

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

There are three main sections in this chapter: conclusions, limitations of the study and recommendations.

1. Conclusions

This study was conducted (i) to develop computer-assisted musical pronunciation courseware for teaching English word stress, sentence stress and intonation; (ii) to enhance learners' abilities in proper English word stress, sentence stress and intonation patterns by using computer-assisted musical pronunciation courseware; and (iii) to investigate learners' attitudes toward computer-assisted musical pronunciation courseware. To achieve the first purpose, the Computer-Assisted Musical Pronunciation was constructed. It consisted of the pre-pronunciation test, 10 lessons about English suprasegmentals, and the post-pronunciation test. The lessons in the computer-assisted musical pronunciation courseware consisted of content about English suprasegmentals, exercises, and songs. The contents were studied and selected. Then, the words and sentences were selected by 3 teachers who teach Business English. After that, the contents were checked for content validity by 3 experts. The music and songs were written and composed based on the content of each lesson. The next step was conducting trials of the courseware with the one-to-one testing and small group testing. The courseware was then used with the sample group. The sample took the pronunciation test. The students then registered and logged in to learn the English suprasegmentals lessons in their own time. The students studied each lesson for one hour. After the students finished all lessons, the questionnaire was sent by e-mail. The efficiency of the CAMP courseware was found to be 83.57/91.33 and the effectiveness index was 0.86. For the second purpose, the pronunciation test constructed by the researcher was used both for pre-test and post-test but each was arranged in different order. The pronunciation test was used to test both students' perception and production. The perception was tested by listening test

with 40 items of 40 points. The students had to listen to the audio sounds on the CAMP courseware, and then they had to choose the suitable answer. The listening test was in a multiple choice format. The students' production was tested by pronunciation test with 20 items of 40 points. The students were asked to read the words with the suitable stress and read the sentences with the suitable intonation. The post-pronunciation test mean score was 73.07 higher than the pre-pronunciation test mean score of 41.47. This difference was found to be significant at the level 0.05 level. For the third purpose, the questionnaire was constructed. There were 30 items which were divided into three parts as follows: 1) Part 1 asked about the students' demographic data. 2) Part 2 asked about students' experiential information about their English experience, music experience, and computer experience. 3) Part 3 asked about the students' attitude toward the CAMP courseware. The questions in this part used Likert's scale. The students' attitude toward the CAMP courseware was found to be positive. The students can learn a lot from the CAMP courseware. They expressed their opinions about the explanation of the content, the sequence, the lyrics and music could help them learn a lot. In addition, they were satisfied with the CAMP courseware. They felt that the lessons made them learn well and they also thought that the exercises helped them to have self-confidence about using English suprasegmentals.

2. Limitations of the study

Although this study is completed, there were some limitations:

2.1 The students had to access the CAMP courseware by using the Internet connection. Due to problems of accessing the Internet, the students could not access the courseware. During this study, there was a problem with the server. For the further study, the learning process should be planned for other options such as burning the lessons to a CD or file attachments for the students. To solve the problem in this study, the researcher chose to send all files as attachment files by e-mail with the students sending some files such as pre-test and post-test back to the researcher.

2.2 The CAMP courseware was provided with exercises such as the audio sounds of the native speakers. They could repeat by listening to the recorded sounds as much as they wished. On the other hand, this courseware could not provide

immediate feedback, telling the students whether they could pronounce it correctly when students practiced their pronunciation.

2.3 Using CALL, the students are able to learn at their own paces. However, they had to finish all lessons in a short period of time in order to finish this study in time. They had to finish all lesson in two weeks.

2.4 Teachers would have to learn how to edit the program by themselves, in order to add and/or edit information in case of the programmer could not finished required editing on time.

2.5 In the post-listening test, the students finished the test without controlled conditions. The students could listen to the audio sounds as many times as they wanted. Care could be taken during this process.

3. Recommendations

Concerning to the limitations of the study, there are recommendations for teaching English suprasegmentals and for further research.

3.1 Recommendations for Teaching English Suprasegmental

Using music and songs for teaching second language pronunciation, especially the suprasegmentals aspect, is an interesting issues for language learners. Learners can acquire the similarity of music and language such as rhythm, pitch, and duration. In this study, music and songs were used in a passive way. Learners listened to music and songs, which were composed based on suitable stress placement and intonation pattern, in the program. Then, they sang along while they listened to the songs. They did not have a chance to play the musical notation. For further studies in this area, the learning process could be designed so that the learners could learn in an active way by asking them to play songs and sing along. A musical instrument, such as a piano, could help them to acquire the pitch of the sound by themselves.

3.2 Recommendation for Further Research

3.2.1 This study is one-group pre-test/post-test design so all the learners had the same treatment, which was the input knowledge. For further study, the design could use the experimental design with two groups of students. One group learns speech of the native speaker. The other group learns the same contents but using rhythm of the music or the content could be composed as songs. Research may

lead the dominant effect of learning from native speaker's speech and leaning from music and songs.

3.2.2 For further research, the server should be dependable. Other options should be provided such as CD Rom or e-mail.

3.2.3 This study focused on accurate stress and intonation but did not provided meaningful communication. For the further research, the research procedure should be designed for the meaningful communication.

3.2.4 For further study, the CAMP courseware could be used for Thai university level students from different faculties or different groups of students.