

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes: (1) the subjects, (2) the materials, (3) the procedures used in the collection of the data, and (4) the data analysis.

#### **3.1 SUBJECTS**

The subjects of this study were nine Thai English Teachers of the Business English Program at Suan Dusit Rajabhat University.

#### **3.2 MATERIALS**

The research instruments in the study were conducted through the following methods:

1. Questionnaires: Teachers' self-assessment
2. Recording: Read aloud a short passage recorded through tape cassettes and wave files.

#### **3.3 PROCEDURES**

##### **3.3.1 Research Design**

This research is an analysis of Thai English teachers' self-perception of pronunciation difficulties in English, particularly the top ten ranks of consonants and vowels.

##### **3.3.2 Data Collection**

1. The developed questionnaires were distributed to nine Thai English Teachers of the Business English Program at Suan Dusit Rajabhat University
2. A short passage was read aloud in order to cross-check the problematic sounds by asking the teachers to read the given passage and then record it.
3. The returned questionnaires were collected.
4. The questionnaires were sorted into different categories of problematic sounds and the top ten ranking of problems.

5. The questionnaire respondents were asked to read aloud a short passage. It was assumed that they were reading for students' listening practice in the classroom language, and was recorded through tape cassettes and wave files.

6. Three native English teachers: Australian, British, New Zealander, and an ESL teacher; Indian, listened to the recording of the short passage reading.

### **3.4 DATA ANALYSIS**

1. A detailed description of the frequencies of problematic sounds rated in a top ten ranking was made.

2. Standard pronunciation was assessed by native and ESL teachers.

In the next chapter, the results of the study will be presented.