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APPENDICES

APPENDIX A
Two Sets of Questionnaire

APPENDIX A.1
Questionnaire 1

Questionnaire 1: “A survey of awareness towards learning English pronunciation of Loei Rajabhat University 1st year, majoring in Public Health”. Before the Pronunciation Training

1. The participants’ self evaluation of the awareness towards their own pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|----------|-------------------|
| 1.1 | You have a good pronunciation. | | | | | |
| 1.2 | You want to have a good pronunciation. | | | | | |
| 1.3 | You have been trying to improve your pronunciation. | | | | | |
| 1.4 | You do not want to talk to a foreigner because of your pronunciation. | | | | | |
| 1.5 | Good pronunciation makes you feel confident to communicate with a foreigner. | | | | | |
| 1.6 | You think that having good pronunciation is more important than having good grammar | | | | | |
| 1.7 | You have had a communication difficulty because of your mispronunciation. | | | | | |

2. The participants’ awareness towards the methods of learning pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|----------|-------------------|
| 2.1 | You know that phonetics course is a course for teaching-learning of pronunciation. | | | | | |
| 2.2 | You know that pronunciation can be learnt systematically not only from copy and repetition. | | | | | |
| 2.3 | You know that you can pronounce any sound by practicing moving your tongue, lips and vocal cords. | | | | | |

3. The participants’ awareness towards the importance of pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|----------|-------------------|
| 3.1 | Learning pronunciation is useful for learning English. | | | | | |
| 3.2 | Pronunciation knowledge is necessary for listening and speaking skills. | | | | | |
| 3.3 | Pronunciation should be taught in any communicative course. | | | | | |

3. The participants' awareness towards the importance of pronunciation (cont.)

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 3.4 | It is necessary to have a native - like pronunciation. | | | | | |
| 3.5 | You do not want to improve your pronunciation if you have no problem communicating with foreigners although you make a lot of mispronunciations. | | | | | |

4. The participants' expectation of an English teacher

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 4.1 | You want the teacher to correct your pronunciation. | | | | | |
| 4.2 | Teachers should have correct pronunciation of English sounds. | | | | | |
| 4.3 | You want the teacher to teach you the correct sounds and to practice them with you more often. | | | | | |
| 4.4 | Teacher should speak more English in class. | | | | | |



5. The participants' awareness of the advantages of good pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|----------|-------------------|
| 5.1 | Good pronunciation will be useful for your future career. | | | | | |
| 5.2 | Bad pronunciation can cause communication difficulty more than wrong grasp of grammar. | | | | | |
| 5.3 | Learning pronunciation can help you improve your listening and speaking skills. | | | | | |
| 5.4 | Having good pronunciation make other people (especially native speaker) respect you more. | | | | | |

6. The participants' awareness towards factors that help learners have good pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 6.1 | Outgoing and talkative people have better English pronunciation. | | | | | |
| 6.2 | People who have been abroad have better pronunciation. | | | | | |

6. The participants’ awareness towards factors that help learners have good pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 6.3 | Often watching movies and listening to songs in English help you have better pronunciation. | | | | | |
| 6.4 | Students who study English with a native speaker will have a better pronunciation. | | | | | |
| 6.5 | Practice imitating English sounds pronounced by a native speaker can help improve pronunciation. | | | | | |

คำถามชุดที่ 1 แบบสำรวจความตระหนักเกี่ยวกับการออกเสียงภาษาอังกฤษนักศึกษาเอกวิชาสารสนเทศ
ชั้นปีที่ 1 มหาวิทยาลัยราชภัฏเลย (ก่อนการอบรมการฝึกทักษะการออกเสียงภาษาอังกฤษ)

1. การประเมินตนเกี่ยวกับการออกเสียงของนักศึกษา

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็น ด้วย | ไม่ แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|---|-----------------------|--------------|--------------|-----------------|------------------------------|
| 1.1 | คุณมีการออกเสียงภาษาอังกฤษ ที่ดี | | | | | |
| 1.2 | คุณต้องการมีการออกเสียงภาษาอังกฤษที่ดี | | | | | |
| 1.3 | คุณพยายามที่จะปรับปรุงการออกเสียง ภาษาอังกฤษของคุณ | | | | | |
| 1.4 | คุณไม่ต้องการที่จะพูดคุยกับชาวต่างชาติ เพราะการออกเสียงภาษาอังกฤษของคุณ | | | | | |
| 1.5 | การออกเสียงภาษาอังกฤษที่ดีทำให้คุณ มั่นใจที่จะสื่อสารกับชาวต่างชาติ | | | | | |
| 1.6 | คุณคิดว่าการออกเสียงภาษาอังกฤษที่ดี สำคัญว่าการใช้ภาษาถูกต้องตามหลัก ไวยากรณ์ | | | | | |
| 1.7 | คุณมีปัญหาในการสื่อสารเพราะการออก เสียงภาษาอังกฤษที่ไม่ถูกต้อง | | | | | |

2. การตระหนักถึงกระบวนการเรียนออกเสียงภาษาอังกฤษ

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็น ด้วย | ไม่ แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|--|-----------------------|--------------|--------------|-----------------|------------------------------|
| 2.1 | คุณทราบว่าวิชาสหศาสตร์เป็นวิชาที่ เกี่ยวกับการเรียนการออกเสียง | | | | | |
| 2.2 | คุณทราบว่า การออกเสียงสามารถเรียน อย่างเป็นระบบได้ไม่ใช่เพียงจากการเลียน เสียงเจ้าของภาษาเท่านั้น | | | | | |
| 2.3 | คุณทราบว่า คุณสามารถออกเสียงต่างๆ ได้ โดยการเลียนลิ้น การขยับริมฝีปาก และ การสั่นสะเทือนของเส้นเสียง | | | | | |

3. การตระหนักถึงความสำคัญของการออกเสียงภาษาอังกฤษ

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|---|-----------------------|----------|----------|-----------------|------------------------------|
| 3.1 | การเรียนรู้การออกเสียงเป็นประโยชน์ต่อการเรียนภาษาอังกฤษ | | | | | |
| 3.2 | ความรู้เกี่ยวกับการออกเสียงจำเป็นต่อทักษะการฟัง - พูด | | | | | |
| 3.3 | ควรมีการสอนการออกเสียงในทุกๆชั้นเรียนภาษาอังกฤษแบบเน้นการสื่อสาร | | | | | |
| 3.4 | การออกเสียงภาษาอังกฤษได้ใกล้เคียงกับเจ้าของภาษาเป็นสิ่งที่จำเป็น | | | | | |
| 3.5 | คุณไม่ต้องการจะปรับปรุงการออกเสียงของคุณถ้าคุณไม่มีอุปสรรคในการสื่อสารถึงแม้การออกเสียงของคุณจะยังไม่ถูกต้องนัก | | | | | |

4. ความคาดหวังของนักศึกษาต่อผู้สอนภาษาอังกฤษ

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|---|-----------------------|----------|----------|-----------------|------------------------------|
| 4.1 | คุณต้องการให้ผู้สอนภาษาอังกฤษแก้ไขการออกเสียงของคุณ | | | | | |
| 4.2 | ผู้สอนภาษาอังกฤษควรจะมีการออกเสียงที่ถูกต้อง | | | | | |
| 4.3 | คุณต้องการให้ผู้สอน สอน และฝึกการออกเสียงให้กับคุณมากยิ่งขึ้น | | | | | |
| 4.4 | ผู้สอนควรพูดภาษาอังกฤษมากขึ้นในชั้นเรียน | | | | | |

5. การตระหนักถึงประโยชน์ของการมีการออกเสียงที่ถูกต้อง

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|---|-----------------------|----------|----------|-----------------|------------------------------|
| 5.1 | การออกเสียงที่ถูกต้องจะเป็นประโยชน์กับคุณในอนาคต | | | | | |
| 5.2 | การออกเสียงภาษาอังกฤษที่ไม่ถูกต้องทำให้เกิดอุปสรรคในการสื่อสารได้มากกว่าการใช้ภาษาอังกฤษผิดหลักไวยากรณ์ | | | | | |
| 5.3 | การเรียนการออกเสียงสามารถช่วยให้คุณปรับปรุงทักษะการฟัง - พูด ได้ | | | | | |
| 5.4 | การมีการออกเสียงที่ถูกต้องทำให้ผู้อื่น (โดยเฉพาะเจ้าของภาษา) ยอมรับคุณมากขึ้น | | | | | |

