

Research title: A Survey of Thai Learner's Problems with Japanese Pronunciation and Native Teachers' Perspectives about Pronunciation Teaching

Researcher: Masahito Chiba
Jun Sato
Shinya Ota

ABSTRACT

Since many of, if not all, the pronunciation problems are derived from learners' L1, it is reasonable to assume that designing pronunciation syllabus and making learning materials for pronunciation learning according to learners' L1 is important. There is hitherto no established pronunciation syllabus, however, for Thai speaking learners of Japanese as a foreign/second language. Also, it has often been pointed out that insufficient instruction on pronunciation is due to teachers' lack of knowledge of adequate pronunciation teaching methods

The purpose of this study is to examine pronunciation problems of Thai speaking learners of Japanese as a foreign/second language (TL), Japanese teachers (JT) actual teaching practice of pronunciation and their problems and difficulties in teaching pronunciation in order to provide useful information facilitating JT to teach Japanese pronunciation to their learners the data required to design pronunciation syllabus and to develop pronunciation teaching/learning materials for teaching Japanese as a foreign/second language in Thailand.

We conducted semi structured interviews with the JT and analyzed 10 elementary level TL's speech data. As a result, it was found that:

- 1) There were 14 kinds of TL's serious pronunciation problems in many categories and two serious pronunciation problems of TL were newly found;
 -) JT were divided into two groups (those who have the variety of teaching methods and those who do not have
 -) JT were encountering such problems as lack of knowledge of teaching methods, insufficient teaching materials, insufficient time to teach pronunciation and too large class size

Based on the conclusions above, we would like to suggest that:

- 1) Even JT who have a variety of teaching methods should be given an opportunity to gain knowledge of other more effective methods;
- 2) The teacher training programmes should be changed, by starting with showing TL's actual speech, rather than phonetics/phonology itself
- 3) New teaching materials that contain various kinds of teaching methods and practice should be developed;
- 4) "Check sheet" methods for the large class sizes should be employed; and
- 5) The methods assisting TL to improve their skill to create own self generated standards should be given more importance.

Keywords: pronunciation problems, teaching practice on pronunciation, problems in teaching pronunciation