

Neerawan Punthong 2014: English Pronunciation in Speaking and Oral Reading of Prathom 6, Mathayom 3 and Mathayom 6 Students in a Bilingual School: A Case Study. Master of Arts (Applied Linguistics), Major Field: Applied Linguistics, Department of Linguistics. Thesis Advisor: Associate Professor Apiluck Tumtavitikul, Ph.D. 139 pages.

The objective of this research project is to investigate the English pronunciation of sample students studying in grade 6, 9 and 12 in a bilingual school in Bangkok. The social variables considered are gender, level of education and two speech styles: casual style in self-introduction and reading style in in text reading. Pronunciation of stress on stressed-syllables and vowel reduction in unstressed-syllables are the two main features studied by means of phonetic and statistical analyses.

The results show that the pronunciation of stress and reduced vowel in both speech styles, of all the subjects combined, is over 50% incorrect. The application of the statistical analysis of paired-samples t-test shows that social variables; gender, level of education, and speech styles, do not have insignificant influence on the pronunciation of the subjects studied at the confidence level of 0.05. The acoustics show that the students have a tendency to pronounce stressed-syllables with long vowels, or emphasizing on length, and unstressed-syllables with full vowel, many of which are long as well. These may suggest the influence of Thai as L1 interference since Thai has contrastive long vowels and vowel length is an important feature for stress in Thai. In addition, it is observed that there is other tendencies to give final syllables the primary stress with long vowels, and substituting the vowel /ɜ:/ “จึจึจึจึ” for [ə] in English. In all, the results suggest that the students studied still have not had the English stress rules and vowel reduction rules in their interlanguage.

The research results give valuable information as feedback to the school understudy and can be used as basic information for future research for the development of English Teaching curriculum for Thai students in bilingual schools.

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Student's signature

Thesis Advisor's signature