6. การตระหนักถึงปัจจัยที่ช่วยให้นักศึกษามีการออกเสียงที่ถูกต้อง

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|---|-----------------------|----------|----------|-----------------|------------------------------|
| 6.1 | ผู้ที่มีอุปนิสัยสบายๆและช่างพูดมักจะมี การออกเสียงภาษาอังกฤษที่ดีกว่าผู้อื่น | | | | | |
| 6.2 | ผู้ที่เคยไปต่างประเทศมีการออกเสียง ภาษาอังกฤษที่ดีกว่าผู้อื่น | | | | | |
| 6.3 | การดูหนังและฟังเพลงภาษาอังกฤษ บ่อยๆจะทำให้มีการออกเสียงที่ดี | | | | | |
| 6.4 | ผู้ที่เรียนภาษาอังกฤษกับเจ้าของภาษา จะมีการออกเสียงที่ดีกว่า | | | | | |
| 6.5 | การฝึกออกเสียงภาษาอังกฤษโดยการ เลียนเสียง การออกเสียงของเจ้าของ ภาษาสามารถช่วยปรับปรุงการออก เสียงได้ | | | | | |

APPENDIX A.2
Questionnaire 2

**Questionnaire 2: “A survey of awareness towards learning English
pronunciation of Loei Rajabhat University 1st year, majoring in
Public Health. After Pronunciation Training**

1. The participants’ self evaluation of the awareness towards their own pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|----------|-------------------|
| 1.1 | You have a better pronunciation. | | | | | |
| 1.2 | You still want to have a good pronunciation. | | | | | |
| 1.3 | You have improved your pronunciation. | | | | | |
| 1.4 | You now are not afraid to talk to a foreigner because of your pronunciation. | | | | | |
| 1.5 | Pronunciation training makes you feel confident to communicate with a foreigner. | | | | | |
| 1.6 | You still think that having good pronunciation is more important than having good grammar | | | | | |
| 1.7 | The training makes you aware that you have had a communication difficulty because of your mispronunciation. | | | | | |

2. The participants’ awareness towards the methods of learning pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|----------|-------------------|
| 2.1 | You now know that phonetics course is a course for teaching-learning of pronunciation. | | | | | |
| 2.2 | You now know that pronunciation can be learnt systematically not only from copy and repetition. | | | | | |
| 2.3 | You now know that you can pronounce any sound by practicing moving your tongue, lips and vocal cords. | | | | | |

3. The participants’ awareness towards the importance of pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|----------|-------------------|
| 3.1 | You now know that learning pronunciation is useful for learning English. | | | | | |
| 3.2 | You now know that pronunciation knowledge is necessary for listening and speaking skills. | | | | | |

3. The participants’ awareness towards the importance of pronunciation (cont.)

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 3.3 | Pronunciation should be taught in any communicative course. | | | | | |
| 3.4 | It is necessary to have a native - like pronunciation. | | | | | |
| 3.5 | You want to improve your pronunciation in order to solve problem on communicating. | | | | | |

4. The participants’ expectation of an English teacher

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 4.1 | You want the teacher to correct your pronunciation. | | | | | |
| 4.2 | Teachers should have correct pronunciation of English sounds. | | | | | |
| 4.3 | You want the teacher to teach you the correct sounds and to practice them with you more often. | | | | | |
| 4.4 | Teacher should speak more English in class. | | | | | |

5. The participants’ awareness of the advantages of good pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 5.1 | You now know that good pronunciation will be useful for your future career. | | | | | |
| 5.2 | You now know that bad pronunciation can cause communication difficulty more than wrong grasp of grammar. | | | | | |
| 5.3 | Learning pronunciation can help you improve your listening and speaking skills. | | | | | |
| 5.4 | Having good pronunciation make other people (especially native speaker) respect you more. | | | | | |

6. The participants’ awareness towards factors that help you have a good pronunciation

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 6.1 | Outgoing and talkative people have better English pronunciation. | | | | | |
| 6.2 | People who have been abroad have better pronunciation. | | | | | |

6. The participants’ awareness towards factors that help you have a good pronunciation (cont.)

| No | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 6.3 | Often watching movies and listening to songs in English help you have better pronunciation. | | | | | |
| 6.4 | Students who study English with a native speaker will have a better pronunciation. | | | | | |
| 6.5 | Practice imitating English sounds pronounced by a native speaker can help improve pronunciation. | | | | | |



คำถามชุดที่ 2 แบบสำรวจความตระหนักเกี่ยวกับการออกเสียงภาษาอังกฤษหลังเสร็จสิ้นการอบรมการฝึกออกเสียงภาษาอังกฤษของนักศึกษาเอกวิชาสาธารณสุขศาสตร์ ชั้นปีที่ 1 มหาวิทยาลัยราชภัฏเลย

1. ความคิดเห็นเกี่ยวกับการออกเสียงของนักศึกษา

| ข้อ | ข้อความ | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|-----|---|-------------------|----------|----------|-------------|----------------------|
| 1.1 | คุณมีการออกเสียงภาษาอังกฤษที่ดีขึ้น | | | | | |
| 1.2 | คุณต้องการมีการออกเสียงภาษาอังกฤษที่ดีขึ้นต่อไป | | | | | |
| 1.3 | การอบรมสามารถช่วยปรับปรุงการออกเสียงภาษาอังกฤษของคุณได้ | | | | | |
| 1.4 | คุณไม่กลัวที่จะพูดภาษาอังกฤษกับชาวต่างชาติเพราะการออกเสียงภาษาอังกฤษของคุณ | | | | | |
| 1.5 | การฝึกอบรมออกเสียงภาษาอังกฤษทำให้คุณมั่นใจที่จะสื่อสารกับชาวต่างชาติ | | | | | |
| 1.6 | คุณยังคิดว่าการออกเสียงภาษาอังกฤษที่ดีสำคัญกว่าการใช้ภาษาถูกต้องตามหลักไวยากรณ์ | | | | | |
| 1.7 | การอบรมทำให้คุณเข้าใจปัญหาในการสื่อสารของคุณว่าเป็นเพราะการออกเสียงภาษาอังกฤษที่ไม่ถูกต้องของคุณเอง | | | | | |

2. การตระหนักถึงกระบวนการเรียนออกเสียงภาษาอังกฤษ

| ข้อ | ข้อความ | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|-----|---|-------------------|----------|----------|-------------|----------------------|
| 2.1 | ตอนนี้คุณทราบว่าวิทยาศาสตร์เป็นวิชาที่เกี่ยวกับการเรียนการออกเสียง | | | | | |
| 2.2 | ตอนนี้คุณทราบว่าออกเสียงสามารถเรียนอย่างเป็นระบบได้ไม่ใช่เพียงจากการเลียนเสียงเจ้าของภาษาเท่านั้น | | | | | |
| 2.3 | ตอนนี้คุณทราบว่าคุณสามารถออกเสียงต่างๆได้โดยการเลียนเสียง การขยับริมฝีปาก และการสั่นสะเทือนของเส้นเสียง | | | | | |

3. การตระหนักถึงการเรียนออกเสียงภาษาอังกฤษ

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|--|-----------------------|----------|----------|-----------------|------------------------------|
| 3.1 | ตอนนี้คุณทราบว่าการเรียนการออกเสียงเป็นประโยชน์ต่อการเรียนภาษาอังกฤษ | | | | | |
| 3.2 | ตอนนี้คุณทราบว่าคุณรู้เกี่ยวกับการออกเสียงจำเป็นต่อทักษะการฟัง - พูด | | | | | |
| 3.3 | ควรมีการสอนการออกเสียงในทุกๆชั้นเรียนภาษาอังกฤษแบบเน้นการสื่อสาร | | | | | |
| 3.4 | การออกเสียงภาษาอังกฤษได้ใกล้เคียงกับเจ้าของภาษาเป็นสิ่งที่จำเป็น | | | | | |

3. การตระหนักถึงการเรียนออกเสียงภาษาอังกฤษ (ต่อ)

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วยอย่าง ยิ่ง |
|-----|--|-----------------------|----------|----------|-----------------|------------------------------|
| 3.5 | คุณต้องการปรับปรุงการออกเสียงของคุณเพื่อจัดอุปสรรคในการสื่อสาร | | | | | |

4. ความคาดหวังของนักศึกษาต่อผู้สอนภาษาอังกฤษ

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|--|-----------------------|----------|----------|-----------------|------------------------------|
| 4.1 | คุณต้องการให้ผู้สอนภาษาอังกฤษแก้ไขการออกเสียงของคุณ | | | | | |
| 4.2 | ผู้สอนภาษาอังกฤษควรจะมีการออกเสียงที่ถูกต้อง | | | | | |
| 4.3 | คุณต้องการให้ผู้สอน สอนและฝึกการออกเสียงให้กับคุณมากยิ่งขึ้น | | | | | |
| 4.4 | ผู้สอนควรพูดภาษาอังกฤษมากขึ้นในชั้นเรียน | | | | | |

