tape, and sound laboratory in teaching English pronunciation	+1	+1	+1	1	useable
4. Teachers' manage teaching time and rearrange the classroom when teaching English pronunciation	+1	+1	+1	1	useable

Result of Testing Vocabulary Pronunciation Skill

Vocabulary	The Committee of Research Tool Evaluation			IOC	Note (If any)
	1	2	3	1	useable
1. busy	+1	+1	+1	1	useable
2. effect	+1	+1	+1	1	useable
3. debt	+1	+1	+1	1	useable
4. value	+1	+1	+1	1	useable
5. education	+1	+1	+1	1	useable
6. error	+1	+1	+1	1	useable
7. history	+1	+1	+1	1	useable
8. honor	+1	+1	+1	1	useable
9. island	+1	+1	+1	1	useable
10. hour	+1	+1	+1	1	useable
11. juice	+1	+1	+1	1	useable
12. sword	+1	+1	+1	1	useable
13. vegetable	+1	+1	+1	1	useable
14. comfortable	+1	+1	+1	1	useable
15. salmon	+1	+1	+1	1	useable
16. every	+1	+1	+1	1	useable
17. chaos	+1	+1	+1	1	useable
18. schedule	+1	+1	+1	1	useable
19. receipt	+1	+1	+1	1	useable
20. leopard	+1	+1	+1	1	useable

Questions	The Committee of Research Tool Evaluation			IOC	Note (If any)
	1	2	3		
	The problems in studying English pronunciation were found from textbooks and teaching aids				
1	+1	+1	+1	1	useable
2	+1	+1	+1	1	useable
3	+1	+1	+1	1	useable
4	+1	+1	+1	1	useable
5	+1	+1	+1	1	useable
6	+1	+1	+1	1	useable

Questions	The Committee of Research Tool Evaluation			IOC	Note (If any)
	1	2	3		
	The problems in studying English pronunciation were found from testing evaluation system				
1	+1	+1	+1	1	useable
2	+1	+1	+1	1	useable
3	+1	+1	+1	1	useable
4	+1	+1	+1	1	useable
5	+1	+1	+1	1	useable

Questions	The Committee of Research Tool Evaluation			IOC	Note (If any)
	1	2	3		
	The problems in studying English pronunciation were found from teaching techniques				
1	+1	+1	+1	1	useable
2	+1	+1	+1	1	useable
3	+1	+1	+1	1	useable
4	+1	+1	+1	1	useable

Vocabulary	The Committee of Research Tool Evaluation			IOC	Note
	1	2	3		(If any)
	Result of testing Vocabularies Pronunciation Skill				
1	+1	+1	+1	1	useable
2	+1	+1	+1	1	useable
3	+1	+1	+1	1	useable
4	+1	+1	+1	1	useable
5	+1	+1	+1	1	useable
6	+1	+1	+1	1	useable
7	+1	+1	+1	1	useable
8	+1	+1	+1	1	useable
9	+1	+1	+1	1	useable
10	+1	+1	+1	1	useable
11	+1	+1	+1	1	useable
12	+1	+1	+1	1	useable
13	+1	+1	+1	1	useable
14	+1	+1	+1	1	useable
15	+1	+1	+1	1	useable
16	+1	+1	+1	1	useable
17	+1	+1	+1	1	useable
18	+1	+1	+1	1	useable
19	+1	+1	+1	1	useable
20	+1	+1	+1	1	useable

Biography of Researcher

Name	:	Phra Sinphasith Chantapanyo (Meuangdenxoum)
Date of Birth	:	9 July, 1990
Date of Ordination	:	2003 Novice ordination: At the age of 13 years, at Wat Sakeo Dokmai, Nawa, Phonthong, Champassak, Laos PDR.
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Education Background	:	2009-2012: Graduated Bachelor degree, faculty of English, majors in English, Mahachulalongkornrajavidayalaya University Nongkhai Campus (Nongkhai Campus MCU), Nongkhai, Thailand.
2013–2017	:	At present, studying in Master of Arts Program in English (International Program), Mahachulalongkornrajavidayalaya University, Wat Srisudaram, Bangkok, Thailand.

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