5. การตระหนักถึงประโยชน์ของการมีการออกเสียงที่ถูกต้อง

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|--|-----------------------|----------|----------|-----------------|------------------------------|
| 5.1 | ตอนนี้คุณทราบว่า การออกเสียงที่ถูกต้องจะเป็นประโยชน์กับอาชีพของคุณในอนาคต | | | | | |
| 5.2 | ตอนนี้คุณทราบว่า การออกเสียงภาษาอังกฤษที่ไม่ถูกต้องทำให้เกิดอุปสรรคในการสื่อสารได้มากกว่าการใช้ภาษาอังกฤษผิดหลักไวยากรณ์ | | | | | |
| 5.3 | การเรียนรู้การออกเสียงสามารถช่วยให้คุณปรับปรุงทักษะการฟัง-พูดได้ | | | | | |
| 5.4 | การมีการออกเสียงที่ถูกต้องทำให้ผู้อื่น (โดยเฉพาะเจ้าของภาษา) ยอมรับคุณมากขึ้น | | | | | |

6. การตระหนักถึงปัจจัยที่ช่วยให้นักศึกษามีการออกเสียงที่ถูกต้อง

| ข้อ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็น ด้วย | ไม่เห็น ด้วย อย่างยิ่ง |
|-----|---|-----------------------|----------|----------|-----------------|------------------------------|
| 6.1 | ผู้ที่มีอุปนิสัยสบายๆ และช่างพูดมักจะมี การออกเสียงภาษาอังกฤษที่ดีกว่าผู้อื่น | | | | | |
| 6.2 | ผู้ที่เคยไปต่างประเทศมีการออกเสียง ภาษาอังกฤษที่ดีกว่าผู้อื่น | | | | | |
| 6.3 | การดูหนังและฟังเพลงภาษาอังกฤษ บ่อยๆ จะทำให้มีการออกเสียงที่ดี | | | | | |
| 6.4 | ผู้ที่เรียนภาษาอังกฤษกับเจ้าของภาษา จะมีการออกเสียงที่ดีกว่า | | | | | |
| 6.5 | การฝึกออกเสียงภาษาอังกฤษโดยการ เลียนเสียง การออกเสียงของเจ้าของ ภาษาสามารถช่วยปรับปรุงการออก เสียงได้ | | | | | |

APPENDIX B

Two Forms of the Pronunciation Test

APPENDIX B.1
Word List Reading
Word List Reading

Read the rows of words accurately.

A. Consonants

IPA

| | | | |
|------|----------------|--------------------|------------------|
| /s/ | <u>s</u> it | ba <u>s</u> ket | ki <u>s</u> s |
| /z/ | <u>z</u> oo | bu <u>z</u> y | bu <u>z</u> z |
| /θ/ | <u>th</u> ink | ba <u>th</u> tub | mo <u>th</u> |
| /ð/ | <u>th</u> e | fa <u>th</u> er | smoo <u>th</u> |
| /ʃ/ | <u>sh</u> oe | na <u>ti</u> on | wi <u>sh</u> |
| /tʃ/ | <u>ch</u> air | stru <u>ct</u> ure | wi <u>ch</u> |
| /ʒ/ | rou <u>g</u> e | vi <u>s</u> ion | mea <u>s</u> ure |
| /f/ | <u>f</u> un | off <u>ic</u> e | if |
| /v/ | <u>v</u> ery | ov <u>e</u> r | sa <u>v</u> e |
| /l/ | <u>l</u> amp | pillow | bell |
| /r/ | <u>r</u> ed | me <u>rr</u> y | car |

B. Diphthongs

IPA

| | | | |
|------|---------------|--------------|----------------|
| /eɪ/ | <u>a</u> te | <u>g</u> ame | the <u>y</u> |
| /əʊ/ | bo <u>a</u> t | no <u>o</u> | o <u>h</u> |
| /aʊ/ | <u>o</u> ut | co <u>o</u> | hou <u>se</u> |
| /aɪ/ | my | pie | I |
| /ɔɪ/ | <u>o</u> il | bo <u>y</u> | no <u>i</u> se |

Word List Reading
Coding: Correct (1), Incorrect (0)

| No. | A. Consonants | | Pretest | | Total | Posttest | | Total |
|-----|---------------|--------------------|------------|------------|-------|------------|------------|-------|
| | IPA | Words | Rater 1 | Rater 2 | | Rater 1 | Rater 2 | |
| 1 | /s/ | s <u>i</u> t | | | | | | |
| 2 | | basket | | | | | | |
| 3 | | kiss | | | | | | |
| 4 | /z/ | zoo | | | | | | |
| 5 | | busy | | | | | | |
| 6 | | buzz | | | | | | |
| 7 | /θ/ | th <u>i</u> nk | | | | | | |
| 8 | | batht <u>u</u> b | | | | | | |
| 9 | | mouth <u>h</u> | | | | | | |
| 10 | /ð/ | th <u>e</u> | | | | | | |
| 11 | | fath <u>e</u> r | | | | | | |
| 12 | | smooth <u>h</u> | | | | | | |
| 13 | /ʃ/ | sh <u>o</u> e | | | | | | |
| 14 | | nati <u>o</u> n | | | | | | |
| 15 | | wish <u>h</u> | | | | | | |
| 16 | /tʃ/ | ch <u>a</u> ir | | | | | | |
| 17 | | struct <u>u</u> re | | | | | | |
| 18 | | witch <u>h</u> | | | | | | |
| 19 | /ʒ/ | roug <u>e</u> | | | | | | |
| 20 | | visi <u>o</u> n | | | | | | |
| 21 | | measur <u>e</u> | | | | | | |
| 22 | /f/ | f <u>u</u> n | | | | | | |
| 23 | | off <u>i</u> ce | | | | | | |
| 24 | | if | | | | | | |
| 25 | /v/ | v <u>e</u> ry | | | | | | |
| 26 | | ov <u>e</u> r | | | | | | |
| 27 | | sav <u>e</u> | | | | | | |
| 28 | /l/ | l <u>a</u> mp | | | | | | |
| 29 | | pillow | | | | | | |
| 30 | | bell | | | | | | |
| 31 | /r/ | r <u>e</u> d | | | | | | |
| 32 | | mar <u>r</u> y | | | | | | |
| 33 | | car | | | | | | |

Word List Reading
Coding: Correct (1), Incorrect (0)

| No. | A. Consonants | | Pretest | | Total | Posttest | | Total |
|-----|---------------|----------------|------------|------------|-------|------------|------------|-------|
| | IPA | Words | Rater 1 | Rater 2 | | Rater 1 | Rater 2 | |
| 1 | /eɪ/ | <u>a</u> te | | | | | | |
| 2 | | <u>g</u> ame | | | | | | |
| 3 | | the <u>y</u> | | | | | | |
| 4 | /əʊ/ | bo <u>a</u> t | | | | | | |
| 5 | | no <u>o</u> | | | | | | |
| 6 | | <u>o</u> h | | | | | | |
| 7 | /aʊ/ | <u>ou</u> t | | | | | | |
| 8 | | <u>c</u> ow | | | | | | |
| 9 | | hou <u>s</u> e | | | | | | |
| 10 | /aɪ/ | my | | | | | | |
| 11 | | pie | | | | | | |
| 12 | | I | | | | | | |
| 13 | /ɔɪ/ | <u>oi</u> l | | | | | | |
| 14 | | bo <u>y</u> | | | | | | |
| 15 | | no <u>i</u> se | | | | | | |

The Result of the Pronunciation Test, part A: “Word List Reading”

A. Consonants

| No. | Words | Pretest | | | | Posttest | | | |
|-----|---------------------------|---------|----|--------|------|----------|----|--------|------|
| | | Rater | | Total | | Rater | | Total | |
| | | 1 | 2 | scores | % | 1 | 2 | scores | % |
| 1 | s <u>i</u> t | 7 | 8 | 7.5 | 37.5 | 14 | 15 | 14.5 | 72.5 |
| 2 | b <u>a</u> sk <u>e</u> t | 9 | 10 | 9.5 | 47.5 | 12 | 13 | 12.5 | 62.5 |
| 3 | k <u>i</u> ss | 3 | 4 | 3.5 | 17.5 | 14 | 15 | 14.5 | 72.5 |
| 4 | z <u>o</u> o | 5 | 5 | 5 | 25 | 14 | 16 | 14.5 | 72.5 |
| 5 | b <u>u</u> sy | 10 | 12 | 11 | 55 | 16 | 16 | 16 | 80 |
| 6 | b <u>u</u> zz | 10 | 10 | 10 | 50 | 17 | 17 | 17 | 85 |
| 7 | t <u>h</u> ink | 3 | 4 | 3.5 | 17.5 | 10 | 10 | 10 | 50 |
| 8 | b <u>a</u> th <u>t</u> ub | 3 | 4 | 3.5 | 17.5 | 11 | 11 | 11 | 55 |
| 9 | m <u>o</u> uth | 1 | 2 | 1.5 | 7.5 | 10 | 10 | 10 | 50 |
| 10 | t <u>h</u> e | 12 | 10 | 11 | 55 | 15 | 15 | 15 | 75 |
| 11 | f <u>a</u> ther | 3 | 3 | 3 | 15 | 10 | 10 | 10 | 50 |
| 12 | s <u>m</u> ooth | 1 | 2 | 1.5 | 7.5 | 10 | 10 | 10 | 50 |
| 13 | s <u>h</u> oe | 4 | 5 | 4.5 | 22.5 | 14 | 14 | 14 | 70 |
| 14 | n <u>a</u> tion | 10 | 12 | 11 | 55 | 14 | 14 | 14 | 70 |
| 15 | w <u>i</u> sh | 8 | 7 | 7.5 | 37.5 | 15 | 16 | 15.5 | 77.5 |
| 16 | ch <u>a</u> ir | 6 | 5 | 5.5 | 27.5 | 10 | 12 | 10.5 | 52.5 |
| 17 | str <u>u</u> cture | 7 | 8 | 7 | 37 | 11 | 11 | 11 | 55 |
| 18 | w <u>i</u> ch | 7 | 7 | 7 | 35 | 14 | 14 | 14 | 70 |
| 19 | r <u>o</u> uge | 11 | 12 | 11.5 | 57.5 | 15 | 15 | 15 | 75 |
| 20 | v <u>i</u> sion | 13 | 10 | 11.5 | 57.5 | 16 | 16 | 16 | 80 |
| 21 | m <u>e</u> asure | 9 | 10 | 9.5 | 47.5 | 15 | 15 | 15 | 75 |
| 22 | f <u>u</u> n | 15 | 15 | 15 | 75 | 20 | 20 | 20 | 100 |
| 23 | off <u>i</u> ce | 15 | 15 | 15 | 75 | 18 | 18 | 18 | 90 |
| 24 | if | 14 | 14 | 14 | 70 | 16 | 16 | 16 | 80 |
| 25 | v <u>e</u> ry | 16 | 16 | 16 | 80 | 18 | 18 | 18 | 90 |
| 26 | ov <u>e</u> r | 16 | 16 | 16 | 80 | 19 | 19 | 19 | 95 |
| 27 | s <u>a</u> ve | 4 | 5 | 4.5 | 22.5 | 12 | 13 | 12.5 | 62.5 |
| 28 | l <u>a</u> mp | 11 | 10 | 11.5 | 57.5 | 20 | 20 | 20 | 100 |
| 29 | pill <u>o</u> w | 14 | 11 | 18.5 | 62.5 | 18 | 19 | 18.5 | 92.5 |
| 30 | bell | 9 | 10 | 9.5 | 47.5 | 13 | 13 | 13 | 65 |
| 31 | red | 11 | 12 | 11.5 | 57.5 | 15 | 15 | 15 | 75 |
| 32 | mar <u>r</u> y | 13 | 12 | 12.5 | 62.5 | 15 | 15 | 15 | 75 |
| 33 | car | 14 | 12 | 13 | 6.5 | 17 | 17 | 17 | 85 |

The Result of the Pronunciation Test, part A: “Word List Reading” (Cont.)

B. Diphthongs

| No. | Words | Pretest | | | | Posttest | | | |
|-----|-------|---------|----|--------|-------------|----------|----|--------|-------------|
| | | Rater | | Total | | Rater | | Total | |
| | | 1 | 2 | scores | % | 1 | 2 | scores | % |
| 1 | ate | 11 | 13 | 12 | 60 | 20 | 20 | 20 | 100 |
| 2 | game | 16 | 17 | 16.5 | 82.5 | 17 | 18 | 17.5 | 87.5 |
| 3 | they | 20 | 20 | 20 | 100 | 20 | 20 | 20 | 100 |
| 4 | boat | 12 | 10 | 11 | 55 | 14 | 16 | 15 | 75 |
| 5 | no | 20 | 20 | 20 | 100 | 20 | 20 | 20 | 100 |
| 6 | oh | 20 | 20 | 20 | 100 | 20 | 20 | 20 | 100 |
| 7 | out | 14 | 15 | 14.5 | 72.5 | 14 | 15 | 14.5 | 72.5 |
| 8 | cow | 18 | 18 | 18 | 90 | 18 | 18 | 18 | 90 |
| 9 | house | 10 | 9 | 9.5 | 47.5 | 17 | 17 | 17 | 85 |
| 10 | my | 20 | 20 | 20 | 100 | 20 | 20 | 20 | 100 |
| 11 | pie | 20 | 20 | 20 | 100 | 20 | 20 | 20 | 100 |
| 12 | I | 20 | 20 | 20 | 100 | 20 | 20 | 20 | 100 |
| 13 | oil | 9 | 12 | 10.5 | 52.5 | 16 | 12 | 14 | 70 |
| 14 | boy | 20 | 20 | 20 | 100 | 20 | 20 | 20 | 100 |
| 15 | noise | 12 | 9 | 10.5 | 52.5 | 17 | 18 | 17.5 | 87.5 |

APPENDIX B.2 **Listening Dictation**

Listening Dictation

Student Code:

Date

Part A) Circle the words you hear.

| | | |
|---|--|--|
| <p align="center">1.</p> <p align="center"><u>i:</u> <u>ɪ</u></p> <p>eat it</p> <p>neat knit</p> <p>beat bit</p> <p>seat sit</p> <p>eel ill</p> | <p align="center">2.</p> <p align="center"><u>l</u> <u>r</u></p> <p>light right</p> <p>lice rice</p> <p>lot rot</p> <p>low roe</p> <p>long wrong</p> | <p align="center">3.</p> <p align="center"><u>ɪ</u> <u>e</u></p> <p>pit pet</p> <p>knit net</p> <p>mitt met</p> <p>sit set</p> <p>ill L</p> |
| <p align="center">4.</p> <p align="center"><u>b</u> <u>v</u></p> <p>base vase</p> <p>berry very</p> <p>boat vote</p> <p>bolt volt</p> <p>best vest</p> | <p align="center">5.</p> <p align="center"><u>e</u> <u>æ</u></p> <p>bet bat</p> <p>met mat</p> <p>set sat</p> <p>Ben ban</p> <p>Ken can</p> | <p align="center">6.</p> <p align="center"><u>h</u> <u>f</u></p> <p>hall fall</p> <p>honey funny</p> <p>heat feet</p> <p>hold fold</p> <p>hollow follow</p> |
| <p align="center">7.</p> <p align="center"><u>æ</u> <u>ɒ</u></p> <p>cat cot</p> <p>hat hot</p> <p>pat pot</p> <p>rat rot</p> <p>cap cop</p> | <p align="center">8.</p> <p align="center"><u>s</u> <u>θ</u></p> <p>sing think</p> <p>sank thank</p> <p>sing thing</p> <p>some thumb</p> <p>sick thick</p> | <p align="center">9.</p> <p align="center"><u>əʊ</u> <u>ɔ:</u></p> <p>so saw</p> <p>low law</p> <p>hole hall</p> <p>bowl ball</p> <p>coal call</p> |
| <p align="center">10.</p> <p align="center"><u>z</u> <u>ð</u></p> <p>bays bathe</p> <p>sues soothe</p> <p>breeze breathe</p> <p>close clothe</p> <p>Z thee</p> | <p align="center">11.</p> <p align="center"><u>ɒ</u> <u>ʌ</u></p> <p>cob cub</p> <p>rob rub</p> <p>sob sub</p> <p>cop cup</p> <p>pop pup</p> | <p align="center">12.</p> <p align="center"><u>ʃ</u> <u>s</u></p> <p>ship sip</p> <p>sheet seat</p> <p>she sea</p> <p>shed said</p> <p>shelf self</p> |

Part B) Listen to the cassette carefully and circle one of the alternatives words.

1. There was something wrong with the (**race** / **rice**).
2. That (**vine** / **wine**) is very good.
3. It was ten o'clock when we (**found** / **phoned**) her.
4. Her (**classes** / **glasses**) are too big.
5. It was his good (**look** / **luck**) that kept my money safe.

Part C) Listen and make the stressed syllable of each word you hear.

- | | | |
|-----------------|----------------|---------------|
| 1. about | 2. cycle | 3. polite |
| 4. apply | 5. dangerous | 6. popular |
| 7. bathroom | 8. difficult | 9. criminal |
| 10. beautiful | 11. doctor | 12. canoe |
| 13. before | 14. expensive | 15. comedy |
| 16. believe | 17. festival | 18. relax |
| 19. business | 20. favorite | 21. relief |
| 22. camera | 23. football | 24. repeat |
| 25. canal | 26. employ | 27. report |
| 28. capital | 29. forget | 30. return |
| 31. cartoon | 32. guitar | 33. sunny |
| 34. children | 35. holiday | 36. table |
| 37. cinema | 38. hotel | 39. taxi |
| 40. cloudy | 41. housework | 42. autumn |
| 43. comfortable | 44. impossible | 45. telephone |
| 46. communicate | 47. kitchen | 48. tennis |
| 49. complain | 50. machine | 51. traffic |
| 52. compose | 53. music | 54. vegetable |
| 55. computer | 56. organize | 57. weather |
| 58. customer | 59. pencil | 60. winter |

(Adapted from Aungcharoen, 2006)

Word Stress Perception Form

Student Code:

Date

Directions: Listen and mark the stressed syllable of each word you hear.

| | | |
|---|---|---|
| 1. <input type="radio"/> <input type="radio"/> | 2. <input type="radio"/> <input type="radio"/> | 3. <input type="radio"/> <input type="radio"/> |
| 4. <input type="radio"/> <input type="radio"/> | 5. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 6. <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 7. <input type="radio"/> <input type="radio"/> | 8. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 9. <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 10. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 11. <input type="radio"/> <input type="radio"/> | 12. <input type="radio"/> <input type="radio"/> |
| 13. <input type="radio"/> <input type="radio"/> | 14. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 15. <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 16. <input type="radio"/> <input type="radio"/> | 17. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 18. <input type="radio"/> <input type="radio"/> |
| 19. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 20. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 21. <input type="radio"/> <input type="radio"/> |
| 22. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 23. <input type="radio"/> <input type="radio"/> | 24. <input type="radio"/> <input type="radio"/> |
| 25. <input type="radio"/> <input type="radio"/> | 26. <input type="radio"/> <input type="radio"/> | 27. <input type="radio"/> <input type="radio"/> |
| 28. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 29. <input type="radio"/> <input type="radio"/> | 30. <input type="radio"/> <input type="radio"/> |
| 31. <input type="radio"/> <input type="radio"/> | 32. <input type="radio"/> <input type="radio"/> | 33. <input type="radio"/> <input type="radio"/> |
| 34. <input type="radio"/> <input type="radio"/> | 35. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 36. <input type="radio"/> <input type="radio"/> |
| 37. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 38. <input type="radio"/> <input type="radio"/> | 39. <input type="radio"/> <input type="radio"/> |
| 40. <input type="radio"/> <input type="radio"/> | 41. <input type="radio"/> <input type="radio"/> | 42. <input type="radio"/> <input type="radio"/> |
| 43. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 44. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 45. <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 46. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 47. <input type="radio"/> <input type="radio"/> | 48. <input type="radio"/> <input type="radio"/> |
| 49. <input type="radio"/> <input type="radio"/> | 50. <input type="radio"/> <input type="radio"/> | 51. <input type="radio"/> <input type="radio"/> |
| 52. <input type="radio"/> <input type="radio"/> | 53. <input type="radio"/> <input type="radio"/> | 54. <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 55. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 56. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 57. <input type="radio"/> <input type="radio"/> |
| 58. <input type="radio"/> <input type="radio"/> <input type="radio"/> | 59. <input type="radio"/> <input type="radio"/> | 60. <input type="radio"/> <input type="radio"/> |

The Result of “Listening Dictation” Part C: Word Stress Perception Form

| Items | Pretest (%) | Posttest (%) | Items | Pretest (%) | Posttest (%) |
|---------------|-------------|--------------|-----------------|-------------|--------------|
| 1. about | 20 | 20 | 31. cartoon | 40 | 40 |
| 2. cycle | 80 | 90 | 32. guitar | 30 | 35 |
| 3. polite | 50 | 60 | 33. sunny | 80 | 80 |
| 4. apply | 25 | 40 | 34. children | 70 | 80 |
| 5. dangerous | 65 | 65 | 35. holiday | 40 | 55 |
| 6. popular | 55 | 75 | 36. hotel | 90 | 90 |
| 7. bathroom | 65 | 85 | 37. cinema | 45 | 65 |
| 8. difficult | 65 | 65 | 38. hotel | 35 | 35 |
| 9. criminal | 60 | 85 | 39. taxi | 95 | 95 |
| 10. beautiful | 60 | 90 | 40. cloudy | 75 | 85 |
| 11. doctor | 80 | 85 | 41. housework | 90 | 80 |
| 12. canoe | 50 | 40 | 42. autumn | 80 | 80 |
| 13. before | 70 | 70 | 43. comfortable | 50 | 45 |
| 14. expensive | 30 | 35 | 44. impossible | 40 | 45 |
| 15. comedy | 50 | 80 | 45. telephone | 55 | 55 |
| 16. believe | 70 | 75 | 46. communicate | 50 | 40 |
| 17. festival | 65 | 80 | 47. kitchen | 60 | 80 |
| 18. relax | 75 | 45 | 48. tennis | 65 | 65 |
| 19. business | 60 | 60 | 49. complain | 60 | 60 |
| 20. favorite | 50 | 60 | 50. machine | 35 | 35 |
| 21. relief | 40 | 45 | 51. traffic | 70 | 70 |
| 22. camera | 45 | 45 | 52. compose | 65 | 50 |
| 23. football | 65 | 65 | 53. music | 85 | 75 |
| 24. repeat | 65 | 65 | 54. vegetable | 45 | 55 |
| 25. canal | 50 | 50 | 55. computer | 60 | 75 |
| 26. employ | 50 | 50 | 56. organize | 50 | 70 |
| 27. report | 75 | 85 | 57. weather | 55 | 85 |
| 28. capital | 50 | 55 | 58. customer | 70 | 80 |
| 29. forget | 65 | 65 | 59. pencil | 65 | 80 |
| 30. return | 65 | 60 | 60. winter | 85 | 75 |

Comparison of “Listening Dictation” Part C: Word Stress Perception Form

| Pronunciation Test, Word Stress Perception | Mean (\bar{x}) | S.D. | t-ratio | P |
|---|--------------------|-------|---------|------|
| Pretest | 0.591 | 0.130 | 20.275 | 0.00 |
| Posttest | 0.655 | 0.133 | 21.992 | 0.00 |

* P<0.05

APPENDIX C
An Interview Guideline

An Informal Interview Guideline

The interviewers should capture personal details by asking the following steps of question:

1) Information questions

- 1.1 What is your name?
- 1.2 Where do you live?
- 1.3 How old is your father?
- 1.4 Where are your parents from originally?
- 1.5 What is your telephone number?
- 1.6 Now tell me, what do you do when you get up in the morning?
- 1.7 How do you go to school?
- 1.8 Who is your best friend?
- 1.9 What subject do you enjoy most? Why?
- 1.10 What is your favorite TV show?



2) Yes-No questions

- 2.1 Are you tired today?
- 2.2 Do you play sport every week?
- 2.3 Do you and your friends play sports after class?
- 2.4 Do you clean your house at weekends?
- 2.5 Do you have any brothers or sisters?
- 2.6 Do you have any brothers or sisters in this university?
- 2.7 Do you watch TV after dinner?
- 2.8 Do you go shopping on Sundays?
- 2.9 Do you see your family a lot?
- 2.10 Do you like English?

APPENDIX D

Observation Checklist on an Interview

Observation Checklist Form and Details

The criteria used in the observation checklist are in detail as follows:

Pronunciation

| Score | Interpretation of the score |
|--------------|--|
| 1 | cannot pronounce and cannot communicate |
| 2 | pronounce sounds and stress incorrectly |
| 3 | pronounce sounds and stress wrongly sometimes |
| 4 | pronounce sounds and stress correctly and communicate effectively |
| 5 | has pronunciation and accents similar to an English native speaker |

Fluency

| Score | Interpretation of the score |
|--------------|---|
| 1 | hesitates to speak a long time and cannot communicate |
| 2 | cannot speak continuously, often hesitates to speak and speaks repeatedly |
| 3 | can speak continuously and naturally, but still has many pauses |
| 4 | can speak continuously and naturally |
| 5 | can speak naturally and fluently like an English native speaker |

Gesture

| Score | Interpretation of the score |
|--------------|---|
| 1 | be nervous and cannot act out |
| 2 | be nervous but can act out |
| 3 | can act out and has proper facial expression and gesture but still has a little nervousness |
| 4 | can act out and has proper facial expression and gestures without nervousness |
| 5 | can act out with proper facial expression, proper gestures and greater confidence |

The scores associated in each criterion are presented on the next page as follows:

Observation Checklist Form

Student Code:

Date.....

***Circle the level that best describes each student's performance.

| Interpretation of the score | | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|---|---|---|--|--|---|
| 1. Pronunciation | Cannot pronounce | Pronounce sounds and stress incorrectly | Pronounce sounds and stress wrongly sometimes | Pronounce sounds and stress correctly and communicate effectively | Has pronunciation and accents like an English native speaker | |
| Interpretation of the score | | 1 | 2 | 3 | 4 | 5 |
| 2. Fluency | Hesitates to speak a long time and cannot communicate | Cannot speak continuously, often hesitate to speak and speak repeatedly | Can speak continuously and naturally, but still has many pauses | Can speak continuously and naturally | Can speak naturally and fluently like an English native speaker | |
| Interpretation of the score | | 1 | 2 | 3 | 4 | 5 |
| 3. Gesture | Be nervous and cannot act out | Be nervous but can act out | Can act out and has proper facial expression and gesture but still has little nervousness | Can act out and has proper facial expression and gesture without nervousness | Can act out with proper facial expression, proper gesture and greater confidence | |
| | | Total | | | | |

Comments:

Observed by.....

APPENDIX E
Reflective Report Form

Guideline for Reflective Report

The following questions are the guidelines to reflect your feelings and progress towards the training. Please complete a record of your experiences daily.

1. What have you learned from the pronunciation training today?

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2. Which part did you find most useful?

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3. Do you have any problems with the training?

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4. What is your plan to do to overcome your problems?

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5. Did you feel your pronunciation have improved? How?

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6. How is the training helping improve your pronunciation?

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7. How much impact has the training had on your improvement?

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8. How do you feel about the training?

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9. What would you like to change for the program? / How can we improve the training program?

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10. What would you like to do more of?

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Thank you

รายงานตอบรับการฝึกอบอรมการออกเสียงภาษาอังกฤษ

คำถามต่อไปนี้เป็นแนวทางในการรายงานความรู้สึและความก้าวหน้าด้านการฝึกออกเสียงภาษาอังกฤษ ของนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยราชภัฏเลย

หมายเหตุ กรุณาตอบคำถามทุกข้อเพื่อเป็นการบันทึกประสบการณ์การอบรมในแต่ละครั้ง

1. คุณเรียนรู้อะไรจากการฝึกอบอรมการออกเสียงภาษาอังกฤษในวันนี้

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2. คุณคิดว่าส่วนใดของการฝึกอบอรมการออกเสียงภาษาอังกฤษที่เป็นประโยชน์มากที่สุด

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3. คุณมีปัญหาอะไรบ้างจากการฝึกอบอรมการออกเสียงภาษาอังกฤษ

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4. คุณมีวิธีการแก้ปัญหานั้นอย่างไร

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5. คุณรู้สึกเข้าใจหลักการออกเสียงมากขึ้นหรือไม่ อย่างไร

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6. คุณคิดว่าการฝึกอบรมการออกเสียงภาษาอังกฤษช่วยพัฒนาการออกเสียงภาษาอังกฤษของคุณให้ดีขึ้นหรือไม่ อย่างไร

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7. การฝึกอบรมการออกเสียงภาษาอังกฤษส่งผลต่อการพัฒนาการออกเสียงของคุณหรือไม่ อย่างไร

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8. คุณรู้สึกอย่างไรต่อการอบรมการฝึกการออกเสียงภาษาอังกฤษในวันนี้

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9. ควรจะมีการปรับเนื้อหาการอบรม หรือไม่ อย่างไร

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10. คุณต้องการให้มีสิ่งใดเพิ่มเติมในการอบรม หรือไม่ อย่างไร

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ขอบคุณในความร่วมมือ

APPENDIX F
ELLIS Scores

ELLIS Placement Test 2009

| No. | Student Code | Scores | | | | Final Level |
|-----|--------------|------------|---------|-----------|-------|-------------|
| | | Vocabulary | Grammar | Listening | Total | |
| 1 | 524265401 | 265 | 220 | 210 | 695 | 5 |
| 2 | 524265404 | 190 | 240 | 220 | 650 | 5 |
| 3 | 524265406 | 235 | 260 | 155 | 650 | 5 |
| 4 | 524265407 | 230 | 245 | 160 | 635 | 5 |
| 5 | 524265412 | 260 | 245 | 160 | 665 | 5 |
| 6 | 524265415 | 255 | 250 | 135 | 640 | 5 |
| 7 | 524265417 | 185 | 270 | 230 | 685 | 5 |
| 8 | 524265422 | 260 | 255 | 160 | 675 | 5 |
| 9 | 524265423 | 215 | 285 | 140 | 640 | 5 |
| 10 | 524265424 | 180 | 305 | 155 | 640 | 5 |
| 11 | 524265425 | 240 | 255 | 150 | 645 | 5 |
| 12 | 524265426 | 265 | 250 | 140 | 655 | 5 |
| 13 | 524265428 | 240 | 205 | 190 | 635 | 5 |
| 14 | 524265431 | 295 | 230 | 155 | 680 | 5 |
| 15 | 524265432 | 260 | 255 | 140 | 655 | 5 |
| 16 | 524265433 | 215 | 245 | 200 | 660 | 5 |
| 17 | 524265434 | 305 | 185 | 185 | 675 | 5 |
| 18 | 524265436 | 205 | 265 | 215 | 685 | 5 |
| 19 | 524265440 | 300 | 240 | 130 | 670 | 5 |
| 20 | 524265443 | 180 | 225 | 235 | 640 | 5 |

APPENDIX G

Listening Dictation Pretest and Posttest Scores

Listening Dictation Pretest Scores

| No. | Student Code | Scores | | | |
|-----|--------------|-------------|------------|-------------|-------------|
| | | Part A (60) | Part B (5) | Part C (60) | Total (125) |
| 1 | 524265401 | 44 | 4 | 32 | 80 |
| 2 | 524265404 | 44 | 4 | 19 | 67 |
| 3 | 524265406 | 41 | 4 | 42 | 87 |
| 4 | 524265407 | 40 | 4 | 31 | 75 |
| 5 | 524265412 | 36 | 3 | 39 | 78 |
| 6 | 524265415 | 45 | 4 | 25 | 74 |
| 7 | 524265417 | 17 | 3 | 32 | 52 |
| 8 | 524265422 | 43 | 4 | 42 | 89 |
| 9 | 524265423 | 41 | 4 | 31 | 76 |
| 10 | 524265424 | 41 | 5 | 25 | 71 |
| 11 | 524265425 | 42 | 3 | 40 | 85 |
| 12 | 524265426 | 27 | 2 | 25 | 54 |
| 13 | 524265428 | 22 | 4 | 30 | 56 |
| 14 | 524265431 | 46 | 5 | 37 | 88 |
| 15 | 524265432 | 45 | 3 | 50 | 98 |
| 16 | 524265433 | 46 | 4 | 49 | 99 |
| 17 | 524265434 | 27 | 4 | 29 | 60 |
| 18 | 524265436 | 15 | 5 | 32 | 52 |
| 19 | 524265440 | 33 | 4 | 38 | 75 |
| 20 | 524265443 | 33 | 2 | 25 | 60 |



Listening Dictation Posttest Scores

| No. | Student Code | Scores | | | |
|-----|--------------|-------------|------------|-------------|-------------|
| | | Part A (60) | Part B (5) | Part C (60) | Total (125) |
| 1 | 524265401 | 43 | 5 | 41 | 89 |
| 2 | 524265404 | 47 | 5 | 42 | 94 |
| 3 | 524265406 | 47 | 3 | 45 | 95 |
| 4 | 524265407 | 41 | 4 | 34 | 79 |
| 5 | 524265412 | 43 | 5 | 36 | 84 |
| 6 | 524265415 | 45 | 2 | 24 | 71 |
| 7 | 524265417 | 41 | 5 | 34 | 80 |
| 8 | 524265422 | 47 | 3 | 37 | 87 |
| 9- | 524265423 | 51 | 4 | 52 | 107 |
| 10 | 524265424 | 45 | 3 | 39 | 87 |
| 11 | 524265425 | 47 | 4 | 50 | 101 |
| 12 | 524265426 | 33 | 4 | 23 | 60 |
| 13 | 524265428 | 25 | 4 | 23 | 52 |
| 14 | 524265431 | 46 | 4 | 47 | 97 |
| 15 | 524265432 | 45 | 4 | 37 | 86 |
| 16 | 524265433 | 46 | 5 | 46 | 97 |
| 17 | 524265434 | 46 | 3 | 44 | 93 |
| 18 | 524265436 | 47 | 5 | 46 | 98 |
| 19 | 524265440 | 40 | 3 | 45 | 88 |
| 20 | 524265443 | 40 | 2 | 34 | 76 |

APPENDIX H

Pretest and Posttest Scores on an Informal Interview

Comparison of Pretest and Posttest Scores on an Informal Interview

| No. | Pretest | | | Total Score (15) | Posttest | | | Total Score (15) |
|-----|---------------|-----------|---------|------------------------|---------------|-----------|---------|------------------------|
| | Pronunciation | Frequency | Gesture | | Pronunciation | Frequency | Gesture | |
| | (5) | (5) | (5) | | (5) | (5) | (5) | |
| 1 | 2 | 1 | 1 | 4 | 3 | 4 | 3 | 10 |
| 2 | 2 | 1 | 1 | 4 | 2 | 2 | 2 | 6 |
| 3 | 2 | 2 | 3 | 7 | 3 | 3 | 3 | 9 |
| 4 | 3 | 2 | 1 | 6 | 1 | 1 | 1 | 3 |
| 5 | 3 | 2 | 1 | 6 | 3 | 2 | 2 | 7 |
| 6 | 2 | 1 | 1 | 4 | 3 | 1 | 2 | 6 |
| 7 | 1 | 1 | 1 | 3 | 3 | 1 | 2 | 6 |
| 8 | 4 | 3 | 3 | 10 | 3 | 2 | 2 | 7 |
| 9 | 4 | 2 | 2 | 8 | 4 | 4 | 4 | 12 |
| 10 | 3 | 3 | 2 | 8 | 2 | 1 | 1 | 4 |
| 11 | 3 | 3 | 2 | 8 | 4 | 3 | 3 | 10 |
| 12 | 2 | 1 | 1 | 4 | 1 | 1 | 1 | 3 |
| 13 | 2 | 2 | 1 | 5 | 1 | 1 | 1 | 3 |
| 14 | 2 | 2 | 2 | 6 | 2 | 3 | 4 | 9 |
| 15 | 2 | 2 | 1 | 5 | 4 | 4 | 4 | 12 |
| 16 | 3 | 3 | 3 | 9 | 5 | 5 | 5 | 15 |
| 17 | 3 | 1 | 1 | 5 | 2 | 3 | 3 | 8 |
| 18 | 2 | 1 | 1 | 4 | 2 | 2 | 3 | 7 |
| 19 | 3 | 2 | 2 | 7 | 2 | 2 | 2 | 6 |
| 20 | 1 | 1 | 1 | 3 | 2 | 2 | 3 | 7 |

APPENDIX I

Scheme for Evaluation the Preparation, Execution and Management of Lesson

Part A) Observation Check List

Please give comments on the following items:

Section 1) Preparation of the lesson

| Items | Statement | *S | Comments |
|-------|---|----|----------|
| 1 | the relevance to the school curriculum | | |
| 2 | the analysis of the learning demand of the lesson | | |
| 3 | the learning objective of the lesson | | |
| 4 | the analysis of the English language demand on the lesson | | |
| 5 | the appropriateness of planning of activities | | |

Section 2) Execution and management of the lesson

| Items | Statement | *S | Comments |
|-------|---|----|----------|
| 1 | clear instruction and models of English language usage | | |
| 2 | effective teacher/pupil interaction | | |
| 3 | effectiveness organization and management of the whole class | | |
| 4 | a variety of activities | | |
| 5 | support for understanding | | |
| 6 | opportunities for learners to apply their existing skills and knowledge | | |
| 7 | opportunity for peer and group interaction | | |
| 8 | effectiveness monitoring of learning | | |
| 9 | a sensitive environment for individual learners and their communicative needs | | |

* Satisfactory

(Adapted from Wallace, 1991. Training Foreign Language Teacher: A Reflective Approach, pp.138-139)

Part B) Instructional Quality for Pronunciation Lesson Plan

Directions: We need your help in evaluating the quality of this lesson. The left Column names particular parts of the lesson. For each part named, rate its overall quality on scale from 1 = Poor to 5 Good (circle the level you believe best describes each lesson part). In the right column, note way you think we can improve each lesson part to make it more clear, more interesting, and more relevant. Thank you and your comments are very important.

| Lesson Part | Quality Rating (circle value) | Suggest improvement for clarity, interest value, and relevance to students |
|---|----------------------------------|---|
| 1. Introduction | Poor 1 2 3 4 5 Good | |
| 2. Objective | Poor 1 2 3 4 5 Good | |
| 3. Information presentation (including examples) | Poor 1 2 3 4 5 Good | |
| 4. Practice activity | Poor 1 2 3 4 5 Good | |
| 5. Feedback | Poor 1 2 3 4 5 Good | |
| 6. Assessments | Poor 1 2 3 4 5 Good | |

.....
(...../...../.....)

APPENDIX J
Pronunciation Lessons

TRAINING SCHEDULE

| WEEK | LESSON | DATE | TIME |
|------|--|------------------|------------|
| 1 | The articulation of sounds | 18 November 2009 | 9.00-12.00 |
| 2 | /s/, /z/ | 25 November 2009 | 9.00-12.00 |
| 3 | /θ/, /ð/ | 1 December 2009 | 9.00-12.00 |
| 4 | /ʃ/, /ʒ/, and /tʃ/ | 8 December 2009 | 9.00-12.00 |
| 5 | /f/, /v/ | 15 December 2009 | 9.00-12.00 |
| 6 | /l/, /r/ | 22 December 2009 | 9.00-12.00 |
| 7 | Diphthongs /eɪ/, /əʊ/, /aʊ/, /aɪ/, and /ɔɪ/ | 28 December 2009 | 9.00-12.00 |
| 8 | Word stress | 5 January 2010 | 9.00-12.00 |
| 9 | Sentence stress | 12 January 2010 | 9.00-12.00 |
| 10 | Intonation - Wh questions - Yes / No questions | 19 January 2010 | 9.00-12.00 |

The Articulation of Sounds

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand the place/manner of articulations.
2. distinguish voiced and unvoiced consonants.
3. describe the differences between Thai and English sounds.

Material:

- Worksheet
- Reflective report

Procedures:

Step 1

- Teacher explains consonants sounds production, Activity 1, Teacher reads words in each pairs and asks students to repeat.
- Teacher reads again and asks students to circle the long sounds.
- Teacher gives the answer.

Step 2

- Activity 2, Teacher puts students in pairs, students A read one sentence in each pairs on the left. Students B give the correct response.
- Teacher asks students to change roles.

Step 3

- Teacher explains words production and the place/manner of articulations
- Activity 3, teacher has students discuss the differences between Thai and English sounds.
- Teacher explains the differences between Thai and English sounds

Step 4

- Activity 4, teacher asks students to do review exercise, and then give students feedback.

English Consonants

/s/, /z/

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, hear the different sounds, produce them correctly, and practice pronunciation to be understood by the others.

Material:

- Worksheet
- Reflective report
- A CD player

Procedures:

Step 1

- Activity 1, teacher pronounces sounds and asks students to repeat.
- Class repeats the words after teachers.

Step 2

- Activity 2, teacher shows how to produce consonant sounds.
- Teacher plays CD.
- Teacher asks students to listen and repeat.

Step 3

- Activity 3, teacher again demonstrates and presents articulation of sounds
- Teacher directs students to listen and repeat the words. Teacher reminds students to notice the concentration sounds by placing their hands on their throat to feel the vibration.

Step 4

- Activity 4, communicative guide practice
- Teacher asks students to work in pairs and read the dialog aloud.
- In pairs, have students read aloud to one another, practice the target sounds. Remind them to monitor one another and self - monitoring to check and listen their problematic sounds.
- Teacher rounds up

English Consonants

. /θ/, /ð/

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, hear the different sounds, produce them correctly, and practice pronunciation to be understood by the others.

Material:

- Worksheet
- Reflective report
- A CD player

Procedures:

Step 1

- Activity 1, teacher pronounces sounds and asks students to repeat.
- Class repeats the words after teachers.

Step 2

- Activity 2, teacher shows how to produce consonant sounds.
- Teacher plays CD.
- Teacher asks students to listen and repeat.

Step 3

- Activity 3, teacher again demonstrates and presents articulation of sounds
- Teacher directs students to listen and repeat the words. Teacher reminds students to notice the concentration sounds by placing their hands on their throat to feel the vibration.

Step 4

- Activity 4, communicative guide practice
- Teacher asks students to work in pairs and read the dialog aloud.
- In pairs, have students read aloud to one another, practice the target sounds. Remind them to monitor one another and self - monitoring to check and listen their problematic sounds.
- Teacher rounds up

English Consonants

/ʃ/, /ʒ/, and /tʃ/

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, hear the different sounds, produce them correctly, and practice pronunciation to be understood by the others.

Material:

- Worksheet
- Reflective report
- A CD player

Procedures:

Step 1

- Activity 1, teacher pronounces sounds and asks students to repeat.
- Class repeats the words after teachers.

Step 2

- Activity 2, teacher shows how to produce consonant sounds.
- Teacher plays CD.
- Teacher asks students to listen and repeat.

Step 3

- Activity 3, teacher again demonstrates and presents articulation of sounds
- Teacher directs students to listen and repeat the words. Teacher reminds students to notice the concentration sounds by placing their hands on their throat to feel the vibration.

Step 4

- Activity 4, communicative guide practice
- Teacher asks students to work in pairs and read the dialog aloud.
- In pairs, have students read aloud to one another, practice the target sounds. Remind them to monitor one another and self - monitoring to check and listen their problematic sounds.
- Teacher rounds up

English Consonants

/f/, /v/

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, hear the different sounds, produce them correctly, and practice pronunciation to be understood by the others.

Material:

- Worksheet
- Reflective report
- A CD player

Procedures:

Step 1

- Activity 1, teacher pronounces sounds and asks students to repeat.
- Class repeats the words after teachers.

Step 2

- Activity 2, teacher shows how to produce consonant sounds.
- Teacher plays CD.
- Teacher asks students to listen and repeat.

Step 3

- Activity 3, teacher again demonstrates and presents articulation of sounds
- Teacher directs students to listen and repeat the words. Teacher reminds students to notice the concentration sounds by placing their hands on their throat to feel the vibration.

Step 4

- Activity 4, communicative guide practice
- Teacher asks students to work in pairs and read the dialog aloud.
- In pairs, have students read aloud to one another, practice the target sounds. Remind them to monitor one another and self - monitoring to check and listen their problematic sounds.
- Teacher rounds up

English Consonants

/l/, /r/

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, hear the different sounds, produce them correctly, and practice pronunciation to be understood by the others.

Material:

- Worksheet
- Reflective report
- A CD player

Procedures:

Step 1

- Activity 1, teacher pronounces sounds and asks students to repeat.
- Class repeats the words after teachers.

Step 2

- Activity 2, teacher shows how to produce consonant sounds.
- Teacher plays CD.
- Teacher asks students to listen and repeat.

Step 3

- Activity 3, teacher again demonstrates and presents articulation of sounds
- Teacher directs students to listen and repeat the words. Teacher reminds students to notice the concentration sounds by placing their hands on their throat to feel the vibration.

Step 4

- Activity 4, communicative guide practice
- Teacher asks students to work in pairs and read the dialog aloud.
- In pairs, have students read aloud to one another, practice the target sounds. Remind them to monitor one another and self - monitoring to check and listen their problematic sounds.
- Teacher rounds up

Diphthongs

/eɪ/, /əʊ/, /aʊ/, /aɪ/, and /ɔɪ/

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, hear the different sounds, produce them correctly, and practice pronunciation to be understood by the others.

Material:

- Worksheet
- Reflective report
- A CD player

Procedures:

Step 1

- Activity 1, teacher pronounces sounds and asks students to repeat.
- Students repeat the words after teachers.

Step 2

- Activity 2, teacher shows how to produce consonant sounds.
- Teacher plays CD.
- Teacher asks students to listen and repeat.

Step 3

- Activity 3, teacher again demonstrates and presents articulation of sounds
- Teacher directs students to listen and repeat the words. Remind them to notice the concentration sounds by placing their hands on their throat to feel the vibration.

Step 4

- Activity 4, communicative guide practice
- Teacher asks students to work in pairs and read the dialog aloud.
- In pairs, have students read aloud to one another, practice the target sounds. Remind them to monitor one another and self - monitoring to check and listen their problematic sounds.
- Teachers rounds up

Word Stress

Pronunciation of stress within vocabulary (words) and a sentence

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, recognize the various stress patterns within sentences, hear the sounds, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

Content focus -Demonstrate understanding of educational opportunities and terms of different occupations, practicing word stress within sentences.

Language focus -Demonstrate the pronunciation features of word stress within sentences, applying rules for stress, practicing accurate production of sentence level stress patterns.

Material:

- Worksheet
- Reflective report
- A CD player

Procedures:

Step 1. Explanation

Stress patterns exist within a sentence as well as on the word level. Accurate production involves correct syllable stress and word stress within a sentence. In English, it is unnatural to give equal stress to every word in a sentence. Effective use of strong and weak emphasis in phrases and sentences help students to achieve their goal of sounding like a native English speaker. English sentence level stress patterns may not be used the same way as in other languages. Using the stress patterns of the student's native language contributes to a foreign accent.

Step 2. Articulation presentation and demonstration

In English, specific words within a sentence are emphasized or spoken louder to make them stand out. In many languages, grammar instead of word stress conveys the meaning and this aspect of English can be very confusing for NNS. Using

incorrect sentence level stress patterns creates pronunciation problems: i) if stress is placed on the wrong word, it completely changes the meaning of the statement; ii) if equal stress is given to all words, it prevents clarity and meaning.

Rules:

A. Content words convey meaning and are the important words in a sentence. When speaking, content words are stressed. Content words include all the major parts of speech: **nouns, verbs, adjectives, adverbs, and question words**.

B. Function words are considered the unimportant words in a sentence because they do not carry as much meaning as content words. Function words are **not stressed** when speaking. The following parts of speech are function words: **articles, prepositions, pronouns, conjunctions, and auxiliary or helping verbs**.

C. When in conversation, sometimes a speaker will call attention to specific words by applying stress to the word in order to convey a special meaning. The word that receives stress depends upon the personal message or motive of the speaker.

Examples: It's **my** book. (not yours)

She wrecked the **car**. (not the truck)

Step 3. Reading Infusion

A. Read aloud with the class two times. Pronounce the bolded words loud and strong, with emphasis to reinforce the placement of articulators and correct production.

B. With a partner, read the passage aloud with normal stress (emphasis) and intonation (expression). Think about the sounds demonstrated and modeled by your teacher in the lesson as you read. Listen for the correct pronunciation and accurate stress placement of content and function words. Your partner will tell you if s/he hears the correct sounds and understands your pronunciation.

C. Teacher wraps up

Intonation

Wh questions / Yes-No questions

Classroom: PASSA 303, Language Center

Students will be able to:

1. understand how to produce these pronunciation features, recognize the various intonation patterns within sentences, hear the sounds, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

Language focus - Demonstrate the pronunciation features of intonation within sentences, applying rules for intonation, practicing accurate production.

Material:

- Worksheet
- A CD player
- Reflective Report

Procedures:

Step 1 - Activity 1, teacher explains the importance of intonation

Intonation can determine grammatical meaning as well as the speaker's attitude. Intonation is the rise and fall of your voice (melody) when you speak. Each language uses rising and falling pitches differently and has its own distinctive melody and intonation patterns. Intonation expresses meaning and we recognize and use intonation to determine meaning even before we interpret the actual words in a sentence or phrase. Intonation variations can change a speaker's intended meaning and without realizing it, you can confuse your listener by using incorrect English intonation patterns.

- Teacher demonstrates samples for students and asks students to repeat

Step 2 - Activity 2, Articulation presentation and demonstration

In English, every thought group has an intonation curve. The intonation rises or falls around the word in the thought group that receives the focus or focal stress (emphasis). Intonation patterns indication whether the person is making a statement or asking a question; it can also indication the person's attitude, i.e. confident, doubtful,

annoyed, or impatient. Rising and falling intonation can have many different meanings, but it's used most commonly to indicate questions and statements.

Step 3 - Activity 3, Teacher further explains the basic intonation pattern Basic Intonation Patterns:

A. Yes/No questions use a rising intonation usually on the last content word in the question.

Example: Are you a student here?
Will you stay?
Do you like school?

B. Information questions using *wh*-questions have a special intonation pattern. On the last content word in the question, use a rising intonation and then finish the sentence with a falling intonation.

Example: Where are you going? **go (rise) ing (fall)**
What did you buy now?
Where is your pencil?

Step 4 - Activity 4, teacher plays CD and ask students to do exercise in work sheet

A. Read aloud with the class two times. Pronounce the bolded words loud and strong, with emphasis to reinforce the placement of focal stress and noting the rising and falling intonation.

B. With a partner, read the passage aloud with normal stress (emphasis) and intonation (expression). Think about the patterns demonstrated and modeled by your teacher in the lesson as you read. Listen for the correct pronunciation and accurate stress placement of content and function words and intonation patterns. Your partner will tell you if he/she hears the correct sounds and understands your pronunciation.

C. Teacher wraps up

RESEARCH PUBLICATION

1. Subinnam, S., & Chaiyai, S. (2010). The Effect of Pronunciation Training on Loei Rajabhat University Students' Speaking Skill. In: **DOK-JAN Journal**. Loei: Faculty of Humanities and Social Sciences, Loei Rajabhat University